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UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY

BOARD

* Investigation of:	*
FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, CEN22FA405 AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022	* Accident No.: *

Interview of: GABY ARCHERBO, Delivery Experience Account Manager Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

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Cirrus Aviation

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I N T E R V I E W

DR. WOODS: Okay, we're away. So, Gaby, thank you for taking time out of your schedule to come down and talk with us.

As I mentioned earlier, I'm Dr. Sabrina Woods. I'm with the National Transportation Safety Board. The Board's been congressionally charged to determine probable cause post-accident or significant incident in aviation and that's why we're here today. We are investigating the September 1st SR22 accident that happened in Texas. My role as a human performance investigator is I do assessments about the man-man interface, the man-machine interface and the man and environment interface. And by environment, you know, I don't mean just like what's going on outside or trees or anything like that. I mean the organizational environment.

With me is Todd Fox. He's actually the investigator in charge. So, essentially, I'm working as a subject matter consultant for him with the Board. And then your party coordinator through Cirrus is Brannon Mayer and you have had a chance to meet, yes? Okay, perfect.

So, essentially, we're going to get to formal titles in a moment, but as a person who worked directly with one of the customers that is involved in this accident, you have a wealth of information, right. So, at this point, we're in the data collection phase. We're trying to kind of gather all the bits of data and all the information we can to help us figure out what

happened here. A lot of that information is with you and talking with people like you and people like Riley to kind of understand more. We do this for a living. This is pretty routine for us, but I completely understand that this is not routine for you, that this is out of routine, and again that you've been taken away to come help provide this information.

So during this question and answer session, please understand that if you don't know the answer to something we ask you, I don't know is a perfectly acceptable answer. Don't feel like oh, I'm on the spot, they asked me something I have to answer. Like, that's not the case. If you don't know, just say you don't know. We'll move on. If you don't understand something, please ask for clarity and we're going to do the same. Like, if we don't understand a question -- or an answer that you provided, I'm going to be, like, come again, can you explain that more, things like that. If you need a break, please do not hesitate to ask. Just go time out, I need a moment, like I need to go, you know, run to the washroom or step outside for a moment. Whatever you need, don't hesitate, and again and we'll make it happen. And I'll do my best to check in with you on occasion to make sure that you're still good to go throughout this process.

This interview is being recorded. We do that so that what you say is documented perfectly and exactly, so we don't have to rely on things like my short-term memory or, you know, I'm not sitting here scribbling and stuff, oh what's she doing over there.

It just makes the process go smoother. The recording will be sent to a transcriber. The transcription is what goes into the docket. So I just want to make sure that you understand that process, and do you have any questions about that process?

MS. ARCHERBO: No.

DR. WOODS: Okay. So with that -- also in that process, you're allowed one person here to provide support for you. That could be any person of, you know, your choosing. It could be, you know, a friend, a loved one, a co-worker. So, just to get it on the record again, do you have somebody today that you would like to perform that role for you?

MS. ARCHERBO: Yes, Cathy Nyen.

DR. WOODS: Okay. And with that, Cathy, thank you for being here and for providing that support for Gaby. I just want to make sure that you understand that as a support function, by all means at any time if Gaby wants to step outside, you guys want to chat, that's great. Just try to refrain from, like, answering on her behalf or -- because I do know that you're her supervisor, correct? Okay, try to refrain from answering on her behalf or of anything of that sort. So with that, Cathy, if you would please, for the record, just state and spell your name.

MS. NYEN: Sure, Cathy Nyen, C-a-t-h-y, N-y-e-n.

DR. WOODS: Okay, thank you for that.

INTERVIEW OF GABY ARCHERBO

BY DR. WOODS:

Q. And then, Gaby, for the record, would you stat and spell your full name?
A. Yes, Gaby Archerbo, G-a-b-y, A-r-c-h-e-r-b-o.
Q. Okay. So, Gaby, what is your actual -- like what is your title? What are you called?
A. Delivery experience account manager.
Q. Okay. And how long have you worked here at Cirrus?
A. Almost a year.
Q. Okay. And have you been in that role, in that title this entire year?
A. Yes.
Q. Okay. And so, are you also a -- or, I guess, what are your certificates or ratings? Are you a pilot?
A. I'm a private pilot.
Q. Okay. And just out of curiosity, do you -- are you part of the flying club here or anything like that?
A. No, I am not.
Q. Okay. And, well, I was going to ask who your supervisor is, but we kind of already covered that. Cathy is your supervisor, correct?
MS. NYEN: There is one person between us.
DR. WOODS: Oh, okay.
BY DR. WOODS:
Q. Well, then, who's your supervisor, please.
A. It -- Samantha Pearce (ph.).

Q. Okay. Okay, so, with that, can you just give me, like, a high-level overview of what do you do here at Cirrus?
A. Once a sales rep sells us -- sells an aircraft, the order processes then comes to our department, so to the account managers. And from then we start a conversation with the customer and then basically go all the way to delivery, just with the processes that they need to getting their number set-up, registration aesthetics, answering any questions for them, helping them with clarification and anything they need regarding registration, timeframe, things like that, and then delivery for them when they come to Knoxville.
Q. Okay. So I guess how many account managers does Cirrus have doing that job?
A. Just for the SR team, there's about five.
Q. Okay. And so --
A. And then the jet team has a (indiscernible).
Q. So it is broken into two different teams? The Vision team versus the SR team?
A. Yes and then there's XI, so custom airplanes --
Q. Um-hum.
A. -- for the jet and then the SR.
Q. So that's four teams in all then?
A. It's one team. We're just split to cover different airplanes.
Q. Okay. That makes sense. So, but in your group, which is

just SR, not custom, you said there's about five?
A. There's four of us.
Q. Oh, okay.
A. Oh, five. I think Emily -- sorry -- she does international, but there's five of us.
Q. Oh, okay, okay. So, on average, how many -- what's your caseload look like? How many people are you working with right now?
A. I don't know exactly. I don't know how many in total right now.
Q. Can you ballpark it, like 10 to 20, or 20 to 30, or 106?
A. I think I have about 100.
Q. Oh, okay. Okay. And so you are managing that process. So you're getting the hand-off from the sales representative, correct?
A. Um-hum.
Q. And those are people that are where?
A. Different territories.
Q. Okay. So is it broken into -- that's your term, territories -- is it broken into different regions or --
A. Um-hum.
Q. Okay.
A. Yes.
Q. Okay. So, I guess, as soon as, like, I guess, the sales rep closes the deal, how far in advance do you know that you have a

new owner that you're going to be working with?
A. Once the order gets approved by Cirrus.
Q. Okay.
A. So they'll sign a purchase agreement with the customer, send it over to us, Cirrus. I don't know exactly what department it gets approved by their supervisors and then it gets recorded into the system. From there, we know that we have a new customer -- a little before that.
Q. Okay. So do you know how that customer gets assigned to you? Is it like a whoever's available next or --
A. No, it's where -- you're assigned by territory, so I have -- my territory, each territory has a sales representative and that's who we work with.
Q. Okay.
A. So we all know whether it's west coast, east coast and we're split, some international, some central U.S.
Q. So what is your territory then?
A. I'm split over some of central U.S. and Latin America and Canada.
Q. Okay. So working the process, you get the -- you know, the deal is done by the sales rep. That information comes in, it's all approved and then Gaby gets assigned.
A. Um-hum.
Q. So what do you do next? What is the process next, like, when do you first start making contact?

A. Once we see that come in, we make contact with the customer. So first contact it would be emails sent up to the customer. We send just an invoice to them for a 10% payment, and we let them know I am here. I am who's going to help you through this and that's kind of it for now. We wouldn't say that, but that's it, that's our process until that time unless they ask additional questions or they want additional information or any clarification --

Q. Okay.

A. -- about the process. And after that, we really don't reach out to a customer until about three months before.

Q. Before?

A. Delivery date.

Q. Got it. And that is -- how do you know that their delivery date is coming up? Who lets you know that?

A. Delivery dates get assigned by my manager, so he puts them into the system. Once they are in the system, he lets me know per customer. And then I know they have a delivery date so I can now reach out to them with information about their delivery.

Q. Understood, so busy process, it sounds like, lots of moving parts. So if you had a friend that was on the street, and says hey, Gaby, what's going on with that Cirrus situation over there? What's it like? If they ask you what you feel, what it's like to work here, what would you say?

A. Amazing.

Q. Yes.
A. Yes, there's really nothing -- it's busy, but it's -- I mean, I really like it. I don't have anything negative that I would be able to say about it.
Q. So what do you like about it then?
A. Everything. I mean, I'm a pilot, I've been in aviation for years now, so that's a plus to stay in a job that is aviation related, but also the job that I do, I really enjoy. I enjoy interaction with the customers, I enjoy moving around, not being in -- at my desk every day. I like the busyness, the -- I just like that.
Q. Okay. So, if -- in that same conversation with your friend, if you had to say what your most favorite part about Cirrus and the company as a whole, what would that be?
A. My -- of Cirrus?
Q. Um-hum.
A. The people.
Q. Okay. Tell me more about the people.
A. Friendly, helpful, willing is what I would say about everyone here.
Q. Okay. So if you had to say, oh there's this one thing that, you know, could be done better, what would that be?
A. Delays. We experience a lot of delays right now, as I feel like everyone else out there after Covid, which -- it's stressful, but it's not anything that anyone's doing purposely.

Q. Um-hum.
A. It's just the world we're in right now.
Q. Okay. Does that cause a lot of stress on the system?
A. No, not on the system. Just, I would say, on everything. It's -- having delays and having to relay delays is stressful, but a lot of our customers understand just because all of our customers are business owners that are in the same boat with their customers.
Q. Okay. If you had to describe the safety culture here at Cirrus, how would you do so?
A. Safe -- I don't know what other word I would use. I mean, I feel like they're really good at it. I don't --
Q. So, without answering the question for you, they're, you know -- being safe and safety just doesn't happen. It's --
A. Um-hum.
Q. -- it doesn't magically exist. It has to be perpetuated, it has to be kept up, kind of like the cleanliness of your home. It has to be kept up. It doesn't just magically happen. I guess -- have you been witness to the things that Cirrus does to keep a high rate of safety within the system?
A. No -- I mean, I'm not involved in any part of it --
Q. Okay.
A. -- so no, I'm not --
Q. Okay.
A. -- close enough to manufacturing and just Duluth and their

processes, so I don't know.
Q. Do you know of any processes here at the Knoxville campus?
A. I'm not in-flight op, so not exactly, but I've never heard any comments, or I have never heard anyone complain about our safety issues. If there were to be any, I would never -- I haven't heard of it so I wouldn't know.
Q. Okay. Well, but what if you had a concern and it can be a myriad of different things. It doesn't have to be just within flight ops. What if you had a concern and, you know, like man, I really want to see this addressed? Do you -- is there a process in place for you to do that?
A. It depends if you're -- if it -- if I'm at a delivery and it's a customer's airplane and I see something that I believe needs to be taken care of. I would ask the -- I would talk to the delivery pilot, they would go to the service center, talk about it, squawk the airplane and have it taken care of.
Q. Okay.
A. So -- I mean, that's really the only time I would --
Q. So what about internally, your function? Like, you said right now you have about 100 people, 100 cases you're dealing with. What if all of a sudden the flood gates open, everybody buys a Cirrus and now you're handed 400 more people and you're like, oh, I don't know if I can handle that load and be, you know, as dedicated and --
A. Um-hum.

Q. -- with each individual as I would like to be. How would you handle that? Do you feel like you could complain about that?
A. Yes, and I did. I had -- I felt like I had too much on my plate. I'm relatively still new so I -- a part of me this year thought that there was just too much and I couldn't handle it. So I did complain, and it was taken off of me immediately. So I asked to please have one of our sales reps taken away from me. Whoever it was, I just needed one because one was an equivalent to about 20 something customers. And I said I just need one, please take it and my manager took it away from me immediately.
Q. Did you get any -- like, was there any repercussions to that or anything like that?
A. No.
Q. Okay. So what about positive communication and feedback? What if -- have you seen or have you been the recipient of positive feedback from outside the organization, like a new customer having moved on and went you know what, that Gaby, she's amazing. Did that kind of information come down the pipe?
A. Yes.
Q. How does it usually?
A. We send out surveys to our customers after delivery. We usually give them -- and it depends on each one of us, for the account managers -- but we usually wait a few days until the end of training and kind of get back home and settled in. But we send out a survey and our customers are very vocal, I'd like to say,

positive or negative. But yes, so once they fill out the survey it comes back. Actually it goes to Cathy and Cathy sends it out to us and then that's where we get to see what they say.
Q. Okay. And that happens -- so, let's say, you've got 100 cases so you can expect -- if they choose to respond --
A. Um-hum.
Q. -- a continual base of feedback coming back to you?
A. Yes.
Q. Okay. And I guess what is the rate for that feedback? What are you averaging, like, does it happen every day or every week or do they all wait till the end of the month or --
A. I mean, it depends. Some customers, if I have five deliveries, if I have two deliveries in a week, maybe one will respond.
Q. Okay.
A. So it really depends on how many deliveries and it depends on how many customers want to get back to us, but we get to continually see what our customers think and feel that their process went like.
Q. So I guess that's also really a question about how many deliveries -- I know that it fluctuates and changes, let's just ballpark it. How many deliveries are you handling a week?
A. I mean, I could have none to I can have to three, four. That is very -- I mean it fluctuates --
Q. Um-hum.

A. -- constantly. I could go a month without one.
Q. Okay.
A. So it --
Q. Okay.
A. -- varies.
Q. So for your performance -- like who overall is responsible for your performance?
A. Can you repeat? I'm thinking of -- like who is responsible about how I do my job? Is that --
Q. Yes.
A. My manager.
Q. Okay.
A. So it would Aaron Gita (ph.). He is directly who makes sure we are okay, we function properly, our job is getting done. He oversees us daily.
Q. Is there a training program for your position?
A. Yes.
Q. Okay. How long is that?
A. It depends on each one of us, so I mean, I came in and my training was done in about a month and a half. But there's people in our department that could spend more time during training.
Q. Could you give me a high-level, like, what's in your -- what's in the training program for you?
A. I mean, we go over everything, basically. So up to welcome emails all the way to how to do deliveries, what we do on delivery

days, what to have on our delivery day, registration processes, how to do configurations, put colors in. I mean, aesthetics, everything, so.

Q. Okay. Is there a database that, I guess, retains this information on you and for you?

A. What do you mean?

Q. You --

A. For training --

Q. Yes.

A. -- or for --

Q. For training.

A. That is above me.

Q. Okay.

A. Yes, I might -- I don't know that.

Q. Okay, that's fine. Okay. So, talk a little bit about, like, how you are assigned new customers and kind of what you do for them and the variability and that process was a whole. And we talked a little bit about the feedback, so before we get to that point, what happens if a customer is having problems with the process?

A. It depends on the problems that they're having.

Q. Okay. Let's say -- I'll give you two different scenarios. So the first one is having some misgivings over the color combinations that they want on the aircraft. Maybe they have selected something and now want something else. How is that

problem dealt with?
A. If it's not past the time that they can choose colors --
Q. Um-hum.
A. -- because -- I mean, there's a timeframe, we change them. Just let me know -- they will let me know, they have to sign a change order just so that way it's verified that that is the color they indeed want. And then we change it in the system and let production know and taken care of.
Q. So they can reach straight out to you or do they have to go back to their sales rep or --
A. They can tell me, but I would still tell the sales rep, or they could tell their sales rep, because the sales rep is who sends out the change order to be signed through DocuSign.
Q. Okay.
A. But either way, they could -- they can choose what -- our customers really like to deal sometimes with us, sometimes they just prefer the sales rep who is who they know in person. So they would try to do a lot of communication with the and then the sales rep relays it to us or the customer directly to us. It depends on the customer.
Q. Okay. So we also know that there's, you know, there's a training aspect to this for -- particularly for new owners that are coming in that don't have any, like, for instance SR or Vision experience and they're transitioning. I know you don't deal with the training itself, but in the interfacing, getting it set up,

what if a new customer's having a problem with that? Like, they're like, hey, there's the software or there's database or there's a DocuSign and I can't get into it, and I'm frustrated. How is that handled?

A. That is still with training.

Q. Okay. All of it?

A. All of it. Anything pertaining to training is with training, even if it's they can't access our portal --

Q. Um-hum.

A. -- they can't -- it's all training.

Q. But who are they notifying that they're having those problems to begin with? Would that be the sales rep or you or --

A. Training.

Q. Okay.

A. So whoever I work with for that specific territory from the training department. We put all of us in contact, so when I'm saying to the customer welcome, congratulations, I'm also including the training person in there. So they'll have -- they'll know who I am, who she is, and if they forget and they ask me something about training, I just say here you go. She'll be able to help you out with this. We try to stay separate so everybody can do their -- just she's more knowledgeable in training and I'm more knowledgeable in the delivery side, so.

Q. Understood, completely. So what if you're having problems with a customer, like -- because I know you handle a certain

amount of the financial side. Correct?
A. Not really.
Q. Okay. You don't collect information on that?
A. No.
Q. Okay. I'm sorry, I apologize. Who does that in this role then?
A. We have -- we work with Cirrus Finance, so anything that is loan related, lender, money, we just put them in contact with the person we talked to from Cirrus Finance and they start their own conversation with that. We don't get involved.
Q. Okay. So you're not the interface between --
A. No.
Q. -- the new owner and that department?
A. No.
Q. Okay, okay. I'm sorry, I thought that one of the things that you were also responsible for was collecting that material and then sending it off to that department?
A. No.
MS. NYEN: Are you talking about collecting payment from the customer?
DR. WOODS: Yes.
MR. FOX: Yes.
BY DR. WOODS:
A. Collecting payment or information for lending and --
Q. Payment.

A. Oh, yes, I mean, well, the customer sends the payment. We claim their wire and put it to their invoice and just forward their invoice over to them. So there's really not much more in there more than letting the customer know here is your invoice.
Q. Um-hum.
A. If they have questions on their invoice, we can clarify. If not, they say where's the wiring instructions. Wiring instructions are attached and then they say, Gaby, I sent the money. Let me know when you get it.
Q. So I guess that's -- brings me back to the point I was actually trying to get to. So what if that never comes? What if that never happens? Like you sent it and you're waiting, and you're waiting, and you're waiting.
A. Sales rep.
Q. That's the sales rep.
(Crosstalk)
A. So if I -- if, I mean, getting close to or -- I mean, it would have to be like financial closing.
Q. Um-hum.
A. Customer isn't here yet, I'm waiting on payment, don't get it, I would reach out to the sales rep and say hey, I haven't heard back, do you know anything about them. I'm waiting on their money today, they haven't reached out and I haven't received anything. The sales rep would be the one to try to contact them.
Q. Okay. So when you're -- your elevation is to the sales rep.

A. Yes, and then they -- the sales rep have their own. And then, of course, on my side, I would still take it up with Aaron. Aaron would go to Cathy and then Cathy would go to who's sales rep side management, and then them and they would try to --

Q. Okay. I'm going to pause right now because I've been talking a bit and I'm going to hand it off to Todd before coming back with some more questions.

MR. FOX: Thanks.

BY MR. FOX:

Q. About the feedback form, we've been hearing about the feedback form all week at different levels, like, you know, from the flight instructors to the supervisors, to, you know, Mr. Haig, chief pilots, stuff like that. Are we talking about the same feedback form or is there multiple feedback forms from the customers?

A. Above me.

Q. Like have you seen the feedback form?

A. I mean, I see -- when we send out the survey and they fill it -- the customers fill it out --

Q. Right.

A. -- we see the form because it comes back -- the form's filled out by that --

Q. But the feedback that it's soliciting isn't about Gaby only? It's about --

A. Oh, no.

Q. -- training, it's about finance --
A. Oh, it's about --
Q. -- it's about --
A. -- yes --
Q. -- how clean our facility was --
A. It's about the plane, it's about delivery, our sales representative --
Q. The experience --
A. -- the experience itself, yes.
Q. Okay. And so you're the administrator of that form, like you're the one sending it out?
A. Yes.
Q. And you're one -- it's being returned -- not to you?
A. No.
Q. It's being returned to a manager's manager, so supervisor or manager. Okay. How often do you feel like you get that information transmitted back to you about each of your customers? Because you indicated something like if there was five in a week, you might get one?
A. Yes, but that's from the customer. So if the customer doesn't fill it out, then we don't have --
Q. So you -- it's in your knowledge base --
A. Um-hum.
Q. -- that you're getting one out of five-ish. Is that because you have been made aware by Cathy that there was one that came

back, or can you see that you have customers that are returning them?

A. We don't get to see it in the system. It's when it goes to Cathy. Cathy sends it out and then that's when we get to see them.

Q. Right.

A. There have been -- there has been an instance where if I didn't get it back from Cathy and I see her, she will tell me. I got this back, I just want you to know I didn't send it to you A or B reason. So it didn't come straight to my email, but she'll send it to me.

Q. So it's not like a box in your -- on your screen that says you know, customer returned it --

A. No.

Q. -- like that? Okay.

A. No.

Q. And then you were talking about the training department --

A. Um-hum.

Q. -- and I just want to make sure I understand. Your -- does the training department include the flight instructors or are you talking about the training department that are up in the cubicles and doing scheduling, and stuff like that?

A. So when I say training department, I mean the training account manager. So, on the side of training, it would be the people who we work with directly to set up training with our

customers. We don't deal with the instructors and things like that. I just know what instructor will work with my customer, and that's it.

Q. And correct me if I'm wrong, when you used the word she in this instance, were you --

A. Yes.

Q. -- Tiffany?

A. Tiffany, yes.

Q. Thank you. That's all I have, thank you.

DR. WOODS: Brannon.

MR. MAYER: No questions at this time.

BY DR. WOODS:

Q. Okay. So I'm going to pivot a little bit off from how do you do your job and go a little bit more to the reason why we're here, which is there's an accident that took place. So, I guess if you could, give me an overview of your interactions with David Stoneking, starting from the time that you were assigned him as a new customer to delivery.

A. So, when David placed his order, I was not working here yet, so I was not the first point of contact for him. I reached out to David just a few months before his delivery and that was the first time I had contact with him.

Q. Okay.

A. Just emails back and forth regarding delivery and registration, invoices, subscription forms, some calls about

delivery and dinner, because we had known that there was a dinner planned before delivery day. And it was about how much he was really -- he was really funny, so it was always a pleasure to talk to him.

Q. Okay.

A. But I had -- that was the extent of our conversations.

Q. So do you know who he was handed off from then?

A. Yes.

Q. Just the name, please.

A. Destiny Garcia (ph.) --

Q. Okay.

A. -- is the last name.

Q. Okay. So in those interactions and that back and forth, was he always timely in his communications?

A. Yes.

Q. Okay. Did he respond to everything that you asked of him?

A. Yes.

Q. Okay. And then leading up to -- now we're getting -- you've got a date, you know the aircraft's going to be here, you're ready to set up delivery, did he communicate to you any issues or trepidations or concerns he was having leading up to that date?

A. He mentioned now knowing exactly how he was going to register his airplane and to give him just a little extra time to figure it out, but that was the only thing. It didn't cause an issue, because I had in time regardless, but that was it.

Q. So did you work with him to resolve that issue or did he just figure it out on his own?
A. He figured it out.
Q. Okay.
A. He said give me a second and I'll confirm, and then a few days later he confirmed with a different company that he wanted to register with.
Q. Okay. Was that the only issue that he had leading up to delivery?
A. Um-hum.
Q. How about once he arrived here? When was the first time -- did you get a chance to meet him?
A. Um-hum.
Q. When was the first time you had that chance?
A. The night before delivery. We went out to dinner and that's when I met him.
Q. Okay. Did he express any concern that he had at that time as to how the process was going or about taking delivery, or any of the requirements leading up to that point?
A. No.
Q. Okay. Were you aware of anything having to do with his transition training?
A. No.
Q. Okay. And then now -- the night before you had dinner. Now we're on the day of. How did the actual delivery go?

A. It went well. There was no -- nothing really different to me than the usual.
Q. Okay.
A. Met him at the flight training center; he was with Kim while we waited for the delivery pilot, went over, picked him up, drove to the hangar and delivered the plane.
Q. Okay. And so how -- when does your job end, I guess? When do you feel like okay, I'm done. Well, I meant, with any one customer, when are you like, I'm done with you, moving on to the next one.
A. After the delivery, most of it ends. Once we deliver, they sign the acceptance, the full (indiscernible) and acceptance, we'll sign paperwork, and after that we're done. Of course, if they do have any questions that come up after, they need us to contact -- help them contact somebody else within the company, if they don't have their information, we can always help. So we're kind of still there to help if needed, but our job is basically done.
Q. Was there anything else that he needed after the delivery from you specifically? Did he reach out to you?
A. No, after delivery he did not reach back out to me.
Q. Okay. So I know -- there's some things --
A. Yes, I mean, nothing regarding delivery. He had no additional questions or anything that he needed from me.
Q. Okay. I know the timelines of things, but understandably

that you might not, because you said you don't get involved with the transition training portion at all. Correct? Do you even have a high-level awareness of what's going on with your customers after that?

A. Yes, so we don't have any involvement as to what they're going to do --

Q. Um-hum.

A. -- if plans change, like in this case they did. And it's just -- it's moving and we just kind of -- we can -- we stay in touch with the instructor, so how's, you know, hey is everything going okay.

Q. Okay.

A. Yes and what are you guys doing today --

Q. Yes.

A. -- you know. We're going to go fly and, you know, we're going to go have fun somewhere and come back. I'm, like, okay, well let me know if you need anything. But that's -- it's very light. We don't really know more than that. We don't get into that -- what they're going to do.

Q. Do you happen to know when Chris Jensen was assigned Mr. Stoneking?

A. Um-um.

Q. Do you happen to know when they met for the first time?

A. They met on delivery day. Chris didn't go to dinner with us, so --

Q. Um-hum.
A. -- they met that -- the next day.
Q. Okay. So do you -- in those lighthearted conversations and check-ins, did you happen to have those after the fact with -- like between you and Chris regarding Mr. Stoneking's transition training?
A. So this was different because I never followed up. I got strep. So, the day of David's delivery, I did the first portion of the delivery and before they could even go fly, I -- they went to fly and before they could come back, I had already called my supervisor to come cover for me because I needed to go home. I went home and then I was in bed for, like, two days.
Q. Okay.
A. And so -- and it's funny because I was trying to think about why did I never reach out to Chris? Why didn't I really follow-up and then I remembered, well, I was sick and that's why I was --
Q. So that is something that you typically do?
A. Yes, yes.
Q. Okay. But it -- you just weren't able to do it this time because you weren't feeling well.
A. Yes.
Q. Okay. So -- and then that was two days. So did you ever have a chance to follow back up prior to the accident?
A. I -- it's a little fuzzy -- but I remember having a conversation with Chris one more time, and then --

Q. That's fine.
A. I can't remember what we talked about, but it was just -- it was once and then that's it.
Q. Do you know if it was work-related or just kind of shooting the breeze?
A. It was work-related. I had heard Chris say that he was going to take David home, but it was a little weird to me. So I talked to him prior to that and then I heard him on a Teams call that we normally have to say that he was going to take Chris home -- David home. I didn't follow up with him after that anymore, but to my understanding, he was going to take him home because he needed a little more training. But then I heard that David was sick, so I don't -- I was on speaker and I was driving to work. So there was 20 more people on that call so they could have possibly heard what he actually said, but --
Q. Um-hum.
A. So that's when I knew he was going to take him home and that was the last time.
Q. You started out that it was weird. Is that the part that was weird, is you were uncertain as to the reason why they were flying home?
A. Yes, because even though I don't really get involved with training, we tend to know if a customer's going to need an accompaniment home, and it wasn't like that for David. So when I heard that Chris said he was going to take him home, I said oh,

that's weird, you know. I was thinking maybe David doesn't feel like he can fly a plane home, or he just wants the reassurance, but then I heard that David was sick. So I was, like, oh, okay, like I understand now. But that's why it was unusual. It was just a different plan.

Q. Does that happen often, the flying people home?

A. Yes. Yes, some of our customers just want to either train in route, some customers just want reassurance to fly with someone until they get home, just different reasons but it has happened.

Q. Okay. So I guess when did you learn that David wasn't feeling well? Was it before the accident or it's something that came out after the fact?

A. It was after.

Q. Okay. And at that time, is -- did you deduce that, oh, that must have been why he was being flown home?

A. Um-hum.

Q. Okay. Okay, I'm going to stop there for a moment again. And first of all, how are you doing? Do you need a break?

A. I'm okay.

Q. And I'm going to go and hand it off to Todd again if he needs it.

BY MR. FOX:

Q. Yes, so I know different organizations you had mentioned that you were copying your kind of practice over in the training department on emails and stuff like that, and that was the normal

practice. So in the interfacing customer such as Mr. Stoneking would have had with the training department, would that be like a normal procedure for them to cc you as the account manager?
A. Yes, we tend to cc each other. If it's not really pertaining to either Tiffany or myself or vice-versa with each other, we sometimes take each other out of the emails, but we keep each other in the loop. I think it depends on the account manager. I like to put Tiffany in on everything, even if it's on delivery so that she's aware if I moved something, if -- and just so -- how the customer's responding so we both get that information together. But has -- is it standard? I don't believe it is. I feel like it's in each one of us just how we work with our counterpart --
Q. Okay.
(Crosstalk)
Q. Well, so with that said, once you have that delivery date in mind for Mr. Stoneking moving forward in your brain towards the future, were there any email correspondence that would have corresponded between Mr. Stoneking and maybe Tiffany that you would have been copied on about access to the training environment, training portal?
A. David sent a few emails out regarding the portal. I think one came to me. I sent them to Tiffany and then I can't remember if I was included in the emails or not, but somehow it ended back anyways and I still saw that he was having problems. And now that

you asked that, too, if he had issues. He did, it was the training portal issue. But I guess it didn't come to my mind because I didn't help him out with it. I just kept on going back to Tiffany for it.

Q. Right. And -- so thank you for clarifying that --

A. Yes.

Q. -- and stuff. Have you had any other experiences where you were made aware through say, like, email correspondence with Tiffany's involvement of other customers running into just like technological issues with access to the training environment?

A. Yes.

Q. Would you -- and you've been doing this job for roughly a year.

A. Um-hum.

Q. Could you characterize how often that happens, either per month or per delivery?

A. I mean, total in a year, I feel like it's happened to a range of 5 to 10 customers. That's probably even too much, but has it happened? Yes, it's not very often but some customers do have a little harder time to get into the portal and I'm not sure how it gets fixed, but it gets taken care of.

Q. So with the understanding that your deliveries could be nothing for a whole month or up to three or four or five maybe potentially in a week --

A. Um-hum.

Q. -- how many deliveries do you think you may have managed for the last year for you?
A. Probably around 60.
Q. And from those 60 that you had interactions with, you think 5 or 10 would have that issue where they were having problems with the training portal?
A. Yes.
Q. Of that 60?
A. Yes.
Q. Okay, thank you.
MR. FOX: Brannon?
MR. MAYER: No questions at this time.
BY MR. FOX:
Q. Are you doing okay?
A. Yes.
Q. Do you need water? Do you need to stand up, get some fresh air?
A. I'm okay, thank you.
Q. Okay.
A. I may cry here and there, but that's -- I'm okay.
BY DR. WOODS:
Q. So going back to, I guess, the day of then, you said you had a brief conversation with Chris. Again, it was -- there was -- were there any concerns that he conveyed at that time --
A. No.

Q. -- about, like, hey I'm really worried my guy isn't feeling well or anything like that?
A. No.
Q. Okay. And at that time, although you didn't know the reason why, it was your belief that, hey, we're just getting this guy home.
A. Yes.
Q. Okay.
A. It's not unusual to accompany the customer. It was unusual to me he was doing it --
Q. Um-hum.
A. -- but I didn't ask.
Q. It's all right. When did you find out about the accident?
A. The day after.
Q. Okay. So that would have been Friday?
A. Um-hum.
Q. How did you find out about the accident?
A. I came in, there had been an email that came to all of us. It was very, very vague. It did not have the aircraft's information, but I mean, of course, after the email and after having deliveries that week, I kind of just went around trying to figure out whose plane it was. And a colleague told me that it was David's plane.
Q. So that was -- that information wasn't released?
A. Um-um. So how they knew, I'm not entirely sure, but it

wasn't released to us --
Q. Okay.
A. -- at that time.
Q. So I guess do you know what the emergency action plans are that are in place for Cirrus should an event like that happen?
A. No.
Q. Okay. So you found out that it was David's aircraft, but you didn't have any other information. What did you do next?
A. I called my manager.
Q. Okay.
A. And it just -- I just asked him, I said is it David's airplane, and he kind of paused for a second and I was crying. I just kept on saying is it David's airplane. I said what happened, what happened. I said is it David and he said it's Chris. It was his plane.
Q. Okay. So I guess in the formal -- you say you don't know if there's any sort of emergency action program so I guess my next question would be are you a part of any sort of emergency action, like, you know, program with Cirrus -- and I don't mean like an accident of this level. Like it could be a building on fire or even like that. Are you dialed into any sort of those plans?
A. No.
Q. Okay. I was just curious if, you know, what might be in place and what your role is. Okay. Did Cirrus have any sort of, like, stand down or day off or like, hey, let's just stop being

serious for a day and --
A. I don't recall the extent of it. I do remember everyone was grounded so no one had to fly, or that's what I can remember from it. And then we did -- we had a meeting so that we could -- I mean, we could have a message relayed to all of us how much Cirrus knew about it and what airplane it was.
Q. Um-hum.
A. And what had happened to their best knowledge, which at that time was only there was an accident, and this is what happened, Chris passed away and the two customers survived, which I mean, that's all they knew at that time.
Q. Okay. Did you -- so I'm assuming you ceased deliveries?
A. We didn't have deliveries that day. I don't think we did. On Fridays we usually don't have deliveries and everybody just -- all the instructors were grounded, so I don't think anyone was flying at that time.
Q. Did you start back up on Monday with deliveries or with the normal process of people coming in and --
A. Um-hum.
Q. Okay, okay. And I think I heard -- maybe even from Rob -- so just to verify -- it seems like the delivery process itself that's kind of a Monday through Wednesday --
(Crosstalk)
Q. -- situation. Okay, because usually training is going on after that and they want to have the week to do that?

A. Yes. If anything goes really on on Thursday or Friday, we try to make it non-transition trainings so that way the customer comes, picks up their plane and then heads home.

Q. They can go home, okay. Okay. I think that's -- outside of my usual closing questions -- I think that's all I have for that.

BY MR. FOX:

Q. So, Gaby, I kind of get the Cirrus experience when it goes from trying to -- if I was a customer and I was interested in the airplane -- that they would be working with a sales representative out in the field where their sales representative is going out and trying to either link a pilot up with a brand-new airplane or some other, you know, maybe previously owned airplane. I'm not quite sure how that whole process works but there's that individual who's out in the field. And then when the process gets to the point where a purchase contract is signed --

A. Um-hum.

Q. -- you kind of, like, become the primary point of contact at Cirrus --

A. Um-hum.

Q. -- until the delivery day.

A. Yes.

Q. That's a huge role and that's nothing to minimize. Do you have, like, any kind of guidance? We were talking about emergency action plans and stuff like that where let's say a customer has a flat tire. Would that individual be calling you to let you know

that I've got a flat tire in my rental car, and I can't make it over from the Hilton, you know, or is that going to Tiffany in the training department? Hey, I'm going to be two hours late, please let my flying instructor know or who is the face of Cirrus once the delivery has occurred?

A. Me --

Q. Okay.

A. -- or the sales rep for the most part.

Q. The sales rep would --

A. Um-hum.

Q. -- be --

A. Even then --

Q. Even if I had a rental --

A. Yes.

Q. -- car with a slashed tire situation or -- come pick me up, we're at the Hilton?

A. If the customer's built a good relationship with our sales reps and because they're constantly out doing demos for them and meeting them out in the field, having lunch together, something like that, they build that bond. So it's more than just oh, yes, he sold me the plane. It's more of this is the person who will guide me as well as us, so we are their direct point of contact. It doesn't matter really what it is even if they come back and say hey, Gaby, can you help me to know what -- where I can get service closest to my hometown. I may not know, but I can let them know

this is the person who could help you.
Q. But during delivery week, during the delivery week, if you have a pilot who's accepting delivery on a Monday, (indiscernible) till Thursday or Friday --
A. Um-hum.
Q. During their time here, are you the interface for making sure their needs are met, where's the best restaurant --
A. Yes.
Q. Okay. And how does your interface -- is there any differences in your interface when it comes to, like, spouses or, like, are you the one who's coordinating extra-curricular activities during the training while the husband's going out to go fly the airplane or the wife's going to go out to fly an airplane and the spouse needs to go figure out what to do in Knoxville. Are you responsible for that kind of coordination, like, here's a list of things to do or --
A. We send out the list to the customer and then, of course, they can be with their spouse or whoever plans to come be with them. If we were to do any coordination, it would have to be very specific. It would have to be that customer specifically asking, like, hey can you help me, anything like that, but that would be unusual.
Q. Okay.
A. That wouldn't be, like, a normal day.
Q. So just circling back. During delivery week, it's your phone

that's going to be ringing if there's an anomaly or something like that with the customer's experience outside of the flight training --

A. Yes.

Q. -- and stuff like that. Okay. I know that we've been talking about David or Mr. Stoneking, but of course he was with Kim, his partner, Kim Hazelwood. Did she have -- did you have any interactions with her? Okay. You're smiling.

A. Yes, I loved her.

Q. What -- was there anything out of the ordinary with that relationship that -- beyond a cordial or something like that. It was just --

A. No.

Q. But you're smiling so --

A. Yes, Kim was -- she was just so kind when she was here for delivery, I mean, David, too. But Kim and I talked so much at dinner and then the next day. It was just -- she was very kind so --

Q. And that's, again, an equal portion of your responsibilities during delivery week is, you know, maintaining that relationship if the person's (indiscernible). Okay, thank you. Did she, at any point, tell you that she had any kind of worries, or she was, you know, worried that they weren't going to get back home by the end of the week or how David's training was progressing or anything like that?

A. No, but again I only saw her up until she went to her acceptance flight.
Q. Okay.
A. So I didn't get to follow-up with her after either.
Q. Okay. Did you get the impression that maybe she was, like, on the airplane during flights?
A. From what I had understood, she wanted to go on the flights that they were going to have with Chris. So, I don't know if she got to fly with them or not. I know that she wanted to go on some flights. I think that was it.
Q. Thanks. No, that's it.
MR. FOX: Brannon.
MR. MAYER: No questions at this time.
BY DR. WOODS:
Q. That's actually led me to think of a good question, which is -- so because there are some times like a partner, or you know, a spouse or whatever -- or even children in that situation, does Cirrus have a program in place like a -- to help those people get indoctrinated into the aircraft as well?
A. Yes, they have -- I mean, they do offer extra training if it's needed for an additional person, but then that would go to probably Tiffany.
Q. Okay.
A. She could answer that better.
Q. Okay, okay. Yes, more like a -- I keep -- my brain is

screaming friends with family package, but that's not what I'm trying to say. More like a, you know, this is indoctrination. This is what you need to know as a passenger on the Cirrus, that kind of --

A. We offer partner-in-command training --

Q. Yes, exactly.

A. -- for, like, for CAPS, for the sim, and then every customer would be different in the sense of do I need somebody else to train, is it a divisional full training. So there's a lot of different things that they can do, but Tiffany would be more knowledgeable --

Q. Okay.

A. -- in that department.

Q. But if it -- if that's something that a new customer wants to partake in, would they be contacting you ahead of time and say, hey, I'm interested in this? And you're, like, here's Tiffany or -- okay.

A. Yes, I would -- Gaby can you please help me; here's Tiffany for you.

Q. Okay, okay.

DR. WOODS: Any alibis before --

MR. FOX: No.

DR. WOODS: -- closing questions?

MR. FOX: That was perfect, thank you.

BY DR. WOODS:

Q. Okay, so I've been asking everybody, this is my wildcard question. You've had some time, obviously, to think about this. You've had some time to know that you were one of the people that we would like to chat with. Is there anything that we didn't ask you that you thought for sure we were going to ask you?

A. No.

Q. Okay, okay, no problem. And do you have any questions for us at this time?

A. How do I get into the NTSB?

Q. That's an off the record question that we can talk about. But I can't coach you right in front of your manager there.

MR. FOX: There's actually ethics rules.

DR. WOODS: Right. Okay, well with that, I'm going to go and stop the recording.

MR. FOX: Brannon, you were done?

MR. MAYER: Yes.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Gaby Archerbo
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

_____

Maria Socorro R. Abellar
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: SHAUN ATWELL, Supervisor, Flight Operations Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aviation

BRAD BROWN, Attorney
(On behalf of Mr. Atwell)

I N D E X

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I N T E R V I E W

DR. WOODS: My name is Dr. Sabrina Woods. I'm with the National Transportation Safety Board. I'm a senior human performance investigator with the Board. So, my job, as a subject matter expert is to kind of analyze and assess the human performance components of the accident that took place on September 1st. The NTSB were congressionally charged with determining probable cause. It's what we do for aviation accidents and significant incidents.

With me is Todd Fox. He's the investigator in charge. He's actually the one who is in charge of the investigation. I'm a consultant for him.

And it sounds like you knew Mr. Brannon Mayer. He's going to be our party coordinator for Cirrus.

Again, as a supervisor of Mr. Chris Jensen, correct?

MR. ATWELL: Correct.

DR. WOODS: Okay. Making sure. You just have a wealth of information that can help us out, understand him better, understand your process here better. So, that's kind of why we bring you in to have conversations like this.

MR. ATWELL: Perfect.

DR. WOODS: This is routine for us. This is what we do for a living. I completely understand that this is not routine for you. That we're kind of coming in and messing up your world a bit.

But, again, we do appreciate that because we can't really get

to the bottom. We can't get to the data without people helping us get there.

During this process, we're going to ask you a bunch of questions. If you don't know the answer, I don't know is a completely acceptable response. So, don't feel like, oh my gosh, I have to come up with something. I don't know is fine. If you don't understand the question, please ask to clarify. Likewise, I will do the same if I don't understand your answer. I might be like, could you explain that a little bit better. So, don't hesitate to do any of that.

Understanding that this is a sensitive issue, if at all you need a break or even at that, you just need a timeout, please just let us know. We'll take a couple of moments. We can take that timeout and you know, regroup when you're ready.

This interview is being recorded. Again, that's to ensure that what you have to say is documented perfectly and exactly. The recording will be sent to a transcriber, a professional legal transcriber, only the transcription goes in the docket. Just so you know that.

MR. ATWELL: Okay.

DR. WOODS: Any questions about that?

MR. ATWELL: No.

DR. WOODS: Okay. That's understood?

MR. ATWELL: Understood.

DR. WOODS: Perfect.

BY DR. WOODS:

Q. And then, just for the record, so we have it for the transcriber, please state and spell your full name.

A. Shaun Atwell. S-H-A-U-N, A-T-W-E-L-L.

Q. Okay Shaun, is it okay if call you that?

A. Yeah. Absolutely.

Q. Okay. Great.

You're allowed one person to be with you throughout this entire interview process. That can be a person that you choose, whomever you choose. It can be your mom, you best friend, it could legal representation. So, do you have somebody here that you like --

A. Yes.

Q. -- to sit with you?

A. Yeah.

Q. Okay.

A. Brad.

DR. WOODS: Okay. And, being that you're that person, Brad, would you please, for the record again, state your full name and spell it.

MR. BROWN: Brad Brown. B-R-A-D, B-R-O-W-N.

DR. WOODS: Okay. And just to get it on record, Brad, just remember this is an investigative interview. It's not a legal deposition. Please note that any time, Shaun, you can talk to him

like, hey, let's step out, I don't really understand, help me. You can seek counsel with your counsel, however, I do have to tell you Brad, please refrain from answering for Shaun, or interrupting or asking questions on his behalf.

MR. BROWN: Understood.

BY DR. WOODS:

Q. As a reminder, you represent the interest of Shaun and not that of Cirrus.

So, with that. A couple of baseline questions. This is something that I kind of ask everybody just to get to know you better first.

A. Yeah.

Q. So, what is your title here at Cirrus?

A. Supervisor, flight operations.

Q. Okay. And about when did you come into that position? When did you get hired into that position?

A. Basically, January of this year.

Q. Okay. Until -- did you do something for Cirrus before that, or did you get hired into that position?

A. No. I've been -- I was a vision jet instructor pilot.

Q. For about how long?

A. About 8 months. Somewhere around there.

Q. How long have you been with Cirrus in total?

A. A little over 3 years.

Q. Okay. Excellent. So, can you give me just like, as a

supervisor, can you give me like, a high level, you know, 20,000 ft. view of what do you do here at Cirrus?

A. Yeah. So I have basically 5 guys that work for me. Five SR pilots, instructors -- or not, excuse me, not 5. I have some SR pilots and some Vision jet pilots, instructors that work for me. So I take care of mainly, their administrative needs. Whether that's, you know, timesheets, PTO, that's kind of like the people part of it. Then, on the other side of the hand I also deal with basically, escalation support for those guys.

Q. Okay. So what does that mean?

A. So, like, say, one of the guys was training somebody and the plane breaks or a device breaks. They come to me and I try to help them with that issue.

Q. Okay.

A. Try to figure out a way to get the customer still trained. Whether that's borrowing an airplane, reshuffling the schedule, stuff like that.

Q. I assuming you have to coordinate with other people in order to get that done?

A. Pretty much. Yes.

Q. Who do you typically coordinate with, or let know that this has happened and I'm taking care of it?

A. Typically what will happen, is we will have to deal with the delivery experience team. And then also the fleet team, because we're going to need a fleet asset to continue training. Because

we usually do training in the customer's aircraft when it comes to the SR side. On the Vision jet side, a little bit easier, because we kind of control all of those assets. The flight simulators is what I speaking of when talk about the devices. It's easier for us, or for me, to switch around the schedule that way.

Q. Okay. So, talking about Cirrus itself. Like, Cirrus as a culture. How would you describe the safety culture?

A. I would say it's number one on our list of -- it's always stressed. I would say that there's no pressure from anyone else to fly if you don't deem it safe. The pilot's the ultimate authority. Like, I was trained that, my supervisor, never questioned my weather calls. Whether I didn't want to fly or not. Didn't even look at the weather. If Shaun's not comfortable, he's not flying. That's pretty much been our rules, ever since I've been here.

Q. So, when you say the pilot though, so you're dealing with the customer and then you also have a factory instructor, so, who do you mean by, when the factor instructor says, eh, I'm not comfortable, but you've got a customer who also has needs and desires.

A. That's correct. That's whenever the flight instructor would ask for help if he needs some. To come to one of the supervisors or managers and help, kind of, explain to the customer why we're not flying. I've never ran into it, to where a customer has forced the issue. I'm trying to think of any, I can't think of

any.
Q. So have you ever had to intervene on your instructor's behalf?
A. No.
Q. Not yet. Do you know of any examples of that amongst the other supervisors?
A. I don't think so. Usually we can convince them it's not safe to fly.
Q. So what about more internally dealing with your safety culture. What if it's -- what if your instructors or you, yourself, sees something that, you know, seems amiss, or that you would like to see corrected, or that is a concern of yours. How would you deal with that?
A. We have safety reporting systems in place. You can do it anonymously or with your name. Typically you would do that second, after notifying the supervisor, or for me, the director of operations. And that's just to get the ball rolling so we can start recording some of these whatever safety incident is what I came up with.
Q. And who is the director of operations?
A. That'd be Matt Manifold.
Q. Okay. And so, is that the same person who receive the recommendation or the concern if you had reported it anonymously?
A. That, I do not know.
Q. Okay. So you don't know where it goes to?

A. Well, I mean, it goes to the safety people. That's not an expert term for them, but it goes with the safety up in Duluth.
Q. Okay. That was -- my next question is are those people located here or they're up at Duluth.
A. Yeah. Duluth.
Q. Okay. And how, how often does that team there interface with your operation here in Knoxville?
A. Quite often. At a minimum we do have a, I want to say it's weekly, safety meeting.
Q. Uh-huh.
A. That may be monthly, I cannot remember. I'd have to look at my schedule.
Q. Do you have a specific role in that safety system?
A. What do you mean by specific role?
Q. Like, are you the person who disseminates newsletters and information, or is it your job to, you know, hold, you know, bi-monthly down days, or --
A. Oh. No.
Q. -- anything, that kind of function?
A. No. Basically, it's gathering information. So, if one of the flight instructors come up with an issue, or -- that way we can, kind of, I can, we can let people know these issues have been happening.
Q. Uh-hmm.
A. So that everybody knows. Is on the same page. So it's not a

surprise, you know, if something were to happen.
Q. And is there an expectation for the instructors to be able to bring that information up the chain?
A. Oh, yes. For sure. I mean, yes.
Q. How do you go about, I guess, how does Cirrus go about disseminating safety information? What kind of formats do you use?
A. We have a safety newsletter that we do. It's disseminated internally. Then, we always have our annual safety stand-down. Then, if any large incidents happen, we have a stand-down.
Q. Did you have a stand-down after this incident?
A. Yes.
Q. How often does the newsletter get disseminated?
A. I'm not 100 percent sure on that one.
Q. Okay. No problem.
A. I want to say monthly, but I'm not --
Q. Do you guys ever discuss like, accident and incident data across the fleet?
A. Yes.
Q. Okay. Is it that, just at your level? Or, does it go lower than you to your instructors?
A. To the instructors.
Q. About how often does that happen?
A. Usually if there's a service bulletin that comes out, that affects how we fly. Then, pretty much, once that service bulletin

comes out, we disseminate it to everybody and talk about it.
Q. Okay. What about like, lessons learned, or things like that? Does that --
A. Same thing. Yeah.
Q. So, who ultimately, for the instructors' performance now, who's responsible for their performance? And how well they're doing communicating CSIP principles to new customers?
A. The supervisors. Managers.
Q. Okay.
A. I mean, I guess ultimately, that's -- responsible is the chief pilot.
Q. And the chief pilot is?
A. Rob Haig.
Q. So, ultimately as a supervisor, you're responsible for the instructors under you?
A. Yes. Yes.
Q. And are you the one held accountable also?
A. To a certain extent, yes.
Q. By whom?
A. My boss. Director of flight operations, training.
Q. Okay. So, out of curiosity, how long does it take -- so, a new person's coming on board, they've just been hired -- how long does it take for a new instructor to be able to work directly with the customers?
A. So that varies.

Q. Yeah.
A. Depending on their experience before they come to us.
Q. Well, ballpark it for me for a person who has no experience coming in.
A. For no experience?
Q. Yeah.
A. Minimum of 6 to 8 weeks.
Q. Okay. So that's training and then they're now able to work with the new customers coming in?
A. Correct.
Q. Okay.
A. Yeah.
Q. Can you tell me a little about what that entails?
A. The training?
Q. Uh-hmm. High level.
A. Yeah. Sure. So we always start off with what we call a Cirrus company check. Basically, it's our -- the way we check out our company pilots. It's a training that, basically, they can operate the plane safely. They know how to do all of the emergency procedures. All of that stuff. And, depending on their experience, that can take a week, like, take two weeks. There's no time limit. We don't say, hey, you're a new hire, you should be training in eight weeks. It's fluid. So if it takes ten, it takes ten. If it takes twelve, it takes twelve. We're not worried about that. Then, after they get -- they're checked out

in the company, they can fly company assets by themselves. They will start ferrying airplanes from Duluth down to here. In order to gain experience flying our aircraft.

And again, that's kind of fluid also. A good example is right now, there's weather, icing, whatever, and so say we have a guy who feels like flying for Air Florida. Never been in icing. So, we'll probably send somebody up there with him, so they're comfortable in it and teach how to fly through it. That way, they're comfortable flying through icing.

Then after they get all the experience, then we start doing the CSIP stuff. Cirrus standardized instructor pilot training. And that actually teaches them how to teach the way we want to teach in our airplanes. That typically takes a week or so. Sometimes less. And then, after that, they usually shadow for a couple of weeks. A transition training by another instructor. And then, after that, we pair them up with a customer and kind of really monitor how he does with that customer. Make sure, you know, constantly asking questions, making sure he's comfortable and doesn't have any questions about how the training should go.

Q. Are you directly involved, at all, in that part of the process?

A. Not really.

Q. So you don't do, like, any of the check rides or anything like that? So, I know you said it's fluid, ten weeks, twelve weeks. What if they're just not getting it?

A. We just -- I mean, from my experience, we just keep doing it. We just keep training.
Q. So, is there any sort of like, remedial course or actions that Cirrus takes? Or anything like that? Or, have you ever experienced getting to the point where it's just like, this is not working out for either of us.
A. No. Never have.
Q. So, usually people get it after a while?
A. Yeah.
Q. Okay.
A. Yep.
Q. So, pivoting a little bit to like, now, we have the person, they're fully trained, they're ready to go, what's the turnover rate for people coming in the door? People tend to come to Cirrus, stay with Cirrus, forever and ever and ever, or, do you see people kind of come in then maybe a couple of years later they leave again?
A. Again, it's depending on the hopes and dreams of the individual pilot.
Q. Uh-hmm.
A. Some of the guys want to fly for the airlines, so. They hit 1500 hours, they apply, they get to go fly for the airlines. Some stay longer. Some go to the airlines, quit the airlines, come back.
Q. How has it been lately in the last, let's say, just this

year, 2022?
A. I'm not 100 percent sure, but I bet the average is between 8 and 12 months. Well, probably not even 8, probably, I don't know, I'd probably say 10 months maybe, would be the average.
Q. For turnover?
A. For a pilot -- getting new pilots -- but that's also, it's fluid, because some of our pilots will go directly into the jet side too. So we have flow through. You can go from the SR's to the jets. And we have quite a few that do that. We also have quite a few SR instructors who go from SR's to the airlines.
Q. Okay.
A. I'm sure HR has better data on the turnover.
Q. Thank you. So, going back to -- you talked about like, one of the last steps is watching a new instructor work with a customer, and making sure that, like, any questions they might have be -- have are attended to. What is that process like? Is there literally an over-the-shoulder? Is there a person in the back seat flying along with, just in case? Or --
A. No. Typically it's just, you just check in with them throughout the day. During lunchtime. Or, at the end of the day. Definitely in the morning. Every morning there's a check-in with everybody to kind of say, this is what I have today, this is what I'm doing. And then we'll ask are there any issues? Say yes or no.
Q. Do you check in with the customer at all?

A. Not really, no.
Q. Do you know if there's a function within Cirrus that does check in with the customer?
A. There is a survey at the end of the training.
Q. All right. And who does that usually go to?
A. That, I do not know.
Q. Okay. No problem. So, I know, unfortunately, this -- we didn't get to this point with Mr. Jensen, however, I know that there are recurrent training standards and annual training standards. Are you involved in that part at all?
A. Yes.
Q. Like, directly involved though. As in, giving, again, those check rides or --
A. I do.
Q. Okay.
A. But, not necessarily, I don't usually give my guys those checks. It can be another company pilot. Or, another factory flight instructor, excuse me.
Q. Are you the certifier?
A. What do you mean by certifier?
Q. So, once it's done, does it come to another level, your level, supervisory level, to make sure that the paperwork's in order. Yep, that looks good and we're good for another six months to a year.
A. No.

Q. Okay. So, I guess this is like a second level sign off?
A. Right. Kind of like a training officer sign off. Yep.
Q. What quality control measures are in place for instructor performance?
A. We use the surveys, I know that. During the recurrent checks, whatever, six month check or annual check, feedback from the other instructors.
Q. Uh-hmm.
A. You know, we use -- after our training is done there's a couple of things they have to fill out, the learning management system and the mission report. You can kind of tell if, you know, if they're completed correctly then they're probably doing a pretty good job.
Q. How often do you review those?
A. Actually, I do not review those. We have someone else who reviews all of the mission reports.
Q. So there's one person who reviews it for everybody? Or --
A. I'm not quite sure, actually.
Q. Okay. Do you know who that person is?
A. I know, for the longest time, I believe Felipe was doing it.
Q. Okay.
A. -- Franco.
Q. Okay. Okay. So, I know you say you don't know necessarily where those surveys go, and where that information leads to, but, have you ever had it, a situation where feedback from one of the

customers surveyed says, hey, we really didn't have the best experience with this particular instructor. Has that situation ever arisen?

A. I'm sure it has. Not that I, I mean I haven't ran in to it personally.

Q. Okay. How long do you chat with other supervisors about how the instructors under you are doing?

A. Oh, constantly.

Q. Okay. Do you know, or can you give me a high level understanding of the process? So, now we're flipping to the other side. You've got new customer coming in, here's your brand new aircraft, do you know about that process? Can you tell me a little bit about it?

A. As in, like, they're just picking up their brand new airplane?

Q. Yep. From the moment they step foot on this campus.

A. Yeah. I can talk a little bit about it.

Q. Okay. Please.

A. And so they come in to our flight training building over there. Meet up with the delivery pilot. And then they drive them down to their planes. They inspect the plane. Go over the log books with the plane. Delivery pilot will take them on their acceptance flight. Acceptance flight's done, paperwork's done. Then, they turn them over to the factory flight instructors to do transition training.

Q. Okay. So, what happens if -- now this is looking at the other side of the coin -- what happens if the new customer just isn't getting it? They're not doing well in this transition training, you know, your instructor, maybe they're a little frustrated -- has that ever occurred?
A. I wouldn't say frustrated, but yeah. I mean, you have three days with the guys and if they don't make it, or if they're not safe, we have a conversation with the pilot, the owner. And say, hey, we can set up some more CSIP training for you at your home base. And then we can accompany you home, drop the plane off, drop you and the plane off so you're home safe. And then we'll go back home -- figure out a ride.
Q, Does that happen -- how often would you say that happens?
A. I couldn't say, but it's standard operations procedures. It's not something that's out of the ordinary.
Q. So, it happens enough to where there's a procedure for it.
A. Oh, yes. Yeah. It's not -- like, if someone were to come to me and say, hey, my customer's asked me to accompany him home, I'm not going to be shocked.
Q. Okay.
A. Or, he's like, hey, I think I should accompany home, like today, the weather's bad.
Q. Uh-hmm.
A. The customer wants to go home, he's not too comfortable, like, all right, well, we can fly you home with you. It happens

all of the time.
Q. Okay. So, I'm going to go backwards one step and then go forwards again. When you said, you know, to the new owner, to the customer, like, hey, get you home, set you up with a CSIP there, so -- what do you feel is the distinction between a CSIP and the factory flight instructor that you provide here?
A. That's a good question. So, the CSIP's are trained by factory flight instructors.
Q. Uh-hmm.
A. Really, there's not that much of a distinction. Depending on the CSIP it goes to. The qualified outlet. Yeah. Does that answer the question?
Q. It's your answer, so -- and again, I don't know is a perfectly acceptable answer, so.
Do you feel there's a distinction between the two names, factory instructor versus CSIP.
A. I mean, there's definitely a distinction, but I don't understand --
Q. What would it be?
MR. BROWN: Well, we work for the factory and the CSIP's do not, they're independent.
DR. WOODS: All right. That's perfect.
MR. ATWELL: Thanks.
MR. BROWN: I'm trying to help you out.
BY DR. WOODS:

Q. So, stepping I guess, forward again though, so, you know, you have an instructor come to you, says, in this instance, the new owner, there's some trepidation there, maybe the weather's bad or maybe they're just not there yet, we need to set them up with additional training on the other side -- then, for that flight home, what is the expectation. What do you think is going on on that flight home? Is it just a ferry flight, hey I'm helping you out, or --

MR. ATWELL: I can tell you from my experience.

DR. WOODS: Okay. Please do.

MR. ATWELL: I've taken multiple people home. And, sometimes we just do more training on the way home.

DR. WOODS: Okay.

MR. ATWELL: It's another opportunity for more training. Sometimes it's just a one-leg training, if the customer wants to do more, we do more on the way there. It depends on timing sometimes as well.

DR. WOODS: So, I guess, who makes the decision? Is it ultimately up to the customer, or --

MR. ATWELL: Yes, it is.

BY DR. WOODS:

Q. Okay. If they say, I'd like more training, you will provide that service?

A. Much as -- as long as we can get -- yeah. We will.

Q. Okay. So, I guess, now getting more specific to you, for the

record, again, can you please state your relationship to Christopher Jensen.
A. I was his direct supervisor.
Q. How well did you know him prior to death.
A. He wasn't with us very long. But, how well did I know him? I mean, he was, he worked for me I would say, as more of an administrative supervisor than operational, if that makes sense?
Q. Uh-hmm. How long have you been a supervisor?
A. Since January this year.
Q. Did he have a more operational supervisor?
A. Essentially, -- the SO? Yes.
Q. Who would that be?
A. Then the other, Chris Johnson or Felipe.
Q. Okay. So, I guess, what was your first initial impression of him. As -- not as a pilot, but as a person?
A. Fun loving guy. Love to fly. He loved being here.
Q. What about his attitude towards the process?
A. Oh, he loved it. He just, you know, he just -- there was time where he was, it was taking him longer to fly the Cirrus. He was getting kind of stressed out about it. Then I told him, I was like, don't worry about it. When you get it, you get it. It's not a big deal.
Q. Uh-hmm.
A. I mean, after that, he was like, I never heard from him again about being stressed out about it.

Q. Did anyone else convey to you his stress, or that he was having, taking a little bit longer to get it?
A. I think, I can't remember, I think someone did.
Q. Okay.
A. I think it was just, yeah, I can't remember though. I think it was in the same conversation that, he was -- after I already talked to him someone else mentioned it. So, I can't remember the context exactly.
Q. Did you ever have a concern that he wouldn't get it?
A. No. Not at all.
Q. So you were pretty confident in his progression?
A. Oh, yeah. For sure. Yep.
Q. And, I guess, so with that, what were your impressions of him as a factory flight instructor?
A. I thought he was excellent. He was one of our better ones. We have all kinds of administrative tasks that we have to do, and he seemed to either ask questions if he didn't understand, once you explained it once, he got it and we moved on. I mean, I was never worried about his work, if that makes sense. Especially about his administrative stuff. If he had questions, he asked. And if -- we operate here where we can, you make your own decisions out there as a pilot, and if you need help, let me know. If not, then, you're free to do what you need to do. He could operate independently without direct supervision.
Q. So, for his -- going through the training process for him,

how would you rate his performance compared to other of the same, like, no experience coming into the SR world?
A. Probably the same, average. No better, no worse.
Q. Have you ever flown with him?
A. No.
Q. Okay. So, moving off that just a little bit, you never received any feedback, customer service feedback relating -- I know he wasn't here for very long, so there might not have been an opportunity, but have you ever received any customer service feedback regarding Mr. Jensen?
A. Um-hmm.
Q. Do you happen to know, like, how assertive was he? Or have you heard reports from other instructors, how assertive was he in the cockpit?
A. That, I don't know.
Q. Okay.
A. Yeah.
Q. Do you know who would? Who's flown with him amongst, around here that?
A. I'm not sure. I'd be guessing, but, you know, I don't know which pilot flew with him the most.
Q. Okay. And for the actual day-to-day, so back to the operational side in scheduling the instructors out as new customers come in, do you do that?
A. No. We have a scheduling team that does all of that.

Q. And who manages that team?
A. It's actually two teams, but, yeah. There's two different sets of teams, essentially.
Q. Okay.
A. There's the customer team that schedules the customers, and then it turns over to our scheduling teams that schedules the pilots against that training.
Q. Yeah. So I guess then, the latter.
A. Yeah.
Q. Who assigns the instructor to the customer?
A. I'm not sure who did exactly. But the scheduler did. Does that make sense?
Q. Yeah.
A. What was your question, sorry, who was in charge of that group?
Q. Yeah. And who the scheduler is.
A. Okay. In charge of that group would be John Tamez. He's a supervisor for the fleet training.
Q. Okay.
A. For the schedulers, excuse me. I believe, I could be wrong on that, but.
Q. Okay. Okay. Well, I've been jawing for quite a bit, so I'm going to take a moment. I do have some more questions, however, I'm going to go on -- yeah, perfect. I'll hand it over to Todd for a bit.

BY MR. FOX:

Q. I have a pilot background. So, Sabrina comes from a non-pilot background. I also Part 141 flight instruction experience. That's how I'm kind of like, framing some of these questions. I apologize for my laryngitis that developed over last couple of days here.

So, just to follow up. You mentioned that you are one of several supervisors.

A. Correct.

Q. How many supervisors are there?

A. Three supervisors and two managers.

Q. Okay. And a supervisor has factory instructors that work underneath them.

A. Correct.

Q. And that's the only function that's beneath you is flight instructors.

A. And corporate pilots.

Q. And corporate -- okay. So, pilot related individuals.

A. All pilots.

Q. All pilots. And you indicated you are the supervisor flight ops. And you had five, roughly five individuals who work under you. So would that mean roughly twelve to fifteen pilots on any day-to-day basis here at the company?

A. No. Because the structure's a little bit different. Some have more than others.

Q. Okay.
A. Well, some supervisors have more than others.
Q. Okay. So, you mentioned that although you're Jensen's, Chris Jensen's supervisor --
A. Uh-hmm.
Q. You made a distinction that really, you only knew him from an administrative function and that operations -- you gave an acronym, did you SOP? Or, what was the abbreviation that you used that Felipe would be?
A. I think it was supervisor.
Q. Supervisor of -
A. Flight ops as well.
Q. Is Felipe at the same level as you?
A. Correct. Yes.
Q. So, at the same level, Chris Jensen had two supervisors at the same level?
A. Kind of. Probably better to understand is to understand the organizational structure.
Q. We would love to have that. We've been asking for that for weeks. So, do you want to draw it out, or?
A. No. I mean, I don't have to. It's just --
Q. Why don't you start at the Pilot.
A. So, the pilots will answer to -- the Pilot will answer to his supervisor --
Q. Which is you.

A. Which is me. Right? All of the pilots can ask any supervisor any questions that they have in the absence of a supervisor. Because all of our supervisors, we fly, as well. So, I may not be around, Mr. Jensen still may have a question, he can go to Felipe. Sometimes, just because of proximity, it's easier just to go to Felipe or Chris than to come find me. Because I'm in a different building, or I may not even be here.

Q. Because of your jet background?

A. Well, I may be helping a customer out, training, maybe on a flight, you know, simulator.

Q. Okay.

A. Yes. And I have jet pilots and SR pilots underneath me.

Q. And Felipe has --

A. Just SR pilots I believe.

Q. And Chris has --

A. I think just SR pilots.

Q. How are factory instructors assigned a supervisor?

A. I don't know.

Q. Is it --

A. That's above me?

Q. No. I mean like, in your experience, do you have a vacancy on your team? Team A, B, C --

A. Correct. Yes. That's how it would work.

Q. Okay. Is there any distinction between the three supervisors on abilities, or decision matrix, or you guys operate from the

same playbook?
A. Same playbook.
Q. So, you don't escalate to Felipe and Felipe doesn't escalate to Chris?
A. No. Not necessarily.
Q. Okay.
A. Now, if I have run into a situation that I can't -- I've never run into, I'll ask Felipe or -- hey, man, this is happening.
Q. You mentioned early in the interview that you report to director of flight ops.
A. Yes. Flight ops and training.
Q. Is that the next level above you?
A. Correct.
Q. So there's no intermediate, you know, and is there only one director of flight operations? I know it's kind of a weird question, but we have multiple supervisors, so I just want to make sure.
A. Yes.
Q. When you were talking about escalation support, using your word escalation, you kind of talked about different aircraft became, had a -- with aircraft which took it offline, and that you had to find a suitable replacement. Were you, or would you be part of any kind of pilot related escalation issues?
A. Yes. Yes.
Q. So if the training's not going well, explain how that

would -- how that interface between the flight instructor and you would go.

A. Usually it would be, you know, if pilot background. Some people just don't get along in the cockpit.

Q. Okay.

A. So, change of voice, sometimes is good. And if we have to make that decision, then we talk to the flight instructor, and talk to the owner and figure out a solution.

Q. Okay. What about more unique things? A pilot who comes and accepts delivery of the aircraft with no knowledge of the airplane versus somebody who's transitioning from a 22 to 22T. Do you interface with the instructors on how to deal with those unique situations that occur between those two different levels of readiness, per se?

A. I wouldn't say we make a distinction between that, no.

Q. What would happen if you should say, have a pilot emergency? Be a sickness, for example.

A. Well, we would find another flight instructor.

Q. What if it's a customer who's sick?

A. You know, just depends on the situation, I mean. COVID was different situation than it is now. We would figure out a way to get him home, if the customer was sick. Whether that's he stays in the hotel for a couple more days until he's feeling better, or we fly him back home.

Q. You indicated there was a discussion about an eight to ten

month turnover for your factory instructors coming in --
A. As about a --
Q. And you said that could transition as they're moving on to bigger things outside of the company, or, they're transitioning to the jet potentially.
A. Correct.
Q. That eight to ten months, is that operationally eight to ten months that they're with customer face -- facing operations, or is that eight to ten months from the time that they're hired?
A. It varies. I'm not sure.
Q. Do the factory instructors operate on a contract?
A. What do you mean by contract?
Q. Just preliminary information that we're provided is that sometimes they're on one year contracts, or one year agreements?
A. It's a training contract.
Q. Can you explain that to us? What the relevance is.
A. Basically, you have -- if you leave before one year you would have to pay back however -- whatever's in the contract. The training, how much that training would have cost. For us to give him training.
Q. So, is it adjusted, is it time adjusted? Or, is it you work a year and you get 100 percent of your training paid for? Or, if you leave at month 10, you owe x amount of dollars less than what the training --
A. I have no idea.

Q. Okay. You've never seen it?
A. I mean,
Q. The reason I ask is because you said eight to ten months and we heard the -- contracts, so
A. Yeah. Yeah. That's true. I haven't -- most of these guys move up to the jet where that contract doesn't matter.
Q. Those are all of my questions at this point.
DR. WOODS: Okay. Brannon?
BY MR. MAYER:
Q. Yeah. I just had a couple of things. Could you help us understand your flying background? When you started flying, how long you were flying before you came to Cirrus? When you actually started at Cirrus? And your times in two X and jet?
A. Yeah. Sure. So, I mean, I didn't start flying until 2015. I was in the Marines before that. Didn't fly in the Marines. Got my ratings and stuff through the University of Oklahoma. Went to go work for a Cirrus training center in the Oklahoma City area. Was there for about 18 months. Flight training in Cessna's and SR's mainly SR20, because I had a bunch of SR 20 time. Then I came here in about September, 2019, as a factory flight instructor. Just my background from flying Cirrus' was way different than Chris' was to that point. And then I was a factory flight instructor for about six months, then I became a senior factory flight instructor, then COVID hit. And then, I still was here. We were still training. Then at the end of, I think 2020,

I accepted a position, then like 19 -- I can't remember the exact date. But, I basically have factory flight instructor and senior instructor for about a year and a half. Then I became a jet instructor. So, I was --

Q. And you just did the distinction, senior instructor. Can you explain what a senior instructor is?

A. So, the senior factory flight instructor is usually one that handles the CSIP training. And onboarding process. Sometimes we let the senior instructors, type A instructors do the onboarding. And then I flew the jet, and taught the jet for about ten months, then became a supervisor for flight operations.

Q. What's your total flight time?

A. Total time about 2800 hours. Got 1000 hours in all the Cirrus airplanes. 500 hours in the jet.

Q. How many students or owners have you instructed?

A. I couldn't tell you. A lot.

Q. Is a lot more than 100?

A. Probably not quite that a lot.

Q. So 50 to 100?

A. I would say 50 to 100. Yeah. And as a supervisor I still do training. That's respect of us to be on the line training customers.

Q. Thank you.

A. Yeah.

BY DR. WOODS:

Q. What are the memory items for a loss of engine power situation?
A. Loss of engine power situation?
Q. Um-hmm.
A. I assuming you mean the SR?
Q. Yes.
A. Okay. Memory items would be, I've got to retrain my brain here for a second -- I guess, which platform, SR20, 22, 22T?
Q. 22.
A. 22. So, the -- would be to check the switch fuel tanks, check the fuel mixture, make sure it's not a cutoff, turn the key and alternator, I believe. It's been a while since I've been in SR.
Q. So, under what circumstances and/or parameters should the CAP system be deployed?
A. CAP systems would be deployed about 600 ft. AGL, or, if that's your best survival option.
Q. What's your expectation for instructors in using the CAP system when they're with the new customers? So, you're out there transition training, what -- does the expectation change?
A. No.
Q. Who's responsible for that decision?
A. Ultimately the pilot in command.
Q. Okay. So, in this scenario where either the new customer just isn't doing well in transition, or maybe not feeling well,

uncomfortable weather and now you're on that flight home, I guess, who would you consider to be the PIC in that situation?

A. Well, PIC is still the customer.

Q. Why is that? Why do you feel that?

A. Because he's getting flight instruction.

Q. So what is the instructor's role in that scenario?

A. Teaching safety of flight.

Q. Okay.

A. Making decisions if the customer's doing something wrong.

Q. Are you aware of any -- I mean, I know this is -- this is one of those examples of I'm asking a question where I already know the answer, but -- are you aware of accidents or incidents involving Cirrus aircraft where the CAP system was not used? And they were within that envelope?

A. So, about 600 ft? Is that what you're talking about?

Q. Um-hmm.

A. And they did not use it?

Q. Um-hmm.

A. Yeah. I'm sure there is.

Q. But, are you aware, like, in other words, going back to my question much earlier about how often does accident and information data percolate down to different levels within the company?

A. Right. I'm sure there is, I mean, I can't --

Q. Okay.

A. -- say exact --
Q. So it's not something that's discussed.
A. I would say it's discussed, but it's not something I can pinpoint, I can't tell you an exact incident that where this has happened.
Q. Okay. So what is your, like your opinion or your understanding the flight to Texas with Mr. Stoneking and Mr. Jensen, what was the purpose of that flight?
A. My understanding was the customer was sick and that Chris was helping him home, helping him get home safely.
Q. Did you believe that there was going to be instruction taking place on that flight home?
A. I mean, I would assume so. I don't know. I don't know what was discussed between him and the customer.
Q. Okay. So, did at any time, did Mr. Jensen have that conversation with you?
A. No.
Q. Were you aware that, that he was going to help Mr. Stoneking get home before that action took place? Or did you find out after the fact?
A. After the fact.
Q. Is that typical?
A. Yep. Yes.
Q. Okay. So, the instructors have full autonomy to do what they feel they need to do and they don't have to run that up the

flagpole or anything?
A. Yep.
Q. So, I guess since you weren't necessarily -- when were you made aware that Mr. Jensen was taking Mr. Stoneking home to Texas?
A. I guess the evening that it happened, the incident happened.
Q. So you found out after the accident?
A. Yeah.
Q. That that had taken place.
A. Correct.
Q. Okay. So, I guess, again, because your instructors have a certain level of autonomy, what your, I guess what is your flight following protocol for making sure your people are where they're supposed to be at the end of the day? Do you have a check-in system, do they -- like for instance, my manager, hey, I'm going to Knoxville, I'm going to be out, you know, headquarters --
A. Yeah.
Q. -- and once I get here I have to report back and then once I arrive back home I have to report in again, that says I got there safe and sound and I'm back now. Is there anything like that with all of your instructors, when they're kind of scattered to the winds?
A. I wouldn't say -- I would say no, or kind of as answer, I guess. No, kind of?
Q. So, how kind of?
A. Well, because they -- we have a Monday morning meeting where

they call in and to find out where they are, if we have questions, or they can ask questions to us.

Q. I guess so what I'm trying to get at, though, is like, so let's say if this, you know, if this horrible accident hadn't happened, and Mr. Jensen had safely made it to Texas and now he's staying the night because it's late, would you not have known until all of the sudden he doesn't arrive the next morning at your check-in session that he was not in the area anymore?

A. I wouldn't say me, personally wouldn't know, but I'm sure somebody did.

Q. Okay. Who's that somebody?

A. Probably Felipe or Chris. I don't know.

Q. Okay.

A. I really don't know.

Q. Okay.

A. We operate on a lot of autonomy.

Q. Okay. So, during -- earlier in that week, let's go back a couple of days, did Mr. Jensen ever bring you any concerns that he was having with Mr. Stoneking?

A. No.

Q. Do you know if that conversation happened with one of the other supervisors?

A. I do not. No.

Q. Okay. So have you had a chance to talk to any of the supervisors about Mr. Stoneking and Mr. Jensen and the transition?

How it was going?
A. No.
Q. Okay.
A. Never talked about it.
Q. Is it that because they don't know anything either, do you think? Or, just because the nature of this is an accident, you just haven't talked about it?
A. The nature is just haven't talked about it.
Q. Okay. One of my last questions is, so, you still fly with new customers on all four platforms, have you ever, in your experience, had a new owner, or a new flight instructor -- if you're training a flight instructor -- inadvertently move the fuel mixture control to cutoff while in flight?
A. Not all of the way to cutoff.
Q. How close?
A. The engine was sputtering and I had to push it forward.
Q. Under what circumstances did that take place? Do you remember?
A. This circumstance itself was because there's the headset cable was wrapped around it.
Q. Okay. So it was -- didn't even know that that was happening, inadvertent, it wasn't like, their hands were, or, mistakenly pulled the wrong lever, okay. But this was something that intruded.
A. Correct.

Q. Okay. Okay. Yeah. I think that's it for me for this round. Todd?

BY MR. FOX:

Q. Just real quick -- who's headset cable was wrapped around the mixer?

A. That, I cannot remember.

Q. Okay.

A. I don't know if it was his or mine.

Q. The phase of flight?

A. We were at cruise.

Q. Okay. That's important.

A. Yeah.

Q. So you were at cruise engine power.

A. Yes.

Q. And can you describe, just in general, what aural or physical or visual -- what kind of indications did you get?

A. Yeah. I mean, once it started coming back, the engine started sounding like it didn't make enough power, we were in a 22T, like, just the sound of it. Everything started going down and kind of sputtered a little bit. We were at altitude. And so, my initial reaction we whipped down and cable, push it back forward.

Q. Is it safe to say you were wearing noise canceling headset?

A. Correct. Yes.

Q. And you were able to hear and feel --

A. -- definitely.
Q. I have just a few other things. Let's just go through a quick scenario. You're on, let's say ILS approach, you are out of my grid now, and you start having a rough running engine.
A. Okay.
Q. We ask you memory items, and you went through those memory items, let's say that you're 1800 ft. inbound, on flight --
A. Okay.
Q. Explain what you're next action items would be and what sequence.
A. Well, on this, IMC, VFR?
Q. You're VFR, seeing the runway --
A. Okay.
Q. You're one flight, two miles from the runway and you're at 1500 ft. AGL.
A. Okay.
Q. I'll even make it higher for you, 1800 feet, AGL.
A. Okay. My next question would be is, for me personally, I -- what's around the airport? Is it condo's, tall buildings, trees, what kind of, I mean --
Q. Let's say it's --
A. If it's open fields, there's a lot --
Q. Say it's a mixture of farm fields and forest.
A. Okay. Rough sounding engine?
Q. No. Engine is dead.

A. And it dies?
Q. Engine is producing no manifold pressure or fuel --
A. If I know that I can't make it to the runway, I'm pulling CAPS.
Q. Okay. Let's say that you are at 2200 feet.
A. Again, same answer. I can be at 6000 feet, if I can't -- if I know I cannot make the runway, or any doubt, if I don't have 100 percent -- if I can't 100 percent make it to the runway, I'm pulling CAPS.
Q. Okay. So, same scenario, 1500 feet, half a mile from the runway?
A. Same thing, pull CAPS.
Q. But you just kept on saying you can make the runway.
A. Oh. I can make the runway, excuse me.
Q. You're half a mile from the runway at 1500 feet.
A. If I'm 100 percent sure I can make the runway, then I can, I'll try to land on the runway.
Q. Okay. I'm not trying to jump around the numbers here --
A. That's fine.
Q. Let's say that you're at 800 feet and a quarter of a mile from the runway.
A. Again, as long as I, if I think I can make the runway, if I know for certain I can make the runway, then I will try for the runway.

Q. Okay. That's all.

DR. WOODS: Okay. So that was my five minute marker, I know that we do have to wrap up here soon, because we have a time crunch.

Brannon, do have any further questions?

MR. MAYER: I just have one more follow-up on the whole supervisor questioning.

BY MR. MAYER:

Q. You mentioned that there was a -- two supervisors, you and Felipe. But who was Chris' direct report?

A. Me.

Q. You.

A. Yeah.

Q. Always been that way?

A. Always been that way.

Q. Okay. So that's important.

A. Yeah. Always, since he was hired.

Q. That's it.

DR. WOODS: Okay. So, that's more or less it.

Is there anything that we didn't ask you that you totally thought like, they're going to ask me this, I need to prepare for it?

MR. ATWELL: Well, since I didn't know I was doing this, no.

DR. WOODS: Touché. Understood.

MR. ATWELL: I didn't have time to think about it.

DR. WOODS: Okay. Well, again --

MR. FOX: It's probably better for everyone.

DR. WOODS: Yeah. We really do appreciate it, though. We appreciate you taking time out. You've given us a lot of good information, again, as to how things work around here.

So, with that being said, I'm going to stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Shaun Atwell
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Angela Allen
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: TIFFANY BRYANT, Flight Training Account Manager Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aviation

BRAD BROWN, Attorney
(On behalf of Ms. Bryant)

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DR. WOODS: Okay. Sorry, Tiffany. I haven't actually had a chance to formally meet you yet. I'm Dr. Sabrina Woods. I'm a Human Performance Investigator with the National Transportation Safety Board. We're here investigating the September 1st accident that involved an SR22.

Just so you know, the Board itself -- we're congressionally mandated to determine probable cause in these types of accident and serious incidents.

With that with me is Todd Fox. I think you've already had at least a chance to meet. He's actually the Investigator-in-Charge. So I'm here serving as essentially a consultant to help him out; figure out what happened in this case.

And then on your side for Cirrus you have a party coordinator That's Mr. Brannon Mayer, and hopefully you met. So he's, like, that Cirrus liaison with the Board that helps us essentially collect data and information, which brings us to why you're here. We can't do this on or own. Like the people who know the best about your product, your company, are, are your people. And so we've picked a couple people out that might have a relation with the accident so that we can try to gather all that data and that information that you have within you. We understand that this is what we do for a living, and this sort of thing is very routine for us. However, acknowledge it's not routine for you. And, again, we've pulled you away from your work space. You're here.

And so it can be a little bit unsettling.

Take the time you need to answer any questions. Recognize that I don't know is a perfectly acceptable answer. Do not feel that just because you're sitting there, like, you have to struggle. Oh, my gosh, they asked me something I have to answer. That's not the case. If you don't know, you don't know. We'll move on.

Also, if you don't understand, please seek clarification. We'll try to do that for you. And, likewise, I'm going to do the same. If I don't quite understand your answer because I don't understand your structure, I might ask you to explain a little bit better.

If you need a break, please don't hesitate to ask. By all means, we'll take a time out. If you need to go to the washroom or step outside, just take a breather, we can do that. I'll also do my best to check in with you from time-to-time to make sure that you're still doing okay.

This interview is being recorded. The reason is because we want to make sure that we document what you say perfectly. It just alleviates like my, my short-term memory or, like, for me scribbling down notes, and being a distraction to you. So you can say what you have to. The recording will be sent to a transcriber. It's the transcription that will go into the docket later.

Are there any questions about that?

MS. BRYANT: No.

DR. WOODS: Okay. Do you understand that process?

MS. BRYANT: Um-hmm.

DR. WOODS: Perfect. You are also during all of this allowed to have somebody here to support you. That can be anybody of your choosing. Could be like a co-worker, a supervisor, friend, spouse, whatever. At this time do you have somebody here today that you would like to fulfill that role?

MS. BRYANT: Yes.

DR. WOODS: This is an investigative interview, not a legal deposition. Please note that at any time Tiffany can ask to seek your counsel, which means you can ask him, hey, can we step outside for a moment and chat? You can do that at any time. However, please refrain from asking or answering questions on Tiffany's behalf. As a reminder, you represent Tiffany, and not Cirrus.

For the record, please state and spell your full name.

MR. BROWN: Brad Brown, B-r-a-d B-r-o-w-n.

DR. WOODS: Last time, Brad. I promise.

INTERVIEW OF TIFFANY BRYANT

BY DR. WOODS:

Q. And with that, Tiffany, if you would also spell -- state and spell your name.

A. Tiffany Bryant, T-i-f-f-a-n-y B-r-y-a-n-t.

Q. Excellent. Tiffany, how long have you -- so first what is

your proper title here at Cirrus?
A. I'm a Flight Training Account Manager.
Q. Okay. And how long have you worked here?
A. A little over two years.
Q. And have you been in that position the entire time?
A. No, ma'am. I started at a, actually, a concierge position.
Q. Okay. What is the difference between those positions? I guess what does a concierge do?
A. They are kind of like a front desk person. They greet and --
Q. Understood. Understood. And so when did you move into the training position?
A. Right at six months after I started.
Q. Excellent. Okay. And are you a pilot as well?
A. No, ma'am.
Q. Okay. So, I guess, give me a kind of a high level overview. What do you do? What do you do day in and out?
A. Um-hmm. My territory is central U.S. and international customers. I reach out after the delivery experience advisor to obtain if the customer plans on accepting the transition training that is entitled in their purchase. The only requirement is that they hold a PPL. And from there, if they do accept the training, then I move for the scheduling the training, things like that, getting a little more information about their history as a pilot, et cetera, getting a training plan for them. Or, if not, let them know what their options are.

Q. Okay. And who is your supervisor in that function?
A. My direct supervisor is Whitney Stegall. She's the supervisor, but we have managers above us.
Q. And I know you work kind of in tandem with the delivery coordinator. Is that always the same person or do you have several different delivery coordinators that you work?
A. I do. So because they're broke up in territories as well.
Q. Okay.
A. So I work with the delivery coordinator that's paired to that territory whether international or U.S.
Q. And are there other training coordinators in your territory as well?
A. Not in my exact territory, but there are training coordinators on the West Coast and East Coast.
Q. Okay. So you are the only one for your territory?
A. Um-hmm.
Q. So about how many new owners are you working with?
A. It honestly depends on the time of year. The delivery -- it depends on what the delivery schedule looks like. It varies a little bit.
Q. So, I guess, like, in an average -- well, you've been doing this for a little over a year, right? So, I guess, in a year, how many people would you say that you've worked through this process?
A. Oh, gosh. I don't even want to guess a correct number for a

year, but I probably see three to four customers a week.
Q. Oh, okay. And so when do -- when does your clock start? Like, when do you really engage? It's not at the point of when they've signed the sales contract, right? You're kind of coming in a little bit later.
A. Correct. So I come in after they get their delivery date. After they have a date set for them to come in, which is usually somewhere -- they are given a projected date, I'm sure, somewhere in the past, but we anticipate to have communication with the customer 60 days to 90 days before their arrival.
Q. Okay. And do you feel is that typically enough time to get all the things you need to do done to work the customer through the process to accept the aircraft?
A. Um-hmm, yeah.
Q. So, I guess, it's just not -- it's not just you who is working this. Like, I'm assuming that you have to reach out to other components in Cirrus. Like, for instance, maybe the IT Team, but who is loading their learning modules and making it accessible for the customer?
A. On the Cirrus Approach account?
Q. Um-hmm.
A. So I am responsible for setting up their Cirrus Approach account, and I load their courses.
Q. Okay.
A. And if there are any issues, we escalate it to IT. But as

far as getting them the information about their Cirrus Approach with their login and getting their courses on there for the transition training syllabus, I load those.
Q. Is your IT department located here or are they up in Duluth or --
A. They're here.
Q. Okay.
A. Well, some of them are here (indiscernible). They are here.
Q. Do you have on average over the course of the last year does that process run smoothly, or have there been hiccups or --
A. There's always hiccups in technology sometimes. We have some hiccups with Cirrus Approach. Usually those are escalated to IT, and they get the problem solved.
Q. How fast do they typically get it resolved?
A. I would say within a couple days.
Q. Okay. Are you responsible at all for monitoring the customers' progression through Cirrus Approach?
A. No.
Q. Okay. Who does that then?
A. Typically the pilot works in -- within Cirrus Approach. When they are assigned to a pilot, I then go to Cirrus Approach, and connect them with an instructor. I assign them to an instructor so that instructor can then see their account, and access their information. From there, they go in and are able to access their, their completion.

Q. So then at that point is the instructor monitoring the customers' progress through the training?
A. I genuinely don't know what -- how the, how deep the instructors go once they're, once they're involved. But typically the course completion is why they're here.
Q. Okay. If a customer has questions about the content of the course, who -- are they asking you?
A. It depends. It really depends on who they call. If they've already had contact with their pilot, sometimes they call their pilot and they're just, like, hey, I have a question about this course. If they have a question about wanting more courses, sometimes they call me. It varies on what their question may be.
Q. Okay. So let's say one of your friends approaches you on the street, and just says, hey, this Cirrus thing, what's that about? What is it like to work there? Tell me a little bit more about it. So in your own words, tell me what would you tell your friend? What is it like to work here?
A. I really enjoy it. I love my job. I get to work with some really great customers. I get to see some really great experiences within Cirrus. We have a great kind of like family feel of the network. My direct supervisor is incredible. My manager, the one above her, is incredible. And really the way the teams all mix together. It's not just you doing your job and that's it. You really get a taste of the whole experience. And you get to see a lot of really awesome things, and be a part of that. The work

ethic is really well between teams and how we always coordinate with each other, and do what's right for the customer. And that's just a really good feeling.

Q. If there was -- in the same conversation with your friend, if there was one thing you would say, oh, we could do a little bit better in this department, what would that be?

A. As far as my department goes I don't have any complaints. I can't speak for other departments.

Q. Okay. But overall, I mean, like, and I did say department, but I meant, like, globally, I guess. Cirrus could do better at X, Y, Z. Is there anything that you've noted?

A. Not really.

Q. Okay. No problem. So moving through back to kind of more job specific, how do -- how do you get notified that, hey, you've got a new customer to work with?

A. We work in sales force, and through sales force once a customer is -- they're given an account. I'm not sure who creates those accounts, but they populate on order. So they'll populate on an order, and then once they are given a delivery date, and the delivery date is set in that account, then it will pop up to me as an open request in a flight operations (indiscernible). So from that FOE I can see, oh, I have an open request for a new customer. The open requests generate usually about 90 days before so that we have time to review that. I always try and touch base with their sales rep, et cetera. And so from that FOE, that open request, I

then pull it from open request, and move it into working status.
Q. And how did you learn all this? Was there a training program that you had to go through?
A. Um-hmm.
Q. About how long was the program?
A. I trained for roughly three, I want to say three to four weeks before, like, just strictly shadowing, watching the whole process, things like that. From there, I had another two weeks of learning how to communicate. I would help populate e-mails, and things like that, but I was not sending them on my own. I had somebody really shadowing me. We kind of swapped places there. And then from there we had another, I mean, well, I really -- it's kind of -- I can always ask questions. Like that the training never really ends. I, I, if anything I have a question about, they're always great about helping me. But I would say that I shadowed and worked with someone for three to four weeks, and then had another two weeks of kind of that situation (indiscernible) at that point.
Q. What is Cirrus' expectation for how training coordinators work with customers?
A. In what aspect?
Q. Have they set forth like a, a set of, like, just customer service expectations? Like, you know, make sure you touch base with the customer at least once a week. Make sure you -- when you meet them, greet them with a smile, things like that. Just

like protocols for how you handle yourself with the customer.
A. Um-hmm. We always makes sure, you know, in our initial e-mail we state who we are, what our job is, what you're entitled to in the training, what you're required to have in order to take that training, and what the next steps are. So that's kind of set. I don't know if that's the question you're asking, but that's kind of the standard that was set. And then as far as with the customer it is always making sure the customer is taken care of. So like you said greet the customer with a smile. I don't always have face-to-face interactions with the customer. My interactions are more typical over the phone and over e-mail. However, all of our e-mails with some customers are a little more broken because conversations happen via e-mail and via phone. But I don't really know how to answer your, your question specifically, but, yes. The customer, making sure to listen to their needs, making sure that things are explained to them, making sure that -- what those needs have -- are met. Making sure that if they have any questions -- and on to your point of making sure you touch base a certain amount of times. We always want to have the initial contact. After that, if they say yes, we always want to give them a schedule based on their projected delivery date. And then from that we'll reach out again just to confirm the event, and then from there the pilot reaches out prior to their event.
Q. Okay. So let's back up a little bit for some of the things

that you said. You said the requirements for the training. Where do you get those requirements from?
A. The requirements are in the purchase order. In the agreement it states that in order to take the entitled training you must have a PPL.
Q. Okay. And how do you know what training you're loading against the customer?
A. Based on their aircraft model. We have courses that match with the SR20, SR22, SR22T.
Q. Okay. And those are provided to you by whom?
A. They are on the Cirrus Approach general library --
Q. Okay.
A. -- I guess you could say.
Q. Okay. So, I guess, what happens when those interactions kind of go wrong? Like what is your process for you -- you reach out to a new customer, and let's say they ghost you, like, they do not respond, right? There's, like, there's no life out there. Is there a process for working through that?
A. I will typically talk to the sales director. Usually they have had a longer standing communication with them since the order has lost a couple of years. So always reach out to them. Hey, I haven't hear back from so and so. Do you have an idea of their training plan? If so, do you have -- are they instrument rated? What are they kind of looking for? From there, they can sometimes reach out to the customer, and just say, hey, we've been trying to

contact you about this. Let's kind of get the ball rolling. I always try to copy my supervisor, and just let her know, hey, this customer I haven't heard a thing from him. I don't know; the sales director doesn't know. He's kind of just a quiet customer, like. How do you want to proceed? If I've heard some communication from the customer, but it's kind of broken, I just kind of let flight ops know, hey, this is what I know. This is the information I have from the customer. We, we know he's going to be here, but I don't know more than that or X, Y, Z. And but I always try to tie in people that are a step ahead of me or a step above me in knowing the customer or knowing the process.

Q. Okay. Do you have like a personal standard or maybe does Cirrus have a standard for after that initial e-mail when you should be hearing something back by it before you start down, you know, the, hey, you know, are you out there?

A. So after my initial e-mail, I give it 7 to 10 days to expect any response. From there, I'll e-mail again, hey, just reaching out about the below e-mail. Let me know. And then from there, if there's also no response, I'll copy (indiscernible).

Q. Okay. So what on the -- okay, so that's kind of how you deal with maybe the more quiet.

A. Um-hmm.

Q. What about the more needy customer, like, the person who is just having, like, questions about everything, difficulty with everything? I'm having a problem -- or I lost the e-mail you sent

me. Send me it again. Or I'm having problems accessing the information. Or, oops, I lost my password for the fourth time. How do you deal with that?

A. Just like any other customer. All of our customers are held to the same -- we hold ourselves to perform the same to all customers. So with those customers answering all their questions, and if I don't have the answer to their question, or cannot get them what they need, escalating it to a department or a supervisor or a person that can get them the answer they need, or whatever they're looking for and they need in that moment.

Q. How often would you say you're interfacing with the flight training side? Is it like daily on that customer or just once or twice?

A. What flight training side --

Q. The --

A. -- pilots?

Q. For the flight instructor side, yeah.

A. I think I lost your question. So how often is my interaction with the pilots once the customer gets here or --

Q. Once the customer is set up in the training system. Because, like, for instance you said you know you populate it out, and then they are presumably assigned an instructor that may or may not change by the time they get here. Like are you working with an instructor as well? Are you interfacing with them at all?

A. We have a morning meeting with them where we'll discuss a

handful of things. Usually it's just who is working with what customer. So from there we do see the pilots that are working with our customer. Prior to their arrival we also make sure that the pilot has their pilot -- the customer's pilot profile, and that they're connected on the Cirrus Approach account

Q. Okay. And the reason we're here is for a specific accident. I am going to ask you more specific questions about your interactions with Mr. David Stoneking in a moment. However, prior to him, have you, have you ever had a situation where somebody has just never gotten access or gotten or got it together by the time they reached delivery day?

A. I would not say never have access. I have had customers who have not gone in and viewed their account prior to delivery day.

DR. WOODS: Okay. I'm going to stop there for now, and before we go into more specific questions hand it over to Todd.

BY MR. FOX:

Q. This is all very interesting for Sabrina and I because we're trying to learn how the customer experience or Cirrus experience is from the time there is a sales force going out trying to find customers and get those purchase agreements all the way through delivery experience to the airplane and customer leaving Blacksville. And so this is really all (indiscernible). How do you kind of align yourself? Not, not like physically like on a, on an organizational chart, but do you feel like you're part of the sales side of Cirrus or do you feel like you're on the

training side or delivery side both? So three options I guess I should say. Because you're a flight training account manager, but it seems like your, your role in the flight training is limited to really populating the LMS or portal, training portal, and then making that like -- connection between the customer and the assigned pilot or flight instructor. So going back do you feel like you're more aligned with sales, delivery or flight training?
A. If I'm being honest, I think we're sprinkled between all of them. I don't feel like we have as a big of a connection on the sales side because we don't have anything to do with the sales prior to it. But I do have communication with the RSDs on a very daily basis. We're heavy on the delivery side because we, we coordinate with when they're here for a delivery. So we have to be in communication with the delivery side daily. We're also as equally as heavy on the flight instructor side because we depend on flight ops to fulfill the mission.
Q. Sabrina was talking about in general, but once the aircraft has been accepted and the training begins, so like day two of the Cirrus experience, delivery experience, what is your interaction on a daily basis with the flight instructor assigned?
A. Typically after the customer is here, if everything is smooth sailing, I don't have any --
Q. Okay.
A. -- further interaction with the customer or the flight instructor.

Q. So it's more of a day one interaction that you would have with the Flight Training Department?
A. Um-hmm.
Q. Okay.
A. Really prior to day one. We don't wait up until the moment they get here.
Q. Okay. We know that if you're buying an SR22 there is different transition programs you can do. Is there a default, default learning module that goes along with the purchase of the aircraft?
A. Yes. The Perspective Plus Transition Training is the default, if you will, that goes with whichever model. Those are still broken up between SR20, SR20 (verbatim) and SR22T. But the -- it's called Perspective Plus. Well -- insert, Perspective Plus Transition Training. The default is to put in the VFR course. And if they're instrument rated to add on the IFR course.
Q. Okay. So here's where I'll be going with it. So the default is VFR, but if they're instrument rated is it, is it part of the purchase agreement to also have the IFR?
A. Um-hmm.
Q. And can you explain to us what the difference between -- if I was a customer buying an airplane, what is the difference between transition training and advanced transition training for both VFR and IFR?
A. Advanced transition training the footprint is longer.

Typically scheduled for five days. Typically for instrument rated advance transition pilots. Our regular Perspective Plus VFR transition training has a footprint of three days, and that's what's included in the purchase order.

Q. Pretend that I'm a customer buying an airplane. You've told me that it's three or five days. What is the information that's different in those programs? Like how would you convey that to me as a customer?

A. The advance transition training is just a little bit more. It's more geared towards IFR pilots. It's an advance transition really geared towards pilots who are -- whoever have gone through a transition training in the -- VFR transition training in the past, or who are looking for a little bit more in-depth as far as more flying time, more flying into weather, et cetera.

Q. And who is soliciting that amount of detail to determine which training element the customer is going to be enrolled in?

A. Well, entitled -- I mean if we're talking entitled training, you're entitled to three days with your purchase order. So if we talk about an advanced transition, that goes a little bit out of the entitled days. I don't know if that helps your answer at all.

Q. It does a little bit. You mentioned if you -- you're entitled to three days of training. But if you're instrument rated, you're going to be enrolled in the transition VFR and the transition IFR --

A. It's the same --

Q. -- non-advanced, right?
A. Yes. Yes. it's just, it's just --
Q. Both the --
(Crosstalk)
Q. -- VFR and the IFR?
A. Yes.
Q. And you would get those two programs done in a three-day --
A. Um-hmm.
Q. -- and then you have the advanced. So but who -- how are you soliciting the information? Are you going to the customer or is somebody else going to the customer to decide on what the customer wants for that training? Is that a function that you do?
A. Partially. So I send out what is called a pilot profile. On the pilot profile they fill out -- it's a very large questionnaire about their in-depth pilot knowledge; how many hours they have. If they are IFR rated? If so, how much instrument time do they have? How much Cirrus time do they have. I mean, it really does go quite in-depth about that they need or what their experience is. From there, I view it. If I have any questions about either something I haven't seen before or as a non-pilot something I have a question about, I'll tie in flight ops. Okay, this is the pilot profile I'm looking at. Let's try to make a plan here.
Q. Are there cost any differences between the different training elements or are those, all those costs absorbed by Cirrus?
A. There are cost differences. If you do the IFR add-on Cirrus

adds it on, and absorbs that cost. However, it is an additional cost. If you look at -- if you as a customer just go in and use Cirrus approach, the IFR add-on is going to be an additional cost. The same with flight training days.

Q. So it's not like an up-sale if you want to super-size your experience?

A. Huh-uh.

Q. That's not -- we're recording. So --

A. Yeah.

UNIDENTIFIED SPEAKER: You need to answer yes or --

MS. BRYANT: Oh, sorry. No, it's, it's not. We -- there is no up-selling. And typically the RSDs are very good about covering those costs.

BY MR. FOX:

Q. Okay. So it's absorbed at the company?

A. Yes.

MR. FOX: Thank you. That's all I have.

DR. WOODS: Brannon, do you have any questions?

MR. MAYER: No questions at this time.

BY DR. WOODS:

Q. So going back to now you're, you're distributing these online materials. Are there any, like, physical materials? Are there any bound or hard copies, if you will, that you send out?

A. Huh-uh.

Q. Okay. So hopefully the customer is responding back to you,

and is getting everything unless, unless there's an issue of logging in or anything like that. And then they arrive. I'm just walking through what I think I know about the process. They arrive. They're taking delivery. And at that point presuming all the material is done, you're, you're done, right, and you're moving on to the next person?

A. Well, the materials aren't done until they complete their training.

Q. Yeah. So let's say they do --

A. Yes.

Q. -- do that before they get here?

A. There are segments that they cannot complete before they get here.

Q. Oh, okay.

A. The flight training segments that require a pilot to sign off they cannot complete before they get here.

Q. So are you still managing that until they're done?

A. Huh-uh.

Q. So --

A. As far as after they get here?

Q. For -- to close out in their, their training portal.

A. On a traditional where they complete the course the pilot signs off, and they're issued a certificate through Cirrus Approach.

Q. Okay. And then, and then are you done?

A. Yeah. I typically -- I am not the one who issues the certificates.
Q. Okay. That was what I was trying to get to. So now going, I guess, a little bit more specific. About how far in advance of delivery did you start working with David Stoneking?
A. My first communication with him was in June.
Q. Okay. And, I guess, how did that go? What was that like? What was that interaction like? I know it's over e-mail but --
A. My first communication was after he got his delivery date e-mail, and I followed up with an e-mail that said, hey, David, I'm Tiffany. I'm your flight training account manager here in Knoxville. Just looking to see if you have your PPL, and if you'll be in for training, and he said, yes, I'll be there.
Q. Okay. Did he respond relatively quickly?
A. I don't know that.
Q. Okay. So now you were setting up his information in your training portal. And it -- he had difficulty accessing it. Can you talk a little bit more about that from your perspective, your point of view?
A. Yes. I, I remember I had a phone conversation with him explaining the Cirrus Approach. He had e-mail Gabby, and said, hey, I think there's some courses I should be able to access that I'm not able to get on to. Gabby then copied me back in an e-mail, and just said I'm, I'm copying Tiffany. She can advise more. From there, I helped him find his account, and made sure

things were set up, and proceeded on. I think he had some more issues finding his account, and I escorted the issue to our Learning Department that is part of the IT Learning Department that assists in being able to get those accounts viewable.

Q. When you say accessing, do you know exactly what he's talking about? Like he wasn't able to see the portal or he wasn't able to log into the portal?

A. I don't remember exactly. I believe he said he wasn't able to log on. I don't remember exactly the issues he was having though.

Q. Okay. And about -- so from the first time he contacted you 'till you're like this has got to go IT about how long was that?

A. I resolved the first issue. And then when he had the second issue, I immediately sent it on to Learning Department. And via e-mail I just said, hey, this is the customer. This is the e-mail that the user name is under. I'm having issues -- I -- from administrator having issues viewing this account. So I cannot complete his request. Can you please help me here?

Q. So there are two different access issues then?

A. What do you mean?

Q. So you said you were able to resolve the first one, and then there's a second. Was that -- so two different times there was access issues?

A. To my knowledge that he had presented to me. The first time was just a login issue, and I'm not sure if it was a password or a

small issue, but it didn't, it didn't raise to be an issue on my end as far as doing the accounts. And then the second time I escalated to learning.

Q. And same -- it was the portal as a whole or was it a certain module within the portal that he was having access issues with?

A. I don't know. He didn't specify if it was a certain course that he --

Q. Yeah.

A. -- was trying to get into, and I could not view that as an administrator. There was an issue with me viewing his account, which is why I had to escalate. So I couldn't get in there, and see exactly what he was having trouble with.

Q. Is that typical? Do you usually have problems viewing as an administrator?

A. I would not say it is typical as in something that happens frequently, but it has happened before.

Q. Okay. And, I guess, after you contact IT do you happen to know what the fixes -- do you -- happen to even know what the actual problem is?

A. Huh-uh.

Q. They don't ever circle back and go, oh, it was the blah, blah, blah file wasn't loaded?

A. Huh-uh.

Q. Okay. How long or how -- yeah, how long does it typically take them to engage and fix it?

A. They usually send a response that they either working on it, and they project to have it fixed in the next day, or I will hear something from them the next day. They're very good about communication. I've seen it take up to three days to be fixed before. That depends on if they escalate it further.
Q. Okay. So going back to the specific scenario Mr. Stoneking is reporting that he has access issues. You're able to resolve the first round, and then there was subsequent access issues. Do you remember about how far the second round of access issues, how far it preceded his actual delivery date?
A. I don't remember. Honestly, I don't remember the dates on those.
Q. But was it, like, we're getting close to delivery or, no, we've still got months?
A. I genuinely I cannot recall when those e-mails were.
Q. Okay. So when IT has resolved it, how do you know? How do they let you know that, yeah, it's fixed; it's good to go?
A. They send me an e-mail back saying that the account should be visible to my administrative side now.
Q. Okay. And then are you the one who then contacts the customer, and says everything's good to go, or does IT contact the customer directly?
A. They don't have any direct customer communication.
Q. Okay. So presumably that did happen in this case?

A. Yes. I e-mailed someone in our Learning Department. He did let me know that he had to escalate the issue a little bit further, and that we are working on it. And then the problem was, was resolved, and I had a phone communication with him. I honestly don't remember if I had e-mail communication with him following that, but that the issue was resolved.
Q. Have you ever had it where somebody has just never gotten in?
A. Never -- to where they've never gotten in?
Q. Or like you've had to just completely scrap that account, and start over fresh.
A. Umm.
Q. Okay. Okay. So it was resolved, and you contacted Mr. Stoneking, and said, hey, you're good to go?
A. Yeah, I, I don't remember the exact conversation, but I do remember letting him know the account should be (indiscernible).
Q. But you don't remember how far that was prior to the actual taking delivery?
A. Not, not that instance, no.
Q. Okay. Was there subsequent incidence?
A. I believe Chris Jensen wasn't able to view his account on very close to delivery, and Felipe reached out to me, and just said that they were having some issues viewing his account. And reached out to me via e-mail, and, and said, hey, I can't find this account, or Chris is having trouble connecting to this account, to which I then responded back the user name to make sure

that they were looking for the correct user name, and just said this is the user name on the account. Chris is paired as the instructor. Everything should be visible. And they responded back, and said great, no issues.

Q. And that is your responsibility at that point? You were the right person to contact for them in that instance?

A. I would say in that instance, yes.

Q. So the pairing though I think you said earlier you're the one who is putting in that pairing, okay, after you get the information that this is going to be the flight instructor assigned to this customer.

A. (No audible response.)

Q. Okay. So you said very close to delivery, but do you remember was Mr. Stoneking already in the local area at that point?

A. I have no idea. I can't, I genuinely can't recall when the e-mail was. I know that it, it was -- in order for Chris to view -- Chris to have questions, I believe it was very close.

Q. So what's the fall back plan for Cirrus when you've got this circumstance where there's access issues, and now the person is here, and as you said, like, there's certain commitments that you have to make within the portal to get your certificate at the end, like, what -- do you happen to know what the, what the plan of action is then? Do we just extend out the days that they'll be here flying in the area until they get the course work done or

what happens?
A. I, I don't know the answer to that specific question or maybe this an answer you're looking for. We -- it's hard to -- exact because we've never had that happen. Yes, we are always happy to extend a training even if the customer needs. As far as the course work, a lot of customers do not require an official sign-off, do not require the certificate.
Q. Sure.
A. So while it is the syllabus that we 85 percent of the time work out of, we, we don't always work out of that syllabus.
Q. Okay. Because you mentioned earlier, like, sometimes you just have people who just do not do the homework --
A. Um-hmm.
Q. -- and they show up here, and they've done nothing --
A. Um-hmm.
Q. -- and it's, like, well, no, you have to get these things done. And so I guess what is the procedure for people who are in that situation?
A. I think that at that time depends a lot on the flight ops. The pilot has better knowledge of what the customer needs, and based on -- they're the ones with the customer at that point, and having that real life experience, and they are the ones that say we need an extra day of ground. We need an extra day of flying. Or whatever the case may be. And we're happy to make those accommodations the day of or even a couple days into their

training.
Q. Okay. And then are you involved or informed -- I know you're not directly involved, but are you informed about the flight instruction side at all once it commences?
A. Not typically unless they, like I said, ask for additional days, or something changes in their flight training program.
Q. Okay. Were you made aware of Mr. Stoneking's progression through the flight training program?
A. It was mentioned in the morning meeting as the pilots kind of go over where they stand with their customer.
Q. Yeah. And so do you remember what was said about Mr. Stoneking?
A. The only things I recall were that they did think that he was going to have to have an accompaniment home. That he was sick and not feeling well. So that may have led into the accompaniment home. And that they didn't feel like he was as far along as his pilot profile kind of led us to believe before his arrival.
Q. Okay. Does that not progressing accompaniment home does that happen often?
A. I would not say often. Accompaniment homes are usually based on (indiscernible).
Q. Okay. So it does happen?
A. Um-hmm.
Q. Okay.
DR. WOODS: All right. I'm going to hand back off to Todd

while I think about things.

BY MR. FOX:

Q. I know the question was asked. I just want to make sure I have the timeline correct. Because you gave us a little bit more information than we knew before the interview, and that's why we're here to solicit information. Mr. Stoneking, you reached out to him by e-mail. Said, hey, lesson at the portal. This is how you log in. And he says I'm having problems to Gabby. Gabby gets with you. You say you worked with Mr. Stoneking, and you resolved that it sounds like. But then you said that you had some -- that even you, yourself, had some administrative issues where you couldn't see his account or you couldn't do an action?

A. I could not see his account.

Q. And but you had previously been able to get him to log into his account, and he could see something?

A. Um-hmm.

Q. I apologize about my coughing. And then you also indicated that Chris Jensen couldn't see the account.

A. Um-hmm.

MR. FOX: Brannon, go ahead. Do you have any questions?

MR. MAYER: Yeah. No worries. I don't have any questions directly at this time, yeah.

DR. WOODS: Okay.

MR. FOX: Okay. So water. Cough later.

BY MR. FOX:

Q. That Chris Jensen had, and that Felipe reached out to you. Do you -- you might not know the exact day, but do you, do you have a sense of how long that escalation took to resolve or was it resolved?
A. With the Chris Jensen?
Q. Yeah.
A. Oh, within minutes.
Q. Within minutes.
A. Um-hmm.
Q. Do you believe that's -- again, it's already been asked. I just want to make sure I understand. Do you believe that that was after the acceptance of the airplane during the training environment phase?
A. I, like I said, I don't want to speak on dates that I genuinely do not recall, but in order for Felipe and Chris to be involved it had to have been.
Q. After the acceptance of the aircraft?
A. (No audible response.)
MR. FOX: Okay. That's all I needed.
BY DR. WOODS:
Q. Okay. So you talk about there was a morning meeting and accompaniment home. What that the day that the accompaniment home was going to take place?
A. I believe he mentioned it the day prior that he may --
Q. Okay.

A. -- have to --
Q. Okay.
A. -- depending on how the day went he may have to fly them home. And then it was mentioned in the morning of.
Q. Okay. That he was going to fly them home?
A. Umm.
Q. Okay. So at that point in that instance where the, the new customer has not finished, has not completed, are you still following up with the customer until they get to where they're going and it is completed or, again, are you kind of, like, well, it's now moved on, I'm hands off?
A. It's situational. So if the customer needs more training days back home, I work with RSD to assist in getting them set up with the CTC or a CSIP to help with those initial days. Or it's really situational. If they feel like their training is done, and they are just happy just getting home, then I don't have any communication following that. But if they have more days, I assist in getting them set up the training coordinator.
Q. Okay. And so you said you, you're helping them interface with let's say a CSIP back in their, let's say they're from California, a CSIP back in California. So are you now providing that CSIP access to the training portal, like linking them like you would have done with a flight instructor here?
A. Not always. If the CSIP works with the CTC, they can have the same access in order to link an instructor.

Q. Okay. When did you find out about the accident?
A. The day after, I believe.
Q. How did that information get disseminated?
A. All I learned that there was an accident in Texas, and it did involve a customer and a pilot, but I did not know who or -- who the customer was at that time.
Q. At that time were you given any instruction as to what you should do or were you asked to provide any information as that training kind of account manager?
A. Not at the immediate time because, again, I, I wasn't -- I didn't know who it was or that it was one of my customers involved.
Q. So when you did find out it's, hey, that's one of mine, I guess, what is your role at that point?
A. Rob Haig reached out to me, and asked for my e-mails and, and asked for any communication that I had with the customer.
Q. What about the, the account side, the training actual account side? Do you -- is there like a lock it out button or a, you know, isolation for that account or anything like that that you have to do?
A. No. I don't know because I've never worked an account with an accident before, but, no, I was not advised to, to lock that account or --
Q. Is there a function to be able to lock an account just it -- nobody can else -- nobody else can manipulate it after the fact?

A. I don't know. That's something that IT would have to -- or the Learning Department of IT would have to do.
Q. Do you know what an Emergency Action Plan is?
A. In what sense?
Q. If there is an emergency within, like, the Cirrus compound, like, let's say an aircraft crashes right here at McGhee Tyson, let's say, like a building is on fire or something like that, is there a plan that you know of that's in place to alert everybody, and tell everybody what to do next, and what their role is or run away or anything like that?
A. We have worked through scenarios, and I believe there are things set in place for disasters, if you will, things like that to my knowledge there are, you know, SOPs in place for that.
Q. Okay. Do you know if you have a role in those SOPs? Like you are -- not necessarily these specifically, but even like the, you know, this, this training account manager function, is there a role?
A. Not to my knowledge.
Q. Okay.
A. I think it would be situational like if there's a fire in our building.
Q. Yeah.
A. Versus --
Q. Absolutely.
A. -- something across the street.

Q. Okay. And then so you said Rob contacted you, asked you for your e-mails. Is there anything else you did post-accident or that you were asked to do post-accident to kind of better inform the accident itself?
A. Huh-uh. I had one meeting with Rob Haig, and I told him the information that I knew, and that's it.
Q. Okay.
DR. WOODS: Todd.
BY MR. FOX:
Q. Did you ever meet Mr. Stoneking or his partner --
A. Huh-uh.
Q. -- Ms. Hazelwood? Okay. And the sales person, what's the first name for that individual?
A. I'm sorry?
Q. The sales person.
A. Matt Grolin (ph.).
Q. Matt? Okay.
A. I believe that is --
Q. Are you aware of any communication between Matt and Mr. Stoneking regarding, like, access to the training portal and, and efforts or ways to get information provided to Mr. Stoneking in a way that would be outside of the portal?
A. No. Matt never reached out to me with any issues.
Q. Are there any training elements to your knowledge that are available outside of the training portal that could be utilized as

a resource for pilots, Cirrus pilots?
A. I don't think Cirrus specifically. I don't -- as a non-pilot I don't know the answer to that question, but I know that Cirrus Approach training modules are geared towards Cirrus pilots.
Q. Right. So you're not aware of any other, like, online initiatives or apps or, or anything --
A. (Indiscernible).
MR. FOX: Thank you.
MR. MAYER: Thank you for your time today. No questions.
BY DR. WOODS:
Q. Okay. Wrap it up with my usual conclusion questions. Okay. So I ask this of everyone. I know you were very, very short notice, and surprise we'd like to talk to you. But you did have a little bit of time to think about it. Is there anything that we, we didn't ask you that you thought for sure we were going to?
A. I had no expectations.
Q. Okay. That's fine. That's fine. I just wanted to make sure, like, some people are, like, okay, I have to prepare for this one question. I know it's going to be coming. Ask, you know, I wanted to give you the opportunity to mull on that. And then, I guess, is there questions for us that you have
A. (No audible response.)
DR. WOODS: Okay. We're good. No alibis, gentlemen?
I'm going to stop the recording.
(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Tiffany Bryant
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Katherine Motley

_____

Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	
FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022	Accident No.: CEN22FA405

Interview of: ANDREW BYRD, Factory Direct Flight Instructor Cirrus Aircraft

via videoconference

APPEARANCES:

DR. SABRINA WOODS, Human Performance Investigator
National Transportation Safety Board

TODD FOX, Investigation-in-Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aircraft

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DR. WOODS: Okay. And again, as Todd and I said earlier, thank you so much for taking this time out. We know that you are busy, and we know what you do is important and -- but it's the fact of the matter that in order to learn more about Cirrus and the processes and everything that goes on there, we need to talk to experts such as yourself. Accident investigations don't happen in a vacuum. We can't produce all the data on our own, and so having you do this is really appreciated.

My name is Dr. Sabrina Woods. I am a human performance investigator with the National Transportation Safety Board.

The Board has been Congressionally charged with determining probable cause in aviation accidents and significant incidents. My job essentially is to kind of work out the human performance piece, and that goes everything from like kind of the man-man interface, how people are involved with one another, how the man operates in the environment, and by environment, I mean like the operational environment, how Cirrus does things, and then the man-machine environment which is the aircraft side.

With me is Todd Fox. He's actually the investigator-in-charge. So he is the one who is running the show. I'm a consultant for him. And Brannon Mayer. So he's your party coordinator. He is here, and he's kind of the Cirrus liaison between -- with the NTSB for this accident.

So with that, we're going to get into like your actual job

title and all that in a moment, but just again recognize that as a flight instructor and as an employee of Cirrus, again you have that wealth of information. But, we also recognize that like we do this for a living. This is very routine for us. We know it's not routine for you. So with that being said, going forward, just take the time you need to answer the question. Don't worry too much about it if you have to think about it for a minute. Understand that "I don't know" is a perfectly acceptable answer. If you -- don't feel like, oh, I have to come up with something. I have to make it up. Just I don't know is fine.

If you don't understand the question, please, please, please do not hesitate to ask for clarification because we're going to do the same if we don't completely understand your answer.

If you need a break, just, just kind of don't hesitate to let us know, and we'll try to stop. And, I'll do my best also to check in with you to make sure you're doing okay and if you need that break.

As I said earlier, the interview is being recorded. This is to ensure that what you have to say is documented exactly. The recording will be sent to a professional transcriber. Only the transcription goes into the docket.

Are there any questions about that part?

MR. BYRD: I don't believe so.

DR. WOODS: Okay. I did tell you earlier, you are welcome to have one person of your choosing with you to go through this

process and be with you. You indicated earlier that you want to go solo. There isn't any one that you'd want to have with you. Is that still correct?

MR. BYRD: That is still correct.

DR. WOODS: Okay. All right. No problem there.

INTERVIEW OF ANDREW BYRD

BY DR. WOODS:

Q. So kind of to start with some high level administrative stuff, just for the record, could you please state and spell your name?

A. Yes. My name is Andrew Byrd. It's Andrew, A-n-d-r-e-w, Byrd, B-y-r-d.

Q. Excellent. Okay. Thank you for that. And then for -- I guess right now, what is your job title there at Cirrus?

A. So I'm a senior factory flight instructor on the SR side, and I do the factory direct training which is private pilot and instrument commercial training for customers.

Q. Okay. And when were you hired on at Cirrus?

A. January of 2020 initially, and then laid off May of 2020, due to all the COVID constraints, and then rehired in October 2020.

Q. And have you always been in that same position or are there other positions you've held at Cirrus?

A. No. So I started as a factory flight instructor conducting transition trainings for customers, and then in March of 2021, I moved up to the factory direct instructor role.

Q. Okay. And prior to joining Cirrus, did you have experience in that aircraft or did you learn everything after you were hired onboard?
A. I learned everything after I was hired onboard.
Q. Okay. All right. We'll get into a little bit more about that in a bit. But, I guess can you give me a high level overview of what your job entails?
A. Yes. So, 99 percent of the time, I'm working with customers. The goal is to either sell them an aircraft or train them in an aircraft that they recently purchased. And, the target is clientele who are interested in owning an airplane, but they don't know how to fly yet. So I'm taking charge of, you know, instructing them through their private pilot and ideally their instrument ratings since this is a very instrument heavy airplane. And so that's kind of the clientele I'm working with.
Q. Okay. And as an additional duty, are you also responsible for helping to train hew hires?
A. Yes, occasionally. More rare now. As a factory flight instructor I was doing that more frequently, but then in March of '21 on, I moved over to this role. I started more, you know, working with customers essentially full time, and then very, very rarely, if I had an opening in my schedule, I would help with onboarding new hires.
Q. Understood. So I guess if somebody approached you on the street and says, hey, buddy, I'm thinking about this whole working

for Cirrus life. What would you tell them? What would you, in your own words, say that working for Cirrus is like?
A. I'd say for the most part, it's a fantastic job. You know, I've gotten to travel across the country numerous times with Cirrus living the general aviation life. I enjoy the lifestyle that I live especially now in the inspector direct role. I'm home I'd say -- 350 nights a year I'm home every night which is a very beneficial thing to me. The factory flight instructor role which is usually kind of the level that we bring some of our new hires in, they might require a little bit more travel than what I currently experience but that travel is usually fairly fun and enjoyable. I think it's a great job, whether you're wanting to live the corporate flying lifestyle, flying Part 91 for a company or if you eventually want to move onto a Part 121 or 135, it's also a great place to get experience for that as well.
Q. Okay. So I'm going to key in on, at the very beginning you said, for the most part. So is there a part that, you know, can maybe use some work or something that you feel that could be just a little bit better at Cirrus?
A. So a couple of issues that I've run into is schedule changes. Schedule changes happen quite frequently, not so much in the factory direct role that I'm in now. That's another benefit of working in this position. But, as a factory flight instructor, they're not only responsible for training customers and training new hires. They also ferry airplanes. So if they have, you know,

maybe only a day or two free on their schedule, they'll ferry airplanes from Duluth. They'll ferry airplanes to customers throughout the country, et cetera. And so the flexibility required for that I see as a drawback. Some people enjoy kind of the spontaneity of the job.

Then another thing is communication. I've noticed that sometimes communication kind of falls through, and that can be frustrating at times. So if someone is very -- you know, if they need communication to be able to do their job as fully, then this might not be the job for them. Sometimes I feel like this is kind of a, hey, here's your guidelines that you follow. As long as you operate within these guidelines, go do your own thing, make it happen as safe as possible. If it falls outside of these guidelines, that's when we need to start communicating. Sometimes, you know, if I'm in CA at 10 p.m. Central Time -- or 10 p.m. Pacific Time, and my supervisor's over here in the Eastern Time Zone, that might be hard to get something sorted out.

Q. Understood. So you talked about kind of the difference in like maybe work-life balance, between like the factory flight and the factory direct. So can you give me just a quick sum up of what is the difference between those two positions?

A. Well, so the factory flight instructor, they end up with transition trainings as their primary role. So they are working with customers who already have pilot certificates of some sort and who are coming to take new delivery of an airplane. Usually

they're with a customer for anywhere from three to five days doing transition training, just transitioning them into Cirrus. Sometimes they might work with someone who has never flown a high performance or glass cockpit airplane, and sometimes they might be working with someone who is on their 10th or 12th Cirrus.

The factory direct role that I'm in, I'm working strictly with people with no aviation experience or maybe they have their private pilot certificate, and they want to get their instrument rating with the specific goal of purchasing a Cirrus airplane either during training, before training or after training.

Q. So which would you say is harder?

A. Definitely the factory direct. It's going through all the, you know, hassles if you will, of primary flight instruction, and the clientele we work with, you know, it's not your typical Part, you know, 141 school where, you know, they're there for the job of learning how to fly. It's, you know, I'm working with customers who are running multimillion dollar businesses, and this is what they're doing in their spare time. So making sure they study and stay after their goals of learning to fly is kind of a balancing technique that comes with the territory.

Q. Understood. Thank you for that. So, in your own words -- so this is again Andrew's words, describe -- how would you describe safety culture?

A. I would say the safety culture is pretty good for the most part. After this incident that we're here talking about today, I

had expressed some concerns. We had internally grounded our fleet of airplanes, and then within about 48 hours I believe, our fleet was ungrounded. And, I still had some concerns because we didn't have information on why was it grounded? Why were they ungrounded? How did we come to that conclusion? So I was not comfortable flying the airplanes.

And then about a week and a half after the accident, I was placed on unpaid leave for not being willing to perform my duties as pilot. Semi-understandable. I understand at the end of the day, there is a business to run, and you can't pay an employee for not being willing to do their job. At the same time, I feel like that's a bad precedent to set on the pilot's side because that will encourage pilots to not speak up when there's a safety issue or safety concern because nobody wants to lose their paycheck at the end of the day.

Q. Yeah, absolutely. It's a big motivator. That's actually a great segue into I guess, if you have concerns or if you've seen concerns, you know, what is your confidence level? So, first of all, is there a system in place to have those concerns addressed? And what's your confidence level that they will be? In this instance, you were asking for additional information. Were you able to finally able to obtain that information?

A. Somewhat. I was able to get -- I was able to actually talk to some of the production flight test pilots up in Duluth and kind of get a little bit more information. Pretty much though, I was

told, you know, hey, this is under investigation. So we can't really talk too much about what it is, A, for my, you know, my benefit. That way I don't have to carry the weight of that information around and carry that secret around and keep it classified. But, also because, you know, it's just kind of one of those -- it's under investigation. We can't really talk much about it.

As far as do I feel safe and is there a method for me to report safety concerns? There is a method. So on our intranet we have a safety reporting where we can report either, you know, day-to-day when a codeless (ph.) door doesn't close all the way like it should. So we can report that as well as anything up to an aircraft emergency. Hey, you know, I had engine roughness in flight. Here's what's happened. Here's where it happened, et cetera, et cetera. And then that goes to our air safety team up in Duluth. And, you'll receive a phone call from them trying to get more information from you to see what happened. I've had to fill out that report I believe twice and within I'd say probably less than 12 hours I received a phone call asking more questions about that scenario.

On the more interpersonal front approaching, you know, my supervisor, Chris Johnson or Rob Haig, they're a little bit more intimidating than filling out an anonymous report. I think that just comes with, you know, a -- I don't want to say inferior, but someone below a supervisor, I think any job field that you work

in, you know, sometimes you might not be extremely 100 percent comfortable approaching your supervisor.

Q. Yeah, understood. But it sounds like again for you, kind of the online communication and feedback loop seems to work because you did receive a call back. And, I'm assuming, was it resolved or --

A. So eventually it was resolved. So it was actually the same incident in the same airplane twice. It was just one of those instances that maintenance couldn't duplicate it on the ground.

Q. Um-hum.

A. So it happened a couple of times, and then finally I guess some resolution, something fell out of tolerance after the second time, and so they were able to pinpoint it and fix it.

Q. Okay. And so I guess in information and communication dealing, how often or if ever do you get information about like aggregate accident infinite data involving Cirrus aircraft? Does that come down? Does that get disseminated to you?

A. Sometimes. I know there for a couple of months we were getting emails from Chris Glaeser, which I believe is the director of our air safety side of things, and it would kind of give us an overview of some incidents or accidents that had occurred, occurred out in the field. Prior to Chris working for the company though, I don't believe there was ever any communication about what was happening out in the field. If there was, maybe I just wasn't around when it was happening, but I don't remember any

specifics of, hey, you know, the incident or accident occurred in this location and here's kind of what happened.

There were some more major things that happened. I know, I believe it was the SR. I believe there was an issue to where if you went from idle to full throttle abruptly, that would cause the engine to flood. So we did -- in a case like that, we did have a discussion about, okay, if this were to happen, here's the procedure to fix the issue and get the engine started again, and here's also how to prevent the issue.

Q. Okay. So tell me just a little bit about your experiences coming in. I guess describe for me your processes moving to the training program and about how long did it take you?

A. For the onboarding process?

Q. Um-hum, and through your initial training all the way through CSIP training.

A. Okay. So this is way back but -- so the first week, if I recall correctly, was just pretty much ground training, watching the online videos through our Cirrus LMS and watching the advanced transition course videos, completing the workbook that is associated with that as well as flying the airplane. So after I completed the transition training, I did my company check and I believe that was all completed at the end of the first week, maybe mid second week.

And, then I was on a couple of company ferries from Duluth. So that was just to build more time and confidence in the

airplane. So I was accompanied with another instructor who had worked with the company for a while, and they, you know, flew with me. They walked me through the whole process that we have in Duluth of, you know, how to get fuel, where to get oil at. Here's, you know, if you need a hanger, here's what you do, et cetera, et cetera, as well as just sitting in the seat with me or in the airplane with me while flying. That way if I have any questions or if I see anything that I'm curious about, you know, I can ask them those questions and I have someone right there.

So I believe I did two or three of those ferries, and then I was asked to do a ferry that would encounter some icing conditions, that I would get to experience the icing conditions. I raised that concern that, you know, hey, this flight is going to require me to fly in icing conditions, and I haven't really gotten that experience yet. So they sent another pilot with me on that trip as well, and that was a trip from Duluth, Cal -- or Duluth out to somewhere in Southern California. And then after the company ferries, I did have a couple of solo ferries. And then from there I moved into CSIP training which I think took about a week or so. So all in all, I think that whole process was five or six weeks long.

Q. Okay. And did you feel that that was enough time or did you feel pressure to hurry up and get it done or what do you think about the time that was afforded to you?

A. I think it was definitely ample time. Even after you

complete CSIP training -- I should have mentioned this, you do shadow or I did shadow an instructor. I believe it was one week, maybe two weeks of them actually working with a customer before I had my first customer. So I felt very comfortable. I did have kind of a rocky start with my customer. He just was not happy with my young age and lack of what he thought was a lack of experience. And, at the end of the week with training with him, he's actually, you know, turned out to be a great relationship, great customer. I still talk to him to this day, and so it kind of took him a while to get on board with my level of experience, but once he realized that I knew what I was talking about, it worked out just fine.

Q. So would you say your progress through the program was average, slightly above average, slightly below average?

A. It's hard to say since I don't work with all new hires. I would say I was either at the average or maybe even slightly above average. At the end of the day, I came in with a significant amount of G1000 experience, and it all depends on what that new hire comes in with as far as their level of experience and how long they've instructed. I think by the time I had gotten hired at Cirrus, I probably had about 600 hours of flight instruction. So I kind of worked in the flight instruction realm for a little bit at that point.

Q. And so about how long was it when you pivoted to training new hires yourself?

A. Can you ask that question again? You kind of cut out there.
Q. So about how long was it after you were like a full up round, fully trained, working with customers, when you were also -- you had the additional duty of training new hires yourself?
A. Honestly I have no idea.
Q. Okay. Can you ballpark it? Like was it just a few months or like over a year?
A. I would say from my hire date, probably 3 to 6 months, somewhere in that range. Keep in mind, I also was laid off May of --
Q. Um-hum.
A. -- 2020 and had been furloughed the whole month of April. So in that timeframe, I did not train any new hires. And then in my time off from Cirrus, I had been working at a Cirrus training center in Atlanta, gaining more experience flying the airplanes. So when I got hired back, I already had a lot of experience in the airplane. I probably had about 5 or 700 hours in the airplane.
Q. Okay. Do you know about how many new hires that you have trained in total?
A. I would say probably less than 10 if I had to put a, put a number on it. It's kind of hard to give like a full set number because due to the fluidity of our schedule, you know, new hires might get handed off. So I might interact with someone for one less or half a lesson or maybe it's not even something that we're documenting, but they're just sitting there studying, you know,

systems and they have questions about systems. And so we kind of work through it but I'm not really assigned to them. So I don't document any of that training.

Q. Okay. That's actually a good question then. So because your system is so fluid, I guess how do you keep amongst each other, as an individual is going from one flight instructor to another, how do you keep track of how well that individual is doing so they don't duplicate efforts or if there's something that they need more work on, that they, that they get that help?

A. The system we have for that is kind of twofold. So we have what we -- they used to be called training binders, and now we call them mission reports which is just a PDF document essentially documenting the days that we train, how many flight hours we did that day and what hours of the day we worked with that person. And then in that document, we do have a note section. And then kind of accompanying that with our primary method is using the Cirrus approach LMS, and the documentation that goes into the LMS is at the discretion of the instructor. Usually it's anything from, you know, so and so new hire complete this lesson satisfactorily, and that's all that's there. Or, so and so completed this lesson satisfactorily. However, they show a weakness in this area, this area, this area and they need work on this, and they did this well. So it depends on who's documenting that as to what quality of information is in there, and we don't really have any guidelines on what needs to be documented in that.

Q. So what about the quality control measures for the new hire themselves? What are they in? Are they in -- I guess are they in place and what are they?

A. So the company check is one of the quality control measures. So they're held to their highest pilot certificate. So a CFII. They have to have their CFII to get hired as a flight instructor for Cirrus. So CFII or commercial, depending on what maneuvers or procedures are being performed -- I'm sorry, ATP standards for instructors that are being hired. So the company check is kind of that first line of, okay, do you need more training or are you good to progress onto CSIP training?

The company check is strictly are you safe and competent enough to act as a pilot in command on one of our airplanes? And then if so, we can get you insured on our airplane. That does not focus anything on actually being able to teach in the airplanes. However, we try to incorporate as much teaching into that training as possible.

And then the CSIP check is really that final, you know, are you able to teach to our standards? Have you met all the standards throughout your training? And then once that's completed, then they're good to go.

Q. What if, what if you have a person who's just struggling? Like they're just, you know, there's a lot of work to be done there. They're having a few issues in different categories. Is there a process in place for dealing with that?

A. I don't think there's a very formal process. It's just kind of an understood process that, you know, hey, give them all the training that they need. If they, you know, if you need to review airspaces and regulations and things like that, go do that. And, if you don't need to review all of that information, then just work on what you need to, you know, what they need to learn.

And, if there are issues, usually if their advanced transition training is taking more than a week and a half or two weeks, and it's because of them and not aircraft availability or weather or something like that, then that's something that will be brought up to your supervisor. You know, hey, this person's struggling. Here's what I'm doing to help make them make progress or help them progress. However, at the end of the day, it's kind of the supervisor's discretion of what fix happens.

I've never run into the situation to where someone has not made sufficient progress in the time necessary. And, I believe that on the supervisor end of things, they will sit down with that new hire and say, okay. Here's where you're at. Here's where we need you to be at. We'll give you a little -- this much more time to get where you need to be, and if we can't get you there, then, you know, we'll have to figure out something else.

Q. Okay. So pivoting a little bit in the same vein, customers. You've got a new customer. They're coming in the door. They have a requirement, and by this I mean for the factory flight type. So you're dealing with customers that already have a certificate and

that maybe, you know, they're just -- they're either buying their first Cirrus or their 15th Cirrus. I guess what about -- what if that individual is struggling in the same vein and maybe there's a couple things they're just not getting, and there's more work needs to be done. What process is in place for that?

A. So there's a couple of different options. If the schedule allows, and they are willing to pay for additional training, we'll definitely more than absolutely train them up until they're competent and competent in the aircraft. Sometimes, you know, our schedule doesn't allow it. Their schedule doesn't allow it. They're not willing to pay for it, whatever it may be. So we offer to set them up with an independent CSIP, so a contractor for Cirrus in their hometown. And then we offer to fly them home in their airplane.

Ninety-nine percent of the time, I'd say customers are more than happy to hear that we're willing to fly home with them. There have been some pushback with some customers with the, you know, typical mucho attitude. And they're like, no, I want to buy this airplane all by myself. I think I'm able to do it. I've never personally run into that.

The closest I would say I've come, I had a customer, he was coming in from Phoenix, Arizona. He had bought a SR22 without a TCAS system, and he hadn't flown in about two years. The last time he did fly was his 1970's Piper Arrow Turbo with, you know, old ground dial instruments. And he thought that -- he didn't

have an instrument rating either, and he thought after three days of training he was going to be able to fly himself home to Phoenix. Luckily, the weather here was low IFR all week. So there was no question that he wasn't going to be able to do that. So I accompanied him home and even spent a couple of days in his hometown, in Phoenix, training with him. At the end of the training, I determined, I was like, look, you need to get more training. You know, we've done 30 something landings here, and you're just not making any progress. Then when we went to fill out his logbook, it turns out he hadn't flown in four years instead of the two that he had told me and didn't have a flight review or anything like that.

So you run into those customers but most of the time the customers are very receptive especially if you kind of put it in the perspective of, hey, you know, don't think of it as just you on board, but think of it as you and your wife and your kids on board as well. And usually at that point, they're very receptive of saying, you know what? Yeah, I need, I need some more training or I need someone to fly home with me so I can get more training at home.

Q. It sounds like you were kind of maybe a little bit blindsided with that customer. Is that, is that part not managed ahead of time before they get to you? The -- like somebody verifying like what their capabilities are. And I mean how do you know they're not walking in the door and never having touched the controls in

an aircraft at all by the time they get to you? What assurances do you as now the factory flight instructor have?
A. So, I know that the purchaser of the airplane, the owner of the airplane, they fill out the pilot profile prior to coming into training. It's been a long time since I've looked at a pilot profile since I worked with, you know, inexper -- or no experience pilots. But, if I recall correctly, it has, you know, their last aircraft that they've flown, how long's it been since they've flown, when their last flight review was, when there last IPC was, how many hours do they have, things like that. So we have access to view that pilot profile as well as a week before they come out to training, we make a phone call with them or try our best to. Sometimes we just never hear anything from them, but most of the time, we're able to get ahold of them and, you know, have anywhere from a 10 minute to an hour and a half long conversation about, you know, what are the expectations for training? What is their prior experience? What are their training goals for this airplane? And, what mission are they going to be performing because ideally we'd like to go perform that mission with them and show them how they can use the airplane the best way.
Q. Okay. Just one more question, and then I need to stop blah blahing and I'll hand it over to the others to ask a few more questions. I guess in that -- in those scenarios, when you're working with this customer for those three to five days, and again, this is according to Andrew, who is the PIC?

A. I would say the flight instructor is the PIC. I know at the end of the day, if it came -- if there was a violation -- for example, I know at the end of the day the flight instructor's going to take the brunt of that even if it's a 5,000 hour private pilot versus a, you know, 1,000 flight instructor. The flight instructor should know better. The flight instructor at the end of the day, they might not have the hours as a more experienced, but they do have the higher pilot certificate. So I'd say the flight instructor falls under the pilot in command more so than the owner of the airplane.

Q. Okay. Okay. Thank you very much for all of that. So I'm going to stand down for a moment.

DR. WOODS: Todd, I'm going to hand it over to you, and let you take the wheel for a while.

MR. FOX: Yeah, thanks. Thanks, Sabrina.

BY MR. FOX:

Q. You guys actually covered all -- almost all the areas that we normally do with these interviews in the first third of the interview. So congratulations. You made it through one-third of it. You talked about your aviation experience just like an overview before you got hired.

A. Right.

Q. I mean you talked about how you got hired and laid off and then rehired during the COVID pandemic. Can you take us back and just give us a general idea of what your aviation experience was

before you got hired from Cirrus?
A. Absolutely.
Q. And just like, like give us a minute kind of background, kind of like your -- what you would put on a resume and kind of like what you did professionally --
A. Okay.
Q. -- in aviation.
A. Sure. So I got my private pilot at Auburn University. Then ended up going to Aviator College in Fort Pierce, Florida, where I got instrument through CFII. After I got my II, I moved up to Indianapolis and worked at LIFT Academy owned by Republic up there, and I worked for LIFT for about nine months where I flew about 700 hours, and then got hired here at Cirrus in January of 2020.
Q. Okay. And I appreciate that. And like I said, Sabrina did an excellent job and hit all of the right questions and got the right answers for that first third.
MR. FOX: So I'll turn it over to Brannon. Brannon, do you have anything?
MR. MAYER: All right. Thank you, Andrew. Thank you, Todd and Sabrina. No questions. I really appreciate your time and your insight and your answers. Thank you.
MR. BYRD: Of course.
DR. WOODS: That wasn't a very long break, guys. But, okay. I’m back at it.

BY DR. WOODS:

Q. So, going back to working with -- for both, like working with customers, working with new hires, you said that, you know, ultimately like at the -- as the factory flight instructor on board, kind of the buck stops here. Can you walk me through how do you handle essentially emergency action training, like emergency procedures? And in that instance, who's responsible for what?

A. It depends -- so I'll start with the customer side first since that's kind of the -- what I'm more familiar with. At the very beginning of private pilot training, I tell them, you know, hey, for any emergency that happens, I'm handling everything. I said I might have you do very small tasks that any typical human can do. For example, if there's a fire in the cockpit, I will hand you the fire extinguisher. That way I can focus on flying the airplane.

As they progress through training, I tell them that, hey, you know, this is going to kind of fall more towards you now as you're becoming closer and closer to a private pilot. However, I understand in my head that if something actually happens, I'm going to be there to help. I'm going to be there to take charge at the end of the day. But, I do try and get them into that mental thought process of, okay, what if Andrew is not here. What would I do? Fortunately, I haven't actually run into any situations where something like that really needed to happen. So

that's a great thing on my end I guess.

And then for the transition training customers and new hires, you know, I expect everyone to learn all their emergency procedures. We will practice those emergency procedures in our simulator. We'll put you in different scenarios that you should -- probably should never hopefully end up in, but in case you do end up in them, we want to, you know, encourage your thought process on, you know, is CAPS the great decision here or is there another better option?

And we'll -- especially with transition training customers who only have their private pilot certificate, one scenario that I really enjoy training on is, hey, you inadvertently got an IMC. What do you do? Okay. Now, you lost your PFD. Now, you lost your MFP. Now, what are you going to do? And try to encourage them. Honestly, it's kind of sad sometimes to see how far they'll fly that airplane until they're like, ah, we'll parachute at 300 AGL. And so I think them getting to see it really helps drive home the significance of knowing their emergency procedures.

And then as far as the responsibility during training of who is responsible for executing the emergency procedures, I would say it's the flight instructor or the instructor in charge of onboarding the new hire. And then at some point, with the new hire situation, it becomes team work. You know, if they are past their company check, they've already been given the approval of, yes, you know your emergency procedures. You know what's going on

in this airplane just as much as I know what's going on in this airplane. So we're going to work as a team, and that's a conversation that we'll have before every flight of who has exact -- what exact responsibilities.

For me, if I'm flying with another instructor, and I'm the pilot flying or if I'm sitting in the left seat I should say, I will say, you know, hey, I'm the pilot in command for today's flight. Any emergency, I will fly the airplane. I'll have you run a checklist. If there's a fire in the cockpit, however, I will have you fly the airplane because I have easier access to the fire extinguisher. Otherwise, any emergency, they'll run the checklist. They'll communicate, and I'll fly the airplane.

Q. So you did mention kind of like the pride, the bread and butter of owning a Cirrus aircraft which is the CAPS system.

A. Yes.

Q. So in that emergency planning and in the expectation briefing that you give prior to flight, I guess how do you, how do you discuss who should be deploying CAPS and when?

A. For a student pilot, especially prior to their first solo, I'll tell them that I make the decision as long as I am competent and alert.

Q. Um-hum.

A. I tell them that if I'm not alert or if I'm unresponsive for whatever reason it may be, then they should make that decision on their own. Otherwise, I will make the decision of when CAPS will

be deployed.

For a customer during transition training, I leave the decision up to them. At the end of the day, it's their airplane, and verbally discussing this now, it sounds to me more like I should probably be saying, hey, I'm the pilot in command. I'm still going to make this decision. However, I can admit that that's not what has always happened in the past.

And then for a new hire, during their onboarding process up to their company check, it is a, hey, I will make the decision as the training instructor here. However, after their company check, this is a conversation that we need to have before we pull CAPS. And, you know, depending on the scenario, we may or may not have time to discuss. So we'll take whatever action is necessary at that point.

Q. And what do you teach to? Under what circumstances and parameters should they CAPS system even be used?

A. So an engine fire below 2,000 AGL and above 600 AGL, for sure, use CAPS. Any loss of directional control or disorientation, special disorientation that you can't resolve, to use CAPS, severe icing, maybe like a midair collision, for example. Hopefully that never happens, but that's still an option.

And then when you should just consider CAPS, if you have an engine failure below 600 AGL, ideally you'll land straight head. Now, some of the places we fly, that's just not possible. There's

mountains. There's trees, et cetera, and I always teach, you know, the thought process of like, look, if you're heading at those trees at 80 miles an hour, would you rather hit those trees at 80 miles an hour or would you rather have some kind of drag coming out behind the airplane to help slow you down? There's no exact parameters of how quick you're going to get slowed down and to what airspeed, but if there's no other real survivable option, I would go ahead and pull the parachute anyways.

And then above 2,000 AGL, for an engine failure scenario, you've got plenty of time to troubleshoot at that point. So you should execute your memory items, and then for severe icing that you can't get out of, pull CAPS; special disorientation, pull CAPS; any flight control failure, I would pull CAPS, and so on.

Q. Okay. I'm going to pivot just for a moment because I have a feeling that Todd wants to expand on this question just a little bit.

A. Okay.

BY MR. FOX:

Q. Yeah. Again, I come from the pilot background like you. I'm a fellow pilot, a flight instructor certificate as well. So, let's just go through some of the CAPS scenarios. We've been doing this with all the other interviewees.

A. Sure.

Q. So, this isn't unique. I'll just set you up. You're cross country over in the Midwest, no mountains, VFR day. You're at --

cruising at 8,000 feet, and you have a loss of engine power. What would be your first memory items that you would do to potentially restore engine power at 8,000 feet while in cruise flight?
A. I'm going to check the fuel conditions. So mixture, fuel selector, verify that I'm on the fullest tank or switch to the other tank to see if there's a fuel flow issue, verify that my boost pump is on. And then I'm going to exercise the throttle and apply the 22 naturally aspirated and I also have the alternate induction air. For a 22 turbo, the alternate induction air would automatically come on if it's required. And then I'm going to check my magnetos, verify that I'm on both. If that's not working, I'm going to try the left magneto, the right magneto, and hopefully at that point that resolves the issue.
Q. Are there any other engine controls that you think you should maybe consider as a memory item that you didn't list?
A. Mixture, fuel selector, fuel pump, throttle, alternate induction air and magnetos.
Q. You said mixture. So I didn't hear it the first time, but you did say it the second time.
A. Oh, okay.
Q. You did the second time.
A. Okay.
Q. But that's why they're memory items, and you have a checklist to follow up.
A. Yep.

Q. But you did say it the second time, and I may have missed it the first time. So I just wanted to make sure. So you're in unresolved engine failure. Now, you've descended to 3,000 feet. What do you do at 3,000 feet when the engine's still not operating?

A. 3,000 MSL or AGL?

Q. AGL. Just assume everything's AGL.

A. 3,000 AGL. At 3,000 AGL, hopefully by then I've determined where I at least want to point the airplane towards in hopes to make a landing. And, I continue either making my way in that direction or circle over a field. At that point, it's very situational whether I would pull CAPS at 3,000 AGL or not. Mainly the bit thing I'm going to be looking at there is winds. You know, I know that under a parachute, you will float one way or another. If it's very calm winds, I'd say less than 10 knots, I'd probably go ahead and pull the parachute because at that point, if for some reason the parachute didn't deploy, I still have time to make another decision. Whereas, if I wait until 600 AGL, I've pretty much extinguished all options at that point.

Q. Okay. Would you conduct any engine troubleshooting or fuel system troubleshooting between 2,000 feet AGL and 600 feet AGL?

A. If the situation permitted, I would like to. At the end of the day, there's a shock factor that comes with something like that. So, you've got to understand what happened and evaluate what happened and look at what's around you. If I'm over the

Midwest like the scenario, ideally I would run through my memory items before I pulled CAPS. 2,000 is kind of the point to where we say we're always going to troubleshoot, and 600 to 2,000, you know, the max demonstrated of the parachute is 600 AGL, or I guess the lowest altitude of the parachute is demonstrated as 600 AGL. So, if I've still got 2,000 feet or essentially 1400 feet to make that decision on CAPS, then that should be ample time to troubleshoot within that range, too.

Q. Okay. You mentioned the 600 foot demonstrated altitude. Do you know where that reference would be found?

A. So there's a CAPS presentation that we use to teach. There's also a CAPS course in Cirrus LMS, and I believe the altitude is in there as well.

Q. Okay. Would it be included in any kind of pilot manual or pilot operating handbook?

A. Oh, yes. It's in the POH as well and the iFOM (ph.).

Q. The 600 feet?

A. Yes.

Q. This is with the scenario, your VFR day and traffic pattern downwind, and you have a loss of engine power or abeam in the numbers, what would you do?

A. Pull the CAPS. I've gone through that scenario numerous times with customers. I've had some customers try and put it on the runway, and I say, you know, at the end of the day, there are so many variables to doing a power up 180 that it's a -- it's

essentially a 50/50 shot. So I feel like you have a significantly higher probability of surviving if you pull CAPS, pattern altitude.

Q. Do you train as part of the Cirrus transition training a 180 -- in the traffic pattern, 180 power off landing?

A. We do. From my onboarding training, I was told that we're not really attempting to hit the runway there as much as drive home the emphasis of, hey, this is a fairly wild maneuver and aggressive maneuver, and that CAPS is probably your best option especially for someone who does not practice power up 180s often.

Q. All right. Last scenario, you're on base almost turning a half mile final, and you have a loss of engine power.

A. Definitely pulling CAPS at that point.

Q. So at no point can you glide in the Cirrus SR products on base or final to the runway in a normal traffic pattern?

A. Base, base maybe because on base we're configuring the 50 percent flaps. So you're adding a good bit more drag in there. Final, I would say most likely not on the half mile final full flaps.

Q. Okay. Thank you.

MR. FOX: Sabrina.

DR. WOODS: Okay. I just want to check in with you.

MR. FOX: Sabrina --

DR. WOODS: I'm on mute.

MR. FOX: -- you're muted, but I will follow up with one

question before you unmute yourself.

BY MR. FOX:

Q. You gave us some specificity that other interviewees didn't about the decision making process and who actually executes the CAPS parachute deployment. I just want to back up and just clarify. If you're doing transition training with somebody who has never flown a Cirrus, whose responsibility would it be to make the decision? And separately, whose decision or who would be the one to execute the CAPS deployment in your opinion?

A. The decision at that point should be made by the flight instructor. The actual deployment of the parachute, I think that's a situational thing. If I, as the flight instructor, have my hand on the flight controls because I'm gliding the airplane, I see no reason why the owner or whoever's being trained can't reach up and pull the parachute.

Q. But that's at your direction at that time?

A. Yes, yes.

Q. That's your responsibility being the pilot in command --

A. Correct.

Q. -- of that flight?

A. Correct.

Q. Okay. Thank you.

MR. FOX: Sabrina.

DR. WOODS: Okay. Sorry about the mute thing earlier.

BY DR. WOODS:

Q. So I just want to check in with you, Andrew, to make sure that -- are still okay? Do you need a break or anything?
A. I'm doing fine.
Q. Okay. Great. So we're going to pivot into a completely different direction now, and that is your interactions with Chris Jensen. So I guess for the record, can you confirm like your working relationship or any relationship? I don't know if you guys were friends with Chris Jensen.
A. So I did work with Chris. I believe I did one flight with him, and it was a short flight to finish up his company check. I think there was some aircraft maintenance issues or scheduling issues on the larger portion of his company check. So I just I believe had to complete one or two tasks with him, and I believe it took maybe an hour and a half, if not less than that.
Q. So I guess prior to that, how well did you know him?
A. Not well at all.
Q. Did you get to know him after that?
A. I'd just say very basic, you know, hey, Chris, how you doing, in the hallway. I didn't really know anything about his personal life, anything like that. As a factory direct instructor, I'm kind of segregated from the factory flight instructors. We do attend the same morning meeting, but their typical workday with the customer starts at 9 a.m. Mine starts at 8:30 in a different location than theirs as well. So usually after the morning meeting, I'm rolling out of there pretty quick to meet with my

customer. So I didn't know him that well. It was more of like a, oh, hey, I'll recognize you in passing. I'll say, hey, to you. You know, I understand you're a flight instructor, but anything beyond that, I really didn't know much about Chris.

Q. What were your impressions -- in the time that you did work with him to finish up that check, right, what were your impressions of him as a -- first, as a person and then second, as a pilot?

A. As a person, he kind of was a goofy person. I don't, you know, like talking bad and I don't mean to badmouth him at all, but he was just kind of quirky and goofy. I don't think he would have been someone that I would have been friends with outside of work by any means. Just two different personalities that don't really match. I know that he was always, you know, making jokes and having fun in the morning meetings, not inappropriately but he was always, you know, the more positive attitude in the room if you will.

He did mention to me the day that we were finishing up his training, because it was myself and Chris and Carter Gibson. We -- I had to finish up both of their trainings because both of them only had a couple of tasks left to do. And at some point during the day, Chris had mentioned that even when he's sitting in the back seat, he's going to be logging that flight time in his logbook. And I couldn't tell if he was joking or being serious. So I kind of asked, you know, I was like, oh, well, are you really

going to do that? And he was like, well, yeah. It's just like, you know, sitting in the right seat with a student on a long cross country flight. He said I logged that time. So why I can't I log the time sitting in the back seat of the airplane. And, I said, well, are you able to log the time that you ride on the Delta Airlines flight from Knoxville to Duluth? He said, no. And I said, okay, that should probably indicate a good reason, you know, you're not at the controls of the airplane at that point. And he said, okay. And so later that day after we had finished our training, I did bring that up to my supervisor. And from there, I don't know what transpired from that.

Q. Okay. So you mentioned a while back about like how you passed communication between different flight instructors when you're dealing with new hires, you know, you have your mission report and maybe your LMS system. I guess do you happen to remember, and I know it was a while ago now, but do you happen to remember before you were requested to finish up with Mr. Jensen, like what his mission report indicated or how that went?

A. Very briefly. So I know like if I recall correctly, his training had been split up between here and Kissimmee portal or Kissimmee location. And so there was actually a couple of mission reports. I remember a couple of days after his training, that I was helping him kind of sort all of that out and compile that into one organized document and training him, like okay, here's how you organize everything, here's what it needs to look like, here's

what it needs to say, before we submitted it. So I remember there was -- it was kind of a mash up of training locations. And so there was a couple different documents floating around or mission reports. As far as the Cirrus approach, I don't recall what that looked like at all.

Q. I guess then the content of the mission report -- so I do know that he was bounced back and forth between like the Knoxville facility and the facility in Kissimmee, but coming out of the Kissimmee facility, were you aware of how well he was progressing in his training?

A. No.

Q. Okay. And is that because you didn't have an opportunity to review it or because the information wasn't there?

A. It was probably more so that I did not have the opportunity to review it. Sometimes it, you know, if another instructor has Chris' mission report, it might take me a couple days after I train with Chris to even get that mission report from the other instructor. The perfect example would be say that Joe Smith is onboarding a new hire, and then all of a sudden Joe Smith gets put on a mission to fly an airplane out to California. He might be up in the air when it's time for me to go finish up Chris' training. Therefore, I can't immediately get that mission report and access it.

Q. I guess is there a requirement for how fast you're supposed to update those reports after you're done with a flight or a

training event?
A. So updating the report, we're supposed to update them daily. However, that report is just saved to that instructor's iPad. So it's not saved in a common place to where everybody can access the most up-to-date report.
Q. Okay. So then how does iPad or laptop information get to everybody access information?
A. So it's just by email while the training is in progress.
Q. Okay.
A. So email back and forth between instructors using the airdrop function on the iPads. And then from there, once the training is completed, we do upload that into Box (ph.), and we upload it into the supervisor review folder. And from there, I'm not sure what happens to the file.
Q. Okay. So please confirm for me I guess one more time, how much, how much time did you have with Mr. Jensen? How many flights/how many hours?
A. One flight and maybe four or five hours on the ground.
Q. And was the groundwork on a different day than the flight or how did that go?
A. So there was a little bit of ground and a little bit of flight, if I recall correctly. And when we talk ground here, it's usually just any day-to-day interactions. It's not like specific ground training all the time. So, you know, if I was with someone five hours on the ground, that doesn't necessarily mean we were

learning and teaching the whole five hours. We might have been having lunch or something like that. So the day of his company check, I would say, you know, groundwork-wise, preflight, all that, two or three hours. Then about an hour to an hour and a half flight. And then there was probably about an hour and a half or so a couple of days later to organize the mission reports into one report to be submitted.

Q. Okay. And was there any other time that you flew with him like I guess outside of -- like did you ferry a flight together or anything like that?

A. Not that I recall.

Q. And I know you talked about that backseat moment. Were there other times where he was in the backseat while you were working with another new hire?

A. So that same day that I did his company check, he was in the backseat when I was completing Carter Gibson's company check as well. That's the only time I can remember.

Q. Okay. So after that company check was done, I guess did you have -- were there any like any unresolved concerns you still had about his training performance?

A. No. From what I recall, the one task that he had to complete on the company check with me was an instrument approach procedure. That instrument approach was two standards. I had no reason to think otherwise of him of being unsafe.

Q. Okay. Did -- at any time during that, did you -- well, I

guess you said there was never -- I'm saying there was never a moment where you felt you had take control or provide additional instruction?

A. No.

Q. Okay. And, I guess overall, I mean you think it was just the one ride, but how would you rate his overall performance? Average or slightly above average, slightly below average?

A. Going back that far, honestly I can't remember. I do remember, you know, there was no reason for me to tell him, hey, you fell out of standards. You're going to have to do this again or anything like that. So he performed the instrument approach to CFLI standards.

Q. Okay. And then once that's done, do you do the same? Do you record that information in the mission report, and then it goes onto I guess the next step?

A. Yes. So I record that information in the mission report and the Cirrus approach LMS.

Q. Okay. I have one more pivot, but we get to that, let me let Todd jump in there.

BY MR. FOX:

Q. So, Andrew, just real quick, I know that we've been kind of asking multiple times about how many times you were with Mr. Jensen. It was identified previously through a spreadsheet of flight times that are associated with Mr. Jensen, dual, the IC (ph.), where the missions were flown, aircraft involved, dates and

stuff like that. And, you were identified as being the flight instructor providing transition training, company check training for 3 full days and almost 10 hours. Do you have like logbook documentation that you could go back to and check to get clarity on who you were flying with on June 13th through 16th, 2022? And if it's helpful, we can -- after the interview, I can share my screen and show the N-numbers that were provided for Mr. Jensen's.

A. Okay.

Q. But, yeah. So you kind of caught us a little bit off guard because we had asked very specifically, you know, who was the personnel on board these flights, and you were identified as the instructor.

A. Okay.

Q. So it sounds from what you're recollection with Mr. Jensen is that you pretty much just did his final company check.

A. Correct. That's what I recall. Honestly, if I flew any more times than that, I don't remember that at all. So I do have my logbook at home. So I'll have to go verify that, but I can definitely get that information to you.

Q. In your personal logbook, you would indicate who the student was --

A. Yes.

Q. -- or the company personnel would be?

A. Correct.

Q. So once we're done with the interview, I can share a screen,

we kind of show you --
A. Okay.
Q. -- what we're after. And I just want to make -- get some clarity. We were given the impression that the LMS function that's on the app on all the flight instructors' iPads, once it's in a cellular range or WiFi range, it would automatically be syncing, from another server and all the information. You could be in Sacrament, you land, you fill out the information. If you have a WiFi signal or something like that, that that information. But today you were indicating that that information has to be manually uploaded and manually transferred or otherwise somehow getting into the system. Can you give us a little clarity on that?
A. Sure. So the mission report, the PDF document that we fill out, that has to be manually manipulated and uploaded to Box.
Q. Okay.
A. The Cirrus approach, yes, you can document things in the airplane and as soon as you reach WiFi or a cellular signal, yes, that does upload somehow, whatever system it is.
Q. Okay. Thank you for the clarification. So when you were doing a company checkout or working with a transition student, what is the expectation of Cirrus for how quickly you should be documenting a flight and the tasks that were completed on a flight?
A. It should be the day of. So before you go home that day, the

documentation should be up to date.
Q. Okay. At any point would you wait until the end of the transition training or the end of the week to do all that kind of documentation?
A. Preferably not that long. Now, there are some times where, you know, maybe you finish training at 8 p.m. or something like that and everybody's tired. So you wait until the next day, but usually that's something you do the morning before you go train again. So within 24 hours for sure.
Q. Is there a requirement to document or provide comments on how the flight went or -- good or bad?
A. There's no specific guidelines on what, you know, things we need to comment on. I come -- you know, from working at LIFT Academy, I come from the Part 141 world where we were told to document pretty much any time a standard was broke. So, okay. If they got 120 feet high on step turns document, you know, plus 120 feet on steep turns. And I think with the mash up of instructors we get, everybody's documentation criteria is a little different. We don't have any specific guidelines otherwise.
Q. Okay. Do you have any direct recollection or memory of talking to Mr. Jensen about how he felt things were going in his transition training?
A. Maybe. If I recall, he kind of felt like he was getting, you know, passed around and that training was kind of a little hectic and onboarding was hectic because of the fluidity of the company's

schedule. And, that's really all I can recollect of, you know, whether he was feeling comfortable with training or not. I don't recall any concerns that he brought to me directly of, hey, you know, this is not going well.

Q. Okay. And in -- from your recollection, do you recall any kind of deficiencies or below average tasks that he might have performed?

A. No. Really the only tasks that I was even working with him on was that one instrument approach coming back into Knoxville.

MR. FOX: All right. Sabrina.

DR. WOODS: Okay. Andrew, hang in there. We're almost done. I just have my usual wildcard questions left.

MR. BYRD: Okay.

DR. WOODS: So before I pivot to that though, Todd, any alibis, or Brannon?

MR. FOX: I reserve the right because I know one will pop into my brain.

DR. WOODS: Okay.

MR. FOX: All right. So go ahead.

DR. WOODS: All right. Reserve the right. Okay. That's fine.

BY DR. WOODS:

Q. So I always ask kind of these wildcard questions which may seem like they totally don't belong in the, you know, what we've been asking you so far. But, the first is, have you ever -- we

talked a little bit earlier about like aircraft accident and infinite information dissemination and, you know, how often do you get that and like does it come in email form or whatever like that. But, in that, can you recollect a time when an aircraft was within CAPS system, like the operable envelope, however it was not used?

A. No.

Q. Okay. Have you ever heard of any stories about that or like, hey, I heard about this one accident where --

A. Not off the top of my head.

Q. Okay. And then the next question again, in your experience, have you ever heard or had this happen to you, the fuel mixture control inadvertently being maneuvered to idle or cutoff while in flight?

A. No.

Q. Okay. So never heard anecdotally like water cooler talk or and it's never happened to you?

A. No.

DR. WOODS: Okay. All right. Todd.

MR. FOX: I knew I would remember my one last question.

BY MR. FOX:

Q. What is the policy to the best of your recollection and practice when it comes to safety restraints? When should they be used?

A. So required aircrew is supposed to use the safety restraints

at all times during flight. I know that because we don't have the detachable shoulder harnesses versus the lap belt, that we're supposed to wear them at all times.

Q. Okay. Thank you.

MR. FOX: And I turn it over to Brannon.

MR. MAYER: I have no questions, Andrew. Thank you for your time. I really appreciate your insight and cooperation. Thank you.

BY DR. WOODS:

Q. I have one little alibi because of the -- again, it's your own fault. It's the way you answered it. You said that people are supposed to. However, in your experience, do pilots wear their safety restraints at all times or have you ever seen it where like, you know, a customer or somebody chucks it off or one of your fellow pilots there at Cirrus, essentially a crew?

A. I've had a couple of people take them off in flight. One time I was training a customer who had some bladder issues that he was working through. And so on a go around, he porpoised the landing. So I took the controls for a go around, and basically he would only have about a 15 second warning before he would start urinating. So he turned around in the pilot's seat on the go around and started urinating in one of the Port-A-Johns, and I couldn't even get words out fast enough before that was happening. So that was one instance that I've dealt with that. I've seen it a couple of times in crews flight. I'm guilty of it as well on a

smooth cruise day of, you know, I'll take the seatbelt off to take a jacket off or something like that and then it goes right back on.

Q. Okay. Thank you for clarifying. And I guess my end all, be all of wildcard questions is, is there anything that we did not ask you that you totally thought we were going to ask you?

A. I don't believe so. This is honestly more in depth than I thought it was going to be, but I don't think there's any questions other than that.

Q. Okay. All right. With that --

MR. FOX: You've done an excellent job, and you have lots of great answers and good information. Thank you, Andrew.

DR. WOODS: So if there's no alibis left, I'm going to go ahead and stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL AIRPORT IN HARRIS COUNTY, TEXAS, ON SEPTEMBER 1, 2022 Interview of Andrew Byrd
ACCIDENT NO.:	CEN22FA405
PLACE:	via videoconference

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.

Kathryn A. Mirfin
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: FELIPE CASASFRANCO, Supervisor of Flight Operations Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aviation

BRAD BROWN, Attorney
(On behalf of Mr. Casasfranco)

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DR. WOODS: All right. Sorry we're starting a little bit late. Thank you for being here with us.

My name is Dr. Sabrina Woods. As Rob said, I am an aviation human performance investigator with the National Transportation Safety Board. We are investigating the September 1st accident of an SR22 that happened in Texas. The Board's been congressionally mandated with determining probable cause in aviation accidents and significant incidents.

With me is Todd Fox. He's actually the investigator in charge for this accident, so I'm kind of working and serving as a consultant to help inform his case. And then your party coordinator for Cirrus is Mr. Brannon Mayer. I'm assuming you've met before?

MR. CASASFRANCO: We've met (indiscernible).

DR. WOODS: Okay. Well, there you go.

So we're going to get into like proper duty titles and then things like that in a minute, but you are one of the flight instructors here, correct?

MR. CASASFRANCO: Supervisors.

DR. WOODS: Oh, okay. One of the supervisors here then that at Cirrus. So in order to our job, we have to collect data and information and, you know, kind of build up what we think we know, and so it's people like you that help that process. And you just have a wealth of information and so we would like to know what you

know.

We fully recognize that, you know, like we do this for a living, this is very routine for us. However, it's not routine for you, it's not routine for your co-workers out there who we've also disrupted. So we appreciate that. With that, during the Q&A session, recognize that "I don't know" is a perfectly acceptable answer. If you don't know something, don't feel like you're in the hot seat and you have to come up with an answer. Just say "I don't know." No problem, we'll move on.

If you don't understand the question, please don't hesitate to ask for clarification. We're going to do the same if we don't understand your answer. I'll be like, hey, can you explain that a little better or whatever.

If you need a break, also don't hesitate. Just say, hey, can we have a timeout for a moment? If you want to, you know, go to the washroom or step outside or something like that, just, again, let us know and we'll make that happen. And I'll also do my best to kind of check in with you from time to time to see if you're still doing okay.

This interview is being recorded. That's so that we capture what you say perfectly. It alleviates things like relying on my short-term memory or me like scribbling stuff down here, like what is she writing over there? We kind of remove all that. The recording will be sent to a transcriber. The transcription is what goes in the docket.

MR. CASASFRANCO: Um-hum.

DR. WOODS: Okay. So are there any questions about that process?

MR. CASASFRANCO: No.

DR. WOODS: Okay. You understand?

MR. CASASFRANCO: Um-hum.

DR. WOODS: Okay. Perfect. We fully encourage you to have somebody here with you to support you through the process. You're allowed anybody of your choosing. It could be a supervisor or friend, a loved one, or legal counsel. Do you have anybody today that you would like to serve in that position?

MR. CASASFRANCO: (No audible response.)

DR. WOODS: Okay. He just points.

MR. CASASFRANCO: Sorry. I have Brad.

DR. WOODS: Okay. No problem.

So with that, Brad, as you know, this is an investigative interview not a legal deposition. Please note that at any time the interviewee can seek to counsel. However, please refrain from asking or answering questions on his behalf. As a reminder, you represent the interest of Felipe and not of Cirrus.

For the record, please state and spell your name.

MR. BROWN: Brad Brown, B-r-a-d, B-r-o-w-n.

DR. WOODS: Thank you.

We've had Brad for a few interviews now, so this is getting a little repetitious for him.

BY DR. WOODS:

Q. So same question, Felipe, please state and spell your name.

A. Okay. F-e -- oh, sorry. Felipe Casasfranco, F-e-l-i-p-e, C-a-s-a-s-f-r-a-n-c-o.

Q. Excellent. Thank you for that. And so, okay, now give me your proper title, please, here at Cirrus.

A. I believe it's supervisor of flight operations.

Q. You believe? You don't know?

A. They change sometimes, so -- supervisor of flight operations is what I'm going with.

Q. Understood. Understood. How long have you worked for Cirrus?

A. It's been -- it'll be 4 years next month.

Q. Okay. So have you been in this position the entire time?

A. No. I started as a flight instructor for the piston side. I worked into senior there and then worked into the jet, and then -- I worked on the jet for about a year and then they asked me if I wanted to step into this role. They said, hey, we think you'd be good at it. And so I said, sounds good, I'll give it a try.

Q. Okay. So you -- do you work as -- work with new customers as a instructor at all anymore or how does that process work?

A. I do if the need arises, if I need to step in or if somebody needs to cover. Mainly if I do it, it's typically on the jet side of things.

Q. Okay.
A. Because it's a little bit easier for me to fill in those shoes because I think that's where they're more behind on. The piston side, they seem to have things covered or there's more people that can help, versus having 142 checked out flight instructors that can teach in the jet program. It's a little bit harder to just be like, hey, can we bring you over?
Q. I understand.
A. So I tend to teach more there, but I jump back and forth.
Q. Okay. So I guess then, as a supervisor, can you give me a high level overview of what do you do?
A. Yeah. So as a supervisor, I run the SR operation. So I deal with the transition training, the CSIP training, as well as the onboarding and hiring for the new SR pilots. There's been a little bit of a weird structure to where I don't control everybody that falls underneath that umbrella, but I do see most of them as they're going through it because I -- you know, we meet every day and I see them on a regular basis, but I might not be their direct supervisor all the time.
Q. So when you say the -- you kind of differentiated between CSIP and then like people who are onboarding. So I'm assuming when you say CSIP are you talking about the people who are external to the company?
A. Correct. Yeah, external CSIP candidates coming in to get their CSIP certification and then leave and go work in the field.

Q. Okay. Okay. Understood. So for the onboarding process, let's drill down on that just a little bit more. Exactly what are you responsible for, for these individuals? Are you -- well, let me back up. Are you a part of the hiring process itself?
A. Yes.
Q. Okay. So then starting from there, just the onboarding part, give me kind of blow by blow for that.
A. Yeah. So the onboarding is, if everything works out well, is between 6 to 8 weeks. We bring them in, the first day is kind of orientation, and then we try to do their transition training. And so a lot of these guys coming in, they might not have Cirrus experience, or if they do, it doesn't matter. But what we do in that transition training is try to get them used to the airplane, really comfortable with the avionics, with what's going on. And that's typically a week-long process. We schedule 2 weeks for it because we do the transition training, which is us teaching you how to fly the airplane, and then we follow that up with the company check, which is you showing us that you can fly the airplane comfortably, that you can handle it in different operations. So that way we can say, okay, you are -- you know, you've been given the Cirrus blessing to fly company assets around by yourself. So that's what we do the first 2 weeks.

And then they go into a shadow ferry period where they do corporate events with people or travel up to Duluth with another pilot and come down. That way they continue to build that

knowledge and experience in the airplane in a different process, not so much, you know, jumping back and forth between airports doing training, but, hey, let's do some longer training, let's get ourselves into different kinds of weather, different experiences. That way they feel really comfortable with the airplane.

And then usually after a week or two or ferries, they come in and then they do their CSIP training, which is just our standardization for instructors so that hopefully, if I teach you and then, you know, say, Shaun teaches you, you're getting a very similar result because we teach the same way, we teach out of the same system, same books, and so it all works out well.

And then they do usually 1 to 2 weeks of shadowing customer trainings with another instructor before they're given the kind of full blessing to take on their customer alone. And then usually at the end of that process we ask them, hey -- you know, we check in with them routinely: How comfortable are you with what we just finished doing? Do you feel comfortable flying the airplane or would you like a little bit more time flying the airplane with somebody else before you're ready to do it by yourself?

And then, you know, we trust them on their word and then typically I'll go talk to the flight instructor. I'm like, do you validate that; do you think that he's ready? And they're like yes, absolutely, or no, I think he needs a little bit more time. And so we work together to make sure that happens.

Q. So just to reiterate, like start to finish, about how long is

that process?
A. It's about 6 to 8 weeks.
Q. Okay. So, I guess, if you had a buddy come in off the street and say, hey, Felipe, what's the Cirrus stuff like, what is working life like, what would you tell them?
A. That's a good question. I guess it depends on what they would want to do at Cirrus. But if you're talking flight instructor side of things, it's very 8 to 5 Monday through Friday, but it also depends on what the customer wants out of their training. You know, they might want to just go home, and that could be a flight from Knoxville to Oregon that takes, of course, over, you know, 3, 4 days. Or they could just want to be here and work on -- we just had a customer here this week. He's from, I think, Europe, and he -- a lot of the strips over there are shorter, so he wanted to primarily work on short field landings, because he's like, while the Cirrus is new to me, the runways aren't going to change just because I'm a little bit inexperienced. And so they worked on, you know, progressively working shorter and shorter runways or just giving themselves some benchmarks like, hey, we're going to land on this longer runway but we're going to try to get off by this point.
And so it's tailored in the experience of the customer and just being really flexible, because it changes pretty quickly. Like you show up Monday and you know you're going to have a customer, but you don't know where that training is going to take

place. I mean, I guess you do because you call them before, but -- for the most part it's a fun job. I'm not sure if that answer's your question, but --

Q. So tell me a little bit more about the environment itself. Like the people here, the, you know, the interactions with the customers, is it something that you enjoy?

A. Yeah. Oh, absolutely. The culture here is phenomenal. I think that's one of the main reasons people like working here. I would say I don't wake up every day and I'm super excited to come to work, but when I'm here, I'm excited to be here. I like working with the people here just because everyone's likeminded, everyone is passionate about what they do, and they're very friendly, they're very customer service oriented, you know, internally as well, and so it just leads to a good working environment. I mean, I saw the way you smiled at Sandy when she came it, and that's kind of how we feel about everybody that works here. So it's definitely a nice culture. It feels very family like.

You know, we talk about the Cirrus family to our sales customers, but it definitely feels that way on the inside. You know, if somebody needs help -- I know my boss has asked me to, hey, I see you've got a couple instructors on standby, we know that this guy's moving, could you maybe -- like if those guys are, you know, available and they want to help, like would you ask them if they want to go help this new instructor move into his

apartment so that he's not doing it by himself? And then he's like Cirrus will pay for pizza or something like that. So it definitely -- there's a family feel to it for sure.
Q. If you -- for the same friend had to say there's just one thing that we could do better, what would that be?
A. I think probably communication as a whole. Company structure-wise I think we try to communicate well, but there's always -- there's a lot of pieces to what we do. You know, we build airplanes, we sell airplanes, and then we train in airplanes, and so sometimes there's just a disconnect between how we operate all that together. So probably communication.
Q. Okay. So you did say something about culture earlier and I know you were talking about kind of that family environment, but let's talk about the safety culture here at Cirrus. How would you describe that?
A. I think it's probably the best I've ever been from a pilot job perspective. I feel very comfortable saying no if I don't feel comfortable with something. To give you an example, when I was fairly new here -- you know, a lot of people in general aviation don't have a lot of icing experience because most airplanes aren't equipped to handle it. And I was in Duluth, supposed to fly a 20 down, so -- an SR20 doesn't have the capability to handle icing. And so I called my supervisor and I said, hey, I don't really feel comfortable with the weather, you know, I'm just going to wait till tomorrow or maybe if later today

I have the ability to go. And he was super -- you know, he's like, oh, absolutely, we would never expect you to do that, and just kind of reenforced that feeling that people tell you like, hey, don't worry, if you feel uncomfortable like say no. But when you say no, the way that people follow that up with kind of congratulating you on your decision or what you're doing kind of like reinforces that feeling of like, okay, it's okay to say no; I feel comfortable saying no. Or speaking up against something that feels unsafe or something that's been happening.

Q. So going to that point, you see something that doesn't look right or if you're not happy with it, maybe you just have a suggestion for how to do things better, what's the process for that?

A. Depending on what it is, it's usually just being fairly direct, going to whoever can do something about it and saying, hey, you know, do you have a few minutes to chat, I have a concern here or I've seen something that I feel like should be addressed or should be at least commented on. And a lot of times they take it seriously. They'll listen to it. They'll take it into account and it'll go. And then if you don't necessarily feel like that might be the case, we do have like an internal reporting system where you can kind of fill out a more formal report as well that will then definitely get looked at. So either way is pretty good. But I've never had any issues other than just going directly to somebody and addressing my concerns.

Q. Do you know where that -- so for that online report, do you know where it goes?
A. I'm assuming it goes -- no, I don't. That's a good question. I know how to get to it, I know where to send it, but I don't know like who reads it and where it goes from there.
Q. Okay. No worries. So your position, you personally, where do you see yourself? What role do you play in the safety culture?
A. I directly impact the, I guess, the younger SR guys, and then obviously the jet guys that we interact with on a daily basis. But I make sure that I -- I always ask them, I want to make sure that they're comfortable with whatever they're flying. If there's a mission that is outside of the norm, I always make sure, hey, let's talk about what this mission looks like, are you comfortable doing this, have you done this before, would you prefer to have somebody there with you or can we go practice something before you go do that mission to make sure you're comfortable? So I try to make sure that they feel that way for sure, because I never want somebody to be in an environment or feel pressured to do something just because they don't understand that we wouldn't want them to do it.
Q. Understood. So do you happen to know if Cirrus reviews accident and incident data pertaining to the fleet?
A. Yeah. We have like a monthly meeting with Brannon's team, where they kind of give us an overview of kind of the accidents that have happened. Most of the time they're Cirrus related, but

sometimes it's just big accidents that maybe happened in the industry, where we kind of review that stuff and talk about maybe what happened after the NTSB has come out with the official review. So that we can kind of learn from the mistakes that have happened in the past and maybe ways that we can talk to our instructors and push some of that knowledge to them to make sure that they understand what's going on. So yeah.

Q. So does that information go below you?

A. Yeah.

Q. Okay. And usually how is that -- is it they're all in the same meeting or how is the information packaged?

A. Typically the supervisor will be there for that meeting and then I'll typically take some just Cliff Notes from that meeting and then I take it to our morning meeting the next day and I make sure that, you know, we talk about it with those guys. Or I explain the scenario, we talk about kind of what happened, and then we kind of just ask questions of what would you guys have done differently or what do you guys think you would have done in that situation? So that we start thinking about it. Because obviously you can't train for every accident, but you've at least thought through some of the ways that you may have handled it. It kind of helps with the training a little bit.

Q. Okay. So you mentioned earlier that one of your responsibilities is kind of that new hire to forward facing working with a customer part of training for new instructors

coming in. You said, on average, it takes about 6 to 8 weeks, right?
A. Um-hum.
Q. So, I guess, what happens if a new hire is taking a little longer than 8 weeks?
A. That happens every so often. It's not anything complicated. We just figure out what they need to do in order to get the training they need and we just continue to work at it until they feel comfortable and we think that they're safe, then we proceed.
Q. Has there ever been a point where the person just isn't getting there?
A. Not since I've been here.
Q. Okay. So like 10 weeks has gone by, maybe even 12 weeks has gone by, has that ever happened?
A. Uh-uh.
Q. Okay. It doesn't usually take that long?
A. Not that I know of, no. I know like sometimes, you know, we need an extra week or an extra 2 weeks, but typically no. And if it does spill into maybe a 12-week point, it's on our end. It's, hey, we didn't have an instructor to teach you this week, so you're going to get an extra week of ferries. And so that CSIP will get pushed and then it pushes everything out a week. But not typically from a performance standpoint.
Q. Okay. What is the turnover rate right now for flight instructors?

A. From a -- like when they leave? Is that what you mean?
Q. Yeah. Do you -- I mean, obviously you have people coming in, but presumably you have people going out as well.
A. Yes.
Q. So, yeah, what is that turnover rate like?
A. That's a good question. I don't know because we're a good pathway to a lot of different things. We hire the guys at roughly 3- to 400 hours of dual given flight instructor experience. And from there they have the opportunity to build time until the go to the airlines, which is typically a lot of their goals, or to then go over and move to the jet. And so I would say most flight instructors will stick around about a year, maybe a little bit longer, but on average at least a year is how long they stay. Some stay longer. And then they either move on to a different department or move on to the airlines.
Q. So you said you're part of the hiring process. Then are you still receiving a steady stream of applicants?
A. Um-hum. Yeah, we keep an open application. That way we can plan for people leaving and then have people on the pipeline for it.
Q. Has the -- for that steady stream of applicants, and I guess you haven't seen the numbers dwindle? Like, oh, we only got 5 in the last 3 months, whereas before at this time we have gotten, you know, 20 to 25, have you seen that?
A. That's a good question. So we have recruiters that will go

through the applications and they kind of screen the best candidates, and so that's what I get. And so I haven't seen the true application numbers, so I couldn't answer that.

Q. Okay. Understood. So, I guess, as a supervisor then, what is your expectation for how a flight instructor should conduct themselves with a new customer?

A. We want them to be knowledgeable, want them to be friendly, safe. I was just talking to an interview candidate yesterday. He asked me, how do I know that I'm succeeding as a flight instructor? And I said when you can, you know, provide a good experience for them both in the air and on the ground, is kind of how we gauge it. Because not only are we flight instructors, but we also have to make sure that they're having a good time on the ground. It's not like, hey, as soon as wheels touch the ground, we can kind of turn off and be like, okay, well, you know, my job's done, my -- you're getting pushed to somebody else.

And so, typically that -- you get to see a little bit of that feedback with customer reviews. You see whether you're doing well or not. But that's not a great metric of how you're doing because if they just don't write anything specifically about you, that doesn't mean that you're doing good or bad. And so, typically what I try to do is I try to ask people that work around them and see how they're doing. Or if people come to me and tell me like, hey, I saw, you know, Jimmy, he's doing really, really well, like I saw him interacting with a customer, I thought it was awesome.

I make sure to pass that feedback to them. That way they know that they are doing well.

Q. So you mentioned the customer feedback as one quality control metric. Are there others?

A. Not that I know of. We have like first class cards that, you know, we write out to each other like when somebody's doing well or when someone's doing a great job. And so that's a metric internally that we kind of pass on praise to other people. But as far as I know, no. From like a feedback standpoint, is that what you mean?

Q. Well, what about quality control metrics I guess during the training process to ensure that the person is handling the aircraft well?

A. During the training?

Q. Um-hum.

A. So there's standards in the training. And then whoever the flight instructor is, they're making sure that they're flying to those standards. And so if they're not, then they don't move on from that training until we get to a point where they can consistently do that.

Q. Okay. So now they're working with customers. I guess, what's the quality control metric for their performance?

A. Gotcha. So we do a 6-month check with the airplane. So essentially we do an IPC, an instrument proficiency check, with them every 6 months. And then annually we do a flight review and

an IPC just to ensure that they're still flying to that standard, they're still flying well.

And then from like a ground perspective, we go over that stuff in morning meetings. We talk about, hey, let's go over the fuel system, how do we all teach the fuel system? And then one person will start teaching, and then that will either start some questions of, hey, I actually don't talk about that, I talk about it this way. And it sort of gets all back on the same page of, okay, well, how do we want to teach this, and all get aligned again on what we want to do. That way we're all saying the same thing.

Q. Are you part of the -- I guess who does the 6-month and annual checks?

A. Instructors.

Q. So they check each other?

A. Typically not at the same time. But it'll be like, hey, you know, Jimmy's up for a 6-month check, and we'll find a pilot that's open and then that pilot will go fly with them and then do the process. When I say pilot, I mean instructor.

Q. So they could be, I guess, on a commensurate level though as far as employment in Cirrus? It's not like it has to be a supervisor or --

A. Correct. Yeah, that is not -- there's not -- it could be a supervisor, but no, that's not a requirement.

Q. Do you take part in that? Do you give those 6-month and

annual checks?
A. Um-hum. Yes. Sorry, I forget we're recording, so I should probably say the word. Can't transcribe sounds.
Q. If there was an issue with performance in either stage, during training or, you know, in that time between the checks, how does that come to your attention?
A. Let's say -- okay, let's say at 6-month check the person didn't fly to standard, typically that flight instructor will come to their direct supervisor and let them know, hey, you know, this isn't going well. That happens every so often. The person maybe hasn't flown a lot in those 6 months and just isn't performing to those standards or is displaying some attitude that -- or bringing up potential concerns. And so what we do is we kind of sit down and talk about what we're seeing. We talk about a plan forward. You know, hey, right now you're not passing or you're not where we need you to be; here's what we're going to do going forward to make sure that you get to that point. And then from there we kind of build a plan and then execute.
Q. So during that, I guess that plan, is the person still working with new customers?
A. No. No, no, no. That person -- it hasn't happened with flight instructors since I've been here to where somebody's like, you're not meeting the level that you need. But I would -- the way that I would handle that is I would say, okay, for now, you know, you're not going to be working with anybody. We're going to

make sure that we get this resolved before you continue.

DR. WOODS: Well, I've been talking for quite a bit, so I'm going to let other people have a go and I have more questions for you then. Let's pass it on to Todd for now.

MR. FOX: Thank you.

BY MR. FOX:

Q. So I come from a pilot background, Part 141 instructor kind of background. Sabrina's got the human performance background and Ph.D. So she kind of like went over like some of the, you know, general questions on how the organizational structure. Let's talk a little bit more with like some flight related questions in regards to your organizational hierarchy.

So how do you, Shaun, and Chris rate on like a hierarchy scale? Are you guys all at the same supervisor level?

A. So Chris is a manager, Shaun and I are supervisors. But as far as levels, like we don't report to Chris. We all report to Matt Manifold.

Q. Okay. And how are your employees or your direct reports underneath you assigned to one of those three supervisors?

A. So that's changing currently. But the way that it was done in the past is Chris and I mainly handle SR or the piston. Shaun had a little bit of both, he had a mix of jet and SR. And then Matt Meier and Matt Welch handled the SF side.

Q. Okay. And just -- I know things are kind of ebb and flow month to month, week to week. How many direct reports are there

for each of the three supervisors?
A. It changes a little bit.
Q. Right. With that caveat, is there --
A. I think right now I would say somewhere between 5 to 12 is where they're at.
Q. For all of you or --
A. Each of us.
Q. Each of you?
A. Um-hum. Like I think right now I have 10, but I know Shaun, I think, has 5 at the moment, and then Chris has like 8. So as we staff into the positions that we need, we'll see, like, okay, Felipe has 10, you know, Shaun has 5, so let's give Shaun a few more of the guys or let's push some of the senior guys Felipe has to Shaun and then Felipe can take the new guys.
Q. Okay. And I assume you're talking about Vision Jet plus SR?
A. Correct.
Q. Let's just talk about SR. How many SR pilots do you have under each of you?
A. Oh. Yeah, for Chris and I it's about that, I would say 5 to 10, and then Shaun I think has 2.
Q. How many instructors currently are under your control across all three of you?
A. I don't know.
Q. We've heard numbers like maximum of 14 across all three of you guys, but you're saying you could have 5 to 10 just under you.

So I'm a little confused on the number.
A. Gotcha.
Q. That's why I'm asking some pilots because --
A. No, no, no. That's a good question. I don't know if there's a limit or how it works, I can just tell you what, I guess, what's under me right now. If that makes sense? That's the only clarity I can give you. I've seen the org chart. I know what's underneath the other guys because I just updated the email list and that's what I used to look through it.
Q. Fully staffed, you're saying you have 45 pilots?
A. I don't now what we're at fully staffed. I'd have to sit down and look at the list and count it all --
Q. But would that surprise you, if you --
A. No. Because I remember last year we talked about if we were fully staffed this year we're be somewhere in the forties. And so I could see 45 being correct.
Q. And how many pilots are here now?
A. I don't know off the top of my head.
Q. How many pilots do you currently have under you?
A. Ten.
Q. Of those 10, how many are SR22?
A. They're -- well, they're all SR. I only deal with the SR side of things.
Q. Okay. But you also say you step in for the Vision Jet so I didn't know if you had any Vision Jet --

A. I don't have any Vision Jet reports or direct reports under me.
Q. Okay. Sorry. I just --
A. No, no, no, you're good.
Q. -- when I started hearing the numbers, I thought I could correct it by saying Vision Jet, but it sounds like it's a lot bigger pilot pool than we were under --
A. Yeah. That's a number that I probably should know, but I don't see people going over there and coming over here.
Q. Just a couple follow-up questions in regards to -- you indicated that you're used as needed to fly. So would you state that -- what percentage of your workweek is in the airplane?
A. That depends on the week, week to week.
Q. Okay. So like on a given week where you might be onboarding a new flight instructor, how much of your workweek -- or does that even fluctuate?
A. Yeah. So I don't typically do the onboarding. I just help like schedule it and get it set up. If we don't have the manpower to do it, then I might step in. But --
Q. Would you say you're in the airplane infrequently or frequently?
A. I would say more infrequently than frequently.
Q. You mentioned the roughly 5 to 6 or 4 to 6 week onboarding process and that there would be, quote/unquote, a discussion with the flight instructor on how the onboarding employee was doing

with the program. Is that the limit of your checks and balances for if they are successful or not, a discussion, or is there a more formal check ride or stage check?

A. Yeah. So we do the transition training, which is them learning, and then the -- I guess the check ride or the stage check, that would be the company check to make sure they get past that point.

Q. Which point are we talking about? Like because I know it's three sections, right? Learn how to fly the airplane, flying the fleet for a period of a couple weeks, teaching how to be a CSIP.

A. Correct.

Q. So where are you talking about?

A. Yeah. So the initial steps of flying the airplane. So they do the transition training, which is them learning to fly the airplane.

Q. Right.

A. And then when we get through the training, they do the company check, which is that -- kind of that check and balance point. We're now -- we're hands off. We're not teaching anymore, we're just evaluating your ability. So that's that check before they move on to the next section.

Q. And then the section, was that fleet flying, delivery, shadowing --

A. Correct. Yeah, flying around building more experience in the airplane, building more -- getting more comfortable in it before

they do the CSIP course. And then they run the through the CSIP course and at the end of that there's another CSIP check that they do at the end to validate what they're doing.

Q. So the discussion with the flight instructor that you were referring to is the first of three --

A. Um-hum. There's kind of an ongoing process. We're talking kind of on a daily basis on how they're doing, what they're seeing. That way we can catch stuff earlier if there's extra things that are needed. We don't learn about it later in the game.

Q. So if you are at that third stage where you're teaching to be the teacher, going through the CSIP, and you get through the program -- I just want to make sure I'm not misinterpreting. You're saying there is a stage check with somebody who is other than the person who is doing the training there?

A. Correct.

Q. And is that always a supervisor?

A. We like to keep those checks to a certain amount of individuals, yeah. It's not always a supervisor though, no.

Q. Okay. How do you identify those individuals that you would want those --

A. It's the more senior instructors that have been teaching, like multiple CSIPs underneath their belt, that understand what the level of knowledge we want them to be at is.

Q. And is that flight check a documented flight check where, you

know, you go through a checklist of multiple items and --
A. There is a lesson built into the CSIP course, the last one being the check.
Q. Okay. We kind of gleaned through the fact that the you had 4 years with Cirrus. Why don't you talk about what your experience was before Cirrus? Where were you?
A. So I went to Auburn University in Alabama to get my degree in professional flight management as well as learn to fly. So I went there for 4½ years, a student. And then I went down to Florida, south Florida, did my CFI. And then once I got my CFI, I went back and taught there for about 2 years as an instructor for the university.
Q. Of Auburn?
A. Um-hum.
Q. And how many hours of flight instruction given did you have approximately when you came 4 years ago?
A. Like 1100.
Q. 1100?
A. Um-hum.
Q. Okay. And --
A. Sorry. Yes, 1,100.
Q. Of flight instruction given?
A. Yeah.
Q. What was your total time?
A. Like 14-, 1500.

Q. Yeah, a couple hundred more.
A. I had just hit my ATP minimum, so somewhere around those --
Q. Okay.
A. -- at that point.
Q. And did you have any Cirrus time before you came to Cirrus?
A. No. It's like .2, but no, I wouldn't count that.
Q. Is it more frequent or -- is it fair to say that you are hiring most of your applicants that have Cirrus time or don't have Cirrus time?
A. I'd say most of our applicants don't have Cirrus time.
Q. We've heard that in multiple interviews throughout the week. As a supervisor in part of the hiring process, can you give me an explanation of why you think that -- not your decision why you would hire somebody with or without, but why aren't you seeing more applicants with Cirrus time?
A. I think it's just a harder platform to get into from a training standpoint. It's more expensive. It's -- I think that's the biggest thing, it's just more expensive. You know, you're looking at a 172, you're renting it for $170, versus a Cirrus could be 3- to 500 dollars an hour. So for most people you don't see -- there's a couple of training schools that have Cirruses, but there's not a lot of Cirruses out there in a training platform that younger people are --
Q. So it has to do with the market share in the primary training environment at this point?

A. Correct.

MR. FOX: Okay. Thank you.

Brannon?

MR. MAYER: No questions at this time.

MR. CASASFRANCO: Sounds good.

DR. WOODS: All right. Back to me, then.

BY DR. WOODS:

Q. So now you have obviously flight instructors who are forward facing, meeting with your customers and working them through the transition training process. How do those -- like how do those two individuals get paired up and are you a part of that process?

A. Right now we have a separate scheduling department that takes the customers coming in and then they work with the scheduling team to say, okay, we've got a customer coming in, we need that filled with an instructor. And then I just help more on the day to day, like, hey, this instructor's sick, we need somebody to cover the customer that's here, like connecting those two on the back end scenario.

Q. So you don't -- or anyone of your counterparts, they don't inform that process at all?

A. We have a scheduling meeting where we're kind of -- we hear what's happening and we can step in if we think that something seems off or sounds weird, but no -- for the most part, no.

Q. And the reason I ask is like, for instance, what if you have, you know, a new customer and -- like the gentleman earlier who's

on his eighth Cirrus, what if you have a new customer who's got zero Cirrus time that's coming in the door and you have a brand new flight instructor that just finished the process like a week ago? Is there any consideration for pairing those two individuals together?

A. So the -- I don't remember what the official team name is because it just changed, but they're essentially the flight training account managers. They think about stuff like that. Or they'll typically call me for suggestions. Hey, here's the customer we have, here's his flight data or the history that we've gotten, you know, here's what I'm thinking about doing. Do you think this is a good idea? Do you have any suggestions?

So they do bring us in with some of those more complicated situations where they're like, I just want to make sure that this is a good fit for training. So there is a part of that that we do. But it's just more what they think is relevant, they call us and they ask. Or if I hear that they're trying to pair a new instructor with a person that has very little experience, I'm like, hey, maybe we could try to find somebody that has maybe a little bit more seniority in our team to work with that person, and then that way it just flows a little bit smoother.

Q. Okay. So I guess then, what quality control measures are in place for that new customer that's being worked through the transition training? I guess give me a high level overview of -- again, I know it's entirely dependent on the experience and what

they have coming into the training program, but how does a flight instructor know like, yep, this guy is good to go or, oh, no, probably needs more time?

A. So we do with them -- that's a good question. So depending on what they want when they're coming in. We base a lot of what we do with training off of their insurance requirements. So if their insurance requires a transition training, then we run through the transition training. And it's at that point there are, you know, checks and balances through that check -- there's not a check ride at the end or anything but there is maneuvers we want them to do and standards we want them to fly to. And if they're not meeting those standards, we'll let them know and then we typically offer to fly them home. And then we work with the salesman and the external CSIP team to find somebody in their area that they continue to work with to get to that standard afterwards.

Q. How often does that happen?

A. Not super often.

Q. Okay. So then the tools you have available to you is essentially get them home, and then you have this external group of CSIPs that you can work with. Do you ever like fall back and check in on that? Does your -- I guess your training team would be responsible for that. But do you happen to know if they fall back and check in on that new customer to ensure that all those measures have been met? Or is it kind of like once they leave

here and they go external, you're done with them?
A. Yes and no. So what I try to do when we pass them off is get the salesman involved and then make sure that the salesman helps them get with the CSIP. If I know a personal CSIP in that area, I try to connect them myself. You know, I'll give them the contact info or I'll do a quick call between the two of them and just say, hey, this guy's going to be in your area, he's looking for a little bit more training. And so I try to push that. But no, there's no follow up unless the customer just texts me back and is like, oh, hey, this guy's awesome, I love working with him, thank you for connecting us. But there's no, you know, check that I know of that we follow up with them.
Q. Okay. So during the time that they are here, let's say the 3 to 4 maybe days that they are here, what if a customer is just not getting along with one of your instructors? Like this is not working, the customer's crabby. Does that every happen and what's the fix for that?
A. Yeah. Typically, you know, it goes to communication. If they're having a -- we have a morning meeting with the instructors every morning and we go through, hey, you know, who are you working with today? How's that going? Do you need help? Do you need assistance from us? Like, what's going on in your life? Either it's going great or, you know, he's a little bit upset about what's going on with his delivery or the airplane had a paint issue, he's upset, but like it's nothing I can't handle;

he's not upset at me, he's just upset at the process. And so we try to pair them up with like, okay, let's talk to the delivery director and then maybe he can come in and have a conversation with you guys and we can talk through that.

If there's just a blatant disregard or conflict when it comes to personalities, we'll just try to switch the instructor. That way we get both of those people kind of -- you know, if the instructor -- they're probably doing their best to train the person, but if the person's not having fun or not enjoying their teaching experience, then we just find somebody else to step in.

Q. So I guess the other way around, what if one of your instructors has serious misgivings about a new customer? Maybe the person's demonstrating unsafe practices in the aircraft. What is your expectation for how to handle that?

A. Typically if -- I always want to make sure that they feel safe flying with that person. So if they come to me and they say, hey, this guy's really unsafe, I'm scared in the airplane, I take that very seriously. And so we try to figure out why or what's going on. And then we typically put somebody else in that airplane, either a supervisor or someone at that level, to fly with this person to evaluate what's going on, to see if it's whether the new pilot is just -- or the instructor is just maybe perceiving things differently. But we want to make sure that we don't just tell a customer, hey, you're being unsafe, you're making us uncomfortable, you're not going to fly with us anymore,

because obviously we still have to run the business. But we do want to do a check and balance there and just take the instructor out of that equation if they don't feel safe and and put somebody in so they can evaluate the situation. Then kind of go from there.

Q. At any point during a flight is there a point where you feel that an instructor should intervene or take control of the aircraft?

A. If there's a safety concern. Yeah, we definitely make sure that they know that and then they should do that. The customer might not like that. And in times they haven't and they'll be vocal about it. But from a safety standpoint, if we're in there and we see something that's being unsafe, we need to address it and we need to make sure that it's remedied and we can just discuss it on the ground.

Q. I'm glad you finished up that because I was going to ask you like what is -- you know, now that it happened, then what happens after that and how do you correct the behavior?

A. Typically, yeah, a ground discussion is kind of what try to do. If that person's still kind of being hesitant and the flight instructor needs backup, you know, they call us and we can step in as kind of third party and just objectively ask, hey, what happened, what's going on? And try to understand the situation so that we can come up with a successful solution. We're not there to kind of attack the customer and to feel like, oh, you're wrong.

You know, it's just let me -- you know, let's see if maybe there was some miscommunication or some misunderstanding here to what's happening, and then understand what the situation was. And then just using safety and, you know, parameters of, you know, the ATS to explain why what we saw was unsafe. Because in their mind it might not be unsafe. But we're using metrics that we have that are, you know, guided by the FAA, that it's like, hey, this is what we're just grading you off of, this is why we think that. It's not personal, it's just this is what we saw. And then usually they're pretty receptive to that.

Q. Okay. So presumably during the transition training are you working through emergency action procedures at all?

A. There is a section of the transition training where we do. Yeah, we take them into the sim and we talk through -- we go through CAPS scenarios, we go through emergency procedures in the sim and then there's some sprinkled in sections where we talk about it in the airplane. There's not a lot we can do from a, hey, let's pull the circuit breaker and fail this, but there's things that we can simulate and talk about in the airplane and then, hey, what would you do if, you know, your engine failed right now? Oh, well, you know, I'd pick this field. Okay. Well, let's practice that. You know, let's pull the power back a little bit and let's see -- let's take it to a safe level, but let's see how you would do it. So we can practice it in real life after we practice it in the sim so that you can start to get that muscle

memory and actually think through it, versus just, oh, well, here's what I would do. Well, great, let's see it; let's try it. Yeah, so there's pieces to that.

Q. During the transition training, who do you feel is the PIC between the new customer and the instructor?

A. It should be the instructor. The instructor's PIC and then, you know, the customer is acting as PIC. Because at the end of the day, if something's unsafe or something bad's happening, the PIC should take over.

Q. Can you tell me what the memory items are for a loss of engine power situation?

A. In the SR, the --

Q. SR22.

A. Not off the top of my head. I can tell you what I would do, but I don't know if the memory items are -- they would be the correct memory items.

Q. What would you do?

A. I would just -- sorry. High altitude, low altitude?

Q. High altitude.

A. Okay.

Q. Let's say 6,000 feet.

A. 6,000 feet? Okay. So the flying engine fails, I'd probably, if I -- I would double check to see did I just, you know, change the fuel tank. Then I'd move the fuel pump to see if maybe that was something that prompted it, to try to reverse what I had

originally done. If that doesn't work, I'd probably quickly look for, you know, somewhere potentially to land and start heading in that direction, getting myself over there, let somebody know that this happened, and then I'd start going through the checklist and then just trying to kind of go through what's going on.

Q. Under what circumstances would you consider deploying CAPS?

A. So what we teach and what we talk about is there's a hard altitude at 2,000 feet AGL where if you haven't gotten to a point where you think you're going to get the issue resolved, then you should probably pull CAPS at that point. And so we kind of establish that in our briefing before we take off, is here are our CAPS altitude and here's what we're going to do if something undesirable happens. Once we get to this point, if we're not somewhere where we're resolving the issue or we feel that it's going to be fixed within the next second or two, then I'm just going to pull it at 2,000 feet AGL.

The only reason I would stray maybe a little bit below that is if I was directly over water and I knew that I could get, you know, within a second or two, back over land, I might do that kind of thing. But abou8t 2,000 feet AGL is where I would make that hard deck for myself and say, okay, I'm no longer able to pull this off.

Q. So one more question for me and then I know Todd is going to work through some scenarios with you. But I guess in that situation, so now you're talking again instructor and new

customer, who's responsible for making that decision?
A. I would say the instructor.
Q. Is that a conversation that happens -- when? Real time, before flight --
A. Typically we have a CAPS briefing where we address kind of what the parameters for when we're going to use CAPS is, and then typically it's smart to address who would do it or who would make that decision.
DR. WOODS: Todd?
MR. FOX: Perfect segue.
BY MR. FOX:
Q. We've been doing interviews all week and everyone has mentioned the before takeoff CAPS briefing, but we've never actually asked what it is or if you could demonstrate it.
A. Yeah.
Q. So why don't you go ahead and just run me through a CAPS briefing since you're our last opportunity this week?
A. Yeah. Absolutely. So typically once we get there -- it's kind of included into the takeoff briefing. And so I'll run through, I'll say, okay, you know, we're taking off runway 2-3, we've got 8,000 feet available, we're going to try to use all that runway available. If during takeoff, we have any sort of CAPS messages pop up or we feel any abnormalities or issues on takeoff, we're going to abort the takeoff and that'll be a clear, hey, we're aborting the takeoff. And then at that point whoever's

flying will just pull hard idle. I do tell them, hey, if I don't think you're aborting quick enough, I might take over and assist, just to make sure that we don't progress.

From there, if we take off and we're below 600 feet, we're just going to land straight ahead because 600 feet is where CAPS is activated. From 600 to 2,000 feet AGL, we're going to pull CAPS immediately. That's kind of that range where no memory item or no checklist. We're not going to have enough time to really make a lasting effect into what happens, and so we're just going to pull CAPS immediately between 600 AGL and 2,000 feet AGL. And typically if I'm flying the airplane, I'll turn those into MSL numbers because that's more relevant to what we're doing. And then above 2,000 we will troubleshoot as necessary, but we'll keep 2,000 feet as our hard deck and we'll pull CAPS if we can't resolve it by then.

Q. Okay. Thank you. Okay. So she mentioned scenarios. This is just for us to get a better idea of kind of like decision making kind of points. You've already addressed some of them so we'll quickly go through some of the scenarios.

So VFR day, cross country, 8,000 feet, you have a loss of oil pressure which results in a loss of engine operation.

A. Yeah.

Q. Walk me through your memory items one more time and what you would do.

A. So in that scenario, if it's at -- you know, you're losing

oil pressure and then your engine shuts down, that's probably not something that I -- it might not be just an engine issue so there might be something else going on. So I might try to find a place to land quickly. So on the SR you've got the glide range, so I typically just quickly scan to see, okay, are there any airports within that glide range. If there isn't, then I look outside and I find somewhere to land and I start heading in that direction. And then once I'm headed in that direction, probably communicate, let people know something's going on, and pull up the checklist and kind of follow through that.

Q. Okay. You're heading towards an airport in this same scenario, mind you, you've lost altitude, down to 6,000 feet.

A. Okay.

Q. And you've completed the checklist and engine power's not restored.

A. Okay.

Q. What is your next step at 6,000 feet VFR?

A. Um-hum. At that point I would determine if I can get over the airport and just circle above the airport. That way I know I'm in a good spot and I'm not kind of like gliding in to where it's going to be one of those, oh, I think last minute I potentially could touch down. So if I can get over the airport, I'll circle there. And then I'll still keep that CAPS as a hard deck, and I'll say, okay, if I get to a point -- I'm going to try to establish landing, but if I get to a point where I don't feel

like I'm going to make it, I'd rather pull CAPS closer to the airport property. That way I know there's services and people can get to me easier than if I pulled it at 6,000 feet way over here. So I'll at least try to get closer to the airport and determine whether a landing is possible or if CAPS is going to be my option.

Q. All right. Same scenario but there was no airport and you are in the middle of Nebraska, cornfields.

A. Yeah.

Q. How does that situation change?

A. Not too -- I obviously wouldn't try to land at that point. I always teach if there isn't pavement, I'm probably not going to attempt a landing. So I would find the biggest cornfield I could see and then circle over that until I got to, you know, to 3,000 feet and then pull CAPS over there. Just because I wouldn't want to pull it too high and then potentially drift into something that I didn't want to land on.

Q. Okay. VFR day on an ILS approach, outer marker inbound, you know, loss of engine power, you're 1 mile from the runway. And you're on an ILS approach, so --

A. Um-hum.

Q. Do you need me to give you an altitude?

A. Honestly --

Q. 800 feet.

A. -- I would say no because at that point I'd probably just pull the parachute. I don't know that I would -- because I'm on

ILS, based off of our approach speed, I know that I don't have a lot of extra momentum to help me. And so I know the Cirrus doesn't glide super well in the sense that like I'm -- I would feel very confident that I could make it from that point. And so I'd probably just -- at that point I'm within that CAPS immediate range and I'd just -- I'd probably just pull it.

Q. ILS inbound, half mile from the end of the runway, everything's on glide slope, loss of engine power, 350 feet. What do you do?

A. I mean, at that point the only option is to try to continue. I would maybe see if there's a -- if I'm on glide slope --

Q. Half mile. Think about a traffic pattern.

A. Yeah. Yeah, I'd probably just try to continue straight ahead. At that low of an altitude I wouldn't try to make any sort of quick changes in direction, just try to land at that point.

Q. Okay. But no CAPS deployment, just to be clear?

A. At 350, you're a lot lower than the 600 that you should be. And so at that point I would say I'm -- I have a survivable option like if I'm on glide slope, if I'm on glide path and I can get in. Unless there's like a bunch of buildings or highways right before and I think that I would do more damage to myself trying to land that way, you know, I'd probably just try to land straight ahead.

Q. So in that example where you do have those buildings and you're below 600 feet?

A. I mean, at that point that might be my only option because if

I get too low and I run into those buildings, it's probably not going to be pretty. So I'd --

Q. So what would you do?

A. Pull CAPS at that point. That's a tough one though because I don't know that you would make those snap decisions that quickly. But sitting here now, that's probably what I would say is my best option.

Q. And just a couple more. You're VFR day in a traffic pattern making left-hand turns. You're base to final with a private pilot, new CSIP, a stall warning horn goes off.

A. Base to final?

Q. Just base to final, stall warning horn is going off.

A. Probably just lower the nose and maybe go around at that point.

Q. Student is trying to recover from the stall warning horn situation, you're in a left-hand turn and suddenly the airplane's pointing nose down, right wing down.

A. Yeah, I'd probably just pull CAPS at that point. If you're that low and you're in the pattern, I wouldn't try to -- I don't know that there's anything I can really try to do with enough time to not make it worse. So --

Q. The transition from a left turn to suddenly a right-hand turn, nose down, does that sound familiar to you?

A. Yeah. I mean, that sounds like you're getting into a spin, so --

Q. Okay.
A. Yeah. Sorry. I thought that was implied.
Q. It wasn't.
A. Okay.
Q. I was trying to elicit it out of you.
A. Um-hum. Yeah. Sorry.
MR. FOX: Okay. Thank you.
Sabrina?
DR. WOODS: Brannon, anything?
MR. MAYER: No questions. Thank you.
BY DR. WOODS:
Q. Okay. Kind of changing courses just a little bit, talk a little about like why we're here. For the record, can you please confirm your relationship to Chris Jensen?
A. Co-workers. I was a supervisor, but I wasn't his direct supervisor, so I don't know where that puts me in --
Q. Okay. So just co-workers? You were never his supervisor?
A. Correct.
Q. Okay. How well did you know him?
A. How well?
Q. Um-hum.
A. Not super well. I've seen him outside of work a handful of times. I knew bits and pieces about his life. You know, I knew he had a dog. I knew he liked fishing. But not enough to say like I know Chris very well.

Q. I guess, first impressions upon meeting him as a person, what were those impressions?
A. Oh, super nice guy, very friendly, good people person, good skills. Tall.
Q. Were you part of his hiring process?
A. I remember being on one of his interviews. We do sort of a three-part interview and I was in the middle one. Which is just like a conference call between a couple of instructors to kind of talk to him about his experience flying and have him ask questions about the role.
Q. Okay. Do you know how well Mr. Jensen performed in his transition training?
A. I know he struggled a little bit. Because I remember getting a call from Micah in Orlando letting me know that, hey, he's -- I think they were working on CSIP. Hey, he's not kind of where he needs to be, and then he asked me do we have to be done this week? And I said no. I said, if he's struggling, let's take the time -- you know, if he's only there for 3 more days, well, then just work on some of those deficiencies and then let's make sure those are documented well so that when he comes back we can kind of pick up where we left off and continue from there.
Q. And at that time does that conversation kind of stop at you or do you report up that information even more?
A. I want to say that I called Shaun, who was his direct supervisor at the time, and just let him know here's what's going

on, can you touch base with Chris just to see like how he's doing, how he feels his training is going, so we can figure out if there's a disconnect between how he feels and how we feel to make that conversation easier when he gets into town.

Q. Okay. Did you know enough to be able to rate his performance at that time as compared to other new hires at that time? Like was it average or above average, below average?

A. It's I would say average. Because it's not uncommon for somebody that came in with no Cirrus experience and no glass time, that they would need a little bit of extra time during their training. So I would say he was kind of on the same par as everybody else.

Q. I guess what -- do you remember with any particular like specificity what concerns Micah expressed to you?

A. Not off the top of my head, no.

Q. Do you know how he -- what his plan was to address those while in Orlando?

A. I'm guessing whatever we talked about, whether it was IFR, VFR procedures, it was just kind of a repetition of those in the air. But making sure that he fully understood them on the ground, would have been my guess. But, no, we didn't talk through like what are you going to do to fix what you're seeing. He seemed confident knowing that like, okay, we don't have to get this done by Friday, perfect; I can handle continuing to work with him from here.

Q. Okay. Have you ever flown with Mr. Jensen?
A. I don't think I ever flew with Chris, no. Not to the best of my knowledge.
Q. Okay. So obviously worked through -- I know that he had a -- he came back here to the Knoxville area from Orlando after Micah worked with him. Were you involved at all during that part of his training process once he got back here to Knoxville?
A. I may have helped schedule the pilot that he was going to work with, but not to the point where I can tell you intimately like what he did as soon as he got back, no.
Q. Okay. So he finishes, now he is a full instructor. Did you have any impressions of his performance as an instructor? Did you get any feedback or information from others regarding that?
A. Nothing that would paint him in a negative way, which is normal for the first couple times. We did check in and we did chat, and I wanted to just, hey, you started working with, you know, with customers, like do you have any questions or anything that you're still unfamiliar with? Are there any like admin processes that I can help you understand more to make sure that you're doing everything? But no, he didn't bring up any concerns. It was just more like, oh, yeah, that's right, I have to do this every week or something like that. But it was more admin related than it was airplane or customer facing.
Q. Okay. Was there any feedback from the customers that he had had in that survey process that you guys have on his performance?

A. Not that I saw.
Q. Okay.
A. Because that survey doesn't go to me. It goes to somebody else and then occasionally they'll send it out to us. But that survey isn't a great identifier of flight training. It's a big survey and then there's just one question that says, how would you rate your overall flight training?
Q. Oh, I see.
A. And so it's like sometimes they say, it's good. And so it doesn't paint a great picture for us of how our flight instructor did. And so I know that's something that we're working on in expanding that to where we can get better feedback from those surveys.
Q. Understood. Moving to that week and the new customer that was coming to take delivery of his aircraft, David Stoneking. Did you ever have a chance to meet him?
A. I saw him but I never actually met him.
Q. Okay. Were you aware of any issues with Mr. Stoneking's access to his training portal prior to his arrival?
A. Yes. Chris called me that week and mentioned that his customer didn't have access to the learning portal I think on the first day, and so we followed up with the person who sets that up to ensure that it was set up correctly. And we worked through essentially getting him access. I think he had everything he needed. I think maybe he just forgot his password or something

along those lines. But he didn't have access, we made it, we remedied it, and then he had access.

Q. Does that -- how often does that happen? Does that happen?

A. Not super often because we usually check in. There's a couple of processes with the team that sets up their account that calls them multiple times before they get here to verify that they're still good with the schedule. And they always check in and say, hey, how's your progress going? They have access to look through to see if they started any of the training. But it's not uncommon for a customer to show up and haven't like started or completed their training fully.

Q. So as an instructor, what do you do then? It's like this person had homework and they didn't do it, so now what?

A. Yeah. So I typically, on day 1, I know -- so we call them about a week out. And I'll go through before I call them and I check. And I'm like, hey, how's your learning program going? And depending on what on they say, and it (indiscernible), oh, it's going really well, I'm almost done. Oh, really weird, I was looking at it yesterday and it looked like you're only 30 percent complete. And they're like, oh, yeah, what I meant to say was today I'm going to get it all -- you know, so I try to like casually push, hey, this is important, let's get this done before you show up. But if for whatever reason they still don't do it or, you know, they -- this was a last minute addition, hey, they called me last week, they said they could squeeze me in this week

and I just -- you know, I had to take a whole week off from work but I had a lot of work catching up to it. I just make sure that this is a priority while you're here. So, you know, we're going end training a little bit early, give you some time to get home and finish those videos up so that by the end of the week we have everything completed. And then that way we can complete the course to its fullest. I don't like to leave a course where my side of things is done but they haven't watched their portion of information. So I make sure that -- that's a priority for me and I make sure they understand that that's something I want them to do.

Q. But you do continue with the transition training?

A. Um-hum.

Q. Okay.

A. Yeah. Because I think if I told them, hey, sorry, we're not going to do training until you do your homework, that probably wouldn't go over super well with them.

Q. Yeah. Understood. So now he's here, the training hasn't -- the online portion of the training hasn't been accomplished yet. Did Chris ever express to you any concerns he had with the customer?

A. He mentioned that David wasn't progressing as well as he wanted him to for David to fly himself home. So we talked about, hey, at the end of the week are you comfortable flying him home? Where does he live? Like do we need to leave today? Can we --

you know, we talked through the logistics of when you fly him home -- you know, a flight home to Atlanta is pretty easy but a flight home to Oregon is a little bit tougher, and so we have to make sure that that fits with our schedule and that we can make those decisions.

And so I did know that he wasn't progressing well. I asked him, you know, is David upset about that? Does he know that? Does he understand that? And he said, yeah, he understands where he's at and he's comfortable with me flying him home because he knows that like he would feel more comfortable if I was there for that process. So we did talk about that and I knew that there was something going on there. Which is common. It happens every once in a while.

Q. Did he say specifically what David was struggling with?

A. Not that I remember. He may have, but I don't remember exactly what it may have been.

Q. Okay. And did he say anything about David's like, I guess, not behavior but what was his mood, his emotional level? Did he seem, you know, super upset or was he mad or was he cranky, anything like that?

A. He -- from what I remember, he seemed like he was in good spirits. Because I always ask them that, like if they're struggling, (a) do they know they're struggling, and (b) how are they proceeding or how they pushing that? Because if they're frustrated, let's maybe try to get ahead of it some way, maybe

offer them some complimentary training when they get home, you know, something along those lines. But no, it seemed like him and David were getting along pretty well.

Q. So now we're approaching Thursday. And that morning, I guess were you involved in the decision making process and, if so, can you walk me through what it was and what happened that day that got them on that flight to Texas?

A. Yeah. So that morning -- we have a morning meeting every morning. And like I said, we go through every instructor, make sure we know how they're doing with their customers, if they need any help. And that was one of the things Chris had mentioned, he said -- he wasn't in the morning meeting. We were actually in this room and he was on the screens on Teams. And he said, hey, I'm working with David. He called me earlier this morning, he says he wants to go home. So I turned around and went back home. I'm grabbing a go-bag. So I'll be there shortly, but that's why I'm not in the meeting. I wasn't expecting to, you know, go with him home today.

We talked about going home at the end of the week, but, you know, last night he mentioned he was sick so they -- I think he left earlier that day. He left probably like in the afternoon and just went home to see if he could maybe sleep it off and feel better the next day. But that morning, I guess David called him in the morning and said, no, I'm mot feeling super well, I'd rather just go home and get back to Texas. Maybe if I'm feeling

better Friday, we can do some training Friday.

So Chris and I -- after the meeting, I called him and we talked through that. As far as I didn't want David to -- if we did take David home, I didn't -- if he felt better, I didn't want him to feel cheated out of that Friday if he wanted to train in the local area. So I said, why don't you plan on flying home Saturday. That way we have all of Friday for him if he wants it. And if you get there and he's like, look, Chris, I don't want to fly tomorrow, like let's just cancel it, then you can worry -- then you can maybe change your flight and come home earlier. But we did talk through that plan.

Q. Okay. So at this point what was your expectation of this flight? Was it just you're just getting a customer home or were they going to -- was he going to take instruction on the way home or what was the plan?

A. Normally when we take them home like that, we continue to do training to the capacity that we can when you're flying somebody home. But because David was sick, I would have assumed it was more just a we're going to fly home and maybe minimize the training. You know, we're not going to stop at airports and do touch-and-goes, maybe practice stalls. We're just going to sort of go from A to fuel stop and then over to the airport, if it required one.

Q. Do you know at that time I guess who was going to be the pilot flying for that then?

A. That's a good question. That wasn't clear. Typically in those situations, if the customer feels up to it, the customer will fly and then the instructor will just supervise, kind of keep an eye on things. But I wasn't privy to any discussions of who was going to be the PIC.

Q. Okay. So I guess have you had it happen in the past where like a customer, you know, like ate a really bad $100 burger and like woke up with like a gastrointestinal issues and is like, I am sick as a dog, but let's go -- like have you had it in the past where a customer has been indisposed and you're flying them home as a result?

A. No, not typically. Either they stay here and spend the day in the hotel and then maybe we keep training the next day. But no, I've never been in a situation where the customer is not feeling well and wants to be taken home.

Q. Okay. Usually the taking home is we're at the end of our 3 days or 4 days and it's still not quite comfortable and you take that pilot home.

A. Correct. Or, I mean, if they're sick -- nobody wants to fly an airplane when they're not feeling well. So typically they'll just stay here.

Q. Yeah.

A. And then rest until they feel better, and then we move on. Or it's, hey, I'm feeling so bad that I'm just going to airline home and we'll figure out how to get the airplane back to me or

I'll come back and get it later.

DR. WOODS: Okay. I'm going to muddle through that a bit. I have a few more questions, but I'm going to go on and --

MR. FOX: Yeah. And I know that we -- where you're going next with the questions, so -- I have a couple of follow-up questions.

BY MR. FOX:

Q. So I did hear you say, and it's a -- I just want to make sure I understood. The delivery for Stoneking occurred on a Monday. They would have done Tuesday CAPS training and maybe lesson 1 or something like that. And then Tuesday [sic] would have been like two or three flights aboard (indiscernible).

A. Um-hum.

Q. And then Thursday is the day of the accident. So Mr. Stoneking reported that he wasn't feeling a hundred percent, there was a discussion that they wanted to go home. You mentioned that there was a discussion between -- was it between you and Mr. Jensen about continuing training in the Houston area with Mr. Jensen on Friday if Mr. Stoneking felt well and even possibly into Saturday?

A. Not into Saturday. But yes, like staying to finish training Friday to --

Q. Returning on Saturday?

A. Returning. Yeah, just airlining home Saturday morning.

Q. Okay. To your knowledge, is that what you left the

conversation with Mr. Jensen to be?
A. Um-hum.
Q. Okay.
A. Yeah. Because after that he -- yeah, they got in the airplane and left and we didn't have any contact until after.
Q. Okay. In an event -- we've talked about general events like sick pilots, you know, sick -- but in the specific instance of Mr. Stoneking and Mr. Jensen, I need to get a little bit of clarity on what it means to fly a customer home. Because we've heard this week that if a customer's not progressing well enough for us to feel like they've transitioned and we can sign them off on transition training and let them just go do it. We've heard maybe they are good enough to do it, but the customer's not feeling like they're good enough and they want somebody to accompany them home. We've heard, for whatever reason -- there's a death in the family or wife is in labor and we need to get the customer out of the training environment and back to a familiar environment. We've heard a customer not being successful in Knoxville for a variety of reasons and possibly they would get better training in their local area.

So in this instance with Mr. Stoneking not feeling, quote/unquote, a hundred percent, who do you believe was acting as pilot in command during the flight from Knoxville towards Texas?
A. I would say Chris, would have been my guess.
Q. Okay.

A. But I did see David that morning and I wouldn't say he looked to the point where he couldn't at least try to be PIC. I don't know what the illness was. Like I don't know why -- I just heard he was sick. That's all I heard. But he was like there in the morning, because I remember Chris -- I said do you want me to go entertain them while you go get a go-bag or are they aware that you're not going to be right on time? And he's like, no, we talked about it. I communicated with him that I have to go home and get a -- you know, pack a bag, but they'll just be there waiting for me.

So I did see them like in the main area over there, had a coffee, just chatting. And he didn't look to where I would say this guy should not be flying an airplane today, just from a you're standing over there, I'm standing over here perspective.

Q. And I think that's a fair assumption and a good observation, that there's going to be a scale of, you know, for lack -- to use the term, you know, sickness. You can hear I have laryngitis. It doesn't mean I can't go and be a productive learning environment. I don't feel a hundred percent. I don't want to fly IFR today, but let's get home and continue training. That would be a reasonable expectation for something that could have occurred with Mr. Stoneking?

A. Um-hum.

Q. Okay. We talked about individuals who can show up with maybe training portal issues where they couldn't get in or potentially

customers that have access but maybe didn't really do their homework. Are there ways that you work with the customer through the portal to ensure that they have the basic takeoff performance, landing performance, stall performance, weight and balance figures? Do you do that earlier in the training or do you that at the end of the training?

A. So typically prior to every flight we'll talk through, we'll brief what we're going to go do, and we'll walk through the numbers and everything on the ground to ensure that they get it. That way if they did the course 2 months ago and it's not super fresh in their brain, it's fresh in their brain now and then they go into it with a good perspective of what those numbers are. So we do try and touch on it before every flight just to make sure they feel comfortable.

Q. Is it a worksheet that you --

A. Uh-uh. Just a, like a pre-briefing before we go fly.

Q. Like on a whiteboard?

A. Um-hum. Yeah, this is what we're going to go do, let's write it out and then let's talk about it.

Q. Okay. And what types of things would be reiterated on every flight during that whiteboard briefing when it comes to like -- well, I'll just let you answer.

A. Depending on what they're doing that day. So typically the transition training is just a flight review, is essentially what it boils down to. And so we're focusing on landing, focusing on

stall and landing the airplane. And so depending on what section of that you're working on, we might talk about -- if we're just going out and doing VFR maneuvers, we're probably going to stress more on, hey, let's talk through how we set these up, how we're going to set it up, what we're going to do. And then if we're just focusing on landing, well, let's talk more about numbers and the pattern and what we're going to do and all that stuff. So it just kind of depends on the day.

Q. In some interviews that we've had prior to this week, not this week, there's been some discussion about being limited in things that they thought they were going to be training due to the fact that the aircraft was new and it had to be operated at -- you know, within certain performance parameters.

A. Yeah.

Q. Can you explain a little bit to us about that and what those limitations might be, and what restrictions that would put in place for some of the training task elements that are required for the transition training?

A. Yeah. So what you're referring to is the engine break-in, right? So a new airplane's coming in, the engine needs to be broken in. So typically most airplanes, you know, you want to have at least 75 percent power and you want to be kind of cruising. You don't want to be pulling the power, you know, from full power to idle and back. So like touch-and-goes is a good example of something we don't necessarily want to do.

And so as far as how that limits the training, it shouldn't limit it to a certain amount as long as you're breaking up what you're doing with sections with long cruise. And so what we talk is, okay, we want to work VFR maneuvers. We're going to fly to a certain area at cruise. We're going to make sure that we get us a solid, you know, 20, 30 minutes in cruise. We'll do our maneuvers and then we'll fly to another airport, cruise, do maybe one or two full stop landings there, and then do a full like cross-country back to the airport where we started and landing there. And then that way we're still getting that time built in and we're not just repetitively pushing the engine to the limit.

Q. Okay.

A. So there's ways you can do it without limiting it. I think some customers will tell you no, I don't want to do that because I don't want to mess up my engine. And then you have to have the conversation, okay, well -- you know, I had a customer where he didn't want to do any landings, any VFR training. He just wanted to do cross-countries for the first 2 days because he wanted to make sure that it was properly broken in. I said, okay, you know, you understand that if we don't complete the transition training, you're not going to have it and we're going to have to fly you home? And he's like, don't worry, I'll make sure that we finish Friday. In this particular instance, he was a good pilot. He was able to perform everything to standards the day that he did it and everything was good. But sometimes the customers kind of want to

dictate what they want to do with the airplane, which is understandable in the situation.

Q. Perfectly a segue into that question. So you have a customer comes in, how do you approach him? Because you have a syllabus of things that they may or may not have looked at on day 1. We've heard that some of your instructors tend to use, what do you want to get out of training?

A. Um-hum.

Q. What do you -- is that something you advocate yourself?

A. It depends on the insurance requirement. That's where I always -- that's what I try to teach our guys is, you have to make sure that that insurance requirement is met before they do anything else. And so if they come here and they need to do transition training in order for them to fly PIC by themselves, then that's our main focus, outside of them like going up to the flight levels, you know, flying down to their beach house in South Carolina to go get this cool barbeque place. Like that is priority number one. If that person has maybe already completed a transition training at their local training center before they came in and that piece of it is done and there's no insurance requirement, then at that point is when I ask them, hey, is there anything specific you'd like to get out of this training? And, if not, we can cultivate something for you that's maybe more like an advanced transition to let's still maybe do what you did in the original transition but let's take it to a higher level of

knowledge so that we can make you a better pilot while you're here.

Q. But would you be still operating with the understanding of trying to meet a goal at the end that is like a documented goal that I've gotten all the checkboxes done for lessons 1 through 6?

A. We try, but that's been I think something that we can do better on. You know, we always say if they're coming in and they've already done transition training and they just want an IPC, well, let's get them enrolled in the IFR recurrent check class and then let's go about doing the IPC that way because that has a syllabus, that has things that you do, it has lessons that you can complete and we can put in, hey, here's our struggle points, here's our stuff so we can document it correctly. But does that always happen? I don't think so.

Q. Going back to training limitations. Operating in Class Charlie airspace with Part 121 commercial traffic and ATC restrictions, can you give us a little information about that?

A. Can you elaborate a little bit more?

Q. Are there any speed restrictions or is there any emphasis put on maintaining best forward airspeed?

A. That does happen occasionally. They will ask you to, you know, maintain best forward airspeed on approaches. But there's always the understanding of you saying unable. And that could be because I don't want to or because the airplane can't handle it. Because sometimes you're in a 20 and they think you're a 22T.

They think you can go faster than you can go. I've had instances where a customer, they asked him to go and he says unable, and the controller will say, no, I know the airplane can do it. And he says, yeah, that's great, the airplane can, but I can't. And so they'll just vector you around and make you wait until everybody comes through.

Q. How often are you hearing best forward airspeed here in Knoxville?

A. A pretty good bit.

Q. Okay. So is it -- would it be a fair characterization that most of the flying is at 75 percent of power and above within the Class Charlie airspace while on approaches?

A. I would say if I'm going to do an approach right now, there's a 50/50 shot that they're going to give me best forward speed.

Q. And you would be flying at what airspeed?

A. That -- well, they don't typically say best forward speed. They'll say can you do 150 or higher until you get to 5-mile final or something like that.

Q. Okay. Do you ever have students, maybe newer flight -- newer instrument rated pilots that that is another complexity that they're not prepared for?

A. Oh, 100 percent. Yeah.

Q. And how do you work through that? Since this is a new airplane, new experience --

A. Yeah.

Q. -- explain like how you explain that situation to them. We hear a lot about being behind the airplane when it comes to the avionics and how that's like the main purpose that we're doing this transition training, and then you're throwing another curveball best forward speed.

A. Correct.

Q. Explain to us.

A. Typically I talk about this on the ground, hey, this is something that happens here a lot, something to keep in mind. But if I see that you're probably not going to handle it, we're going to break off the approach and just ask them to come in after everybody else so that we can maintain the speed that you need to. If they're to a point where they're proficiently flying approaches and they feel comfortable, then I might say, hey, this is a good challenge for you, let's try it. I'll be here, I'll help you out, I'll provide feedback, and we'll debrief on the ground on, you know, whether that went well or not. But typically I kind of guide that. I don't just like let ATC tell me what to do and force the instructor or the client into a situation that I know he's not ready to handle.

MR. FOX: Thank you. Brannon?

MR. MAYER: No questions.

MR. CASASFRANCO: You're easy today.

BY DR. WOODS:

Q. So going back to that Thursday, I guess when did you find out

that an accident had happened?

A. I -- to the best of my memory, it was probably about 5 -- between 4 and 6 p.m. I got a text from our instructor that said, hey, is this one of our airplanes? And I said, yes, what's up? And he said, was one of our guys flying it? I said, yeah, I'm pretty sure; what's going on? And then he sent me a -- he said this other person that I know texted me that there has been an accident in a Cirrus and I thought I recognized the tail number from seeing it at delivery. I just wanted to see if -- I wanted to let you know in case you didn't already know.

And so at that point I called Mutt first, who's my direct supervisor. I talked to him and explained, hey, here's what I think is going on, here's where I've gotten my data, which isn't -- it's from a friend of a friend of a Facebook post that they saw. So I was like obviously this isn't the most reliable information, but we should at least look into it and I want to make sure you're aware that this is happening.

And then I called Mike McDevitt, which is our safety -- I don't know what his official title is, but I call him Safety Mike. But I call him anytime something like this happens or if there's an incident and I want to make sure that he's aware that it's going on because that's sort of his role, is to sort of help.

And so I called Mutt and then I called Mike. And then at that point it was just kind of an ongoing conversation between all the -- me and Mutt and then the instructor that initially let me

know, because he seemed to have a lot more information than I did and found it a lot faster than I could. So it just kind of spiraled from there, and just kind of went through the rest of the day just kind of getting more and more information and figuring out what we were going to do.

Q. So it came completely from outside sources for you?

A. Yes.

Q. Okay. So I guess when did the -- when did you find out from like Cirrus official that this accident had taken place?

A. The next morning.

Q. Friday?

A. Yeah, Friday morning.

Q. Okay. And how did that information get disseminated?

A. Rob sent out probably an email that night and said, hey, we're going to have a safety standdown meeting in the morning. Every pilot that's flying is required to be there. You know, if you're supposed to leave earlier, don't, wait until we have this meeting and let's talk about what's happening.

Q. Okay. So I guess in that -- those kind of text messages and email conversations that you're having Thursday evening -- let me back up. Do you know what an emergency action plan is?

A. Uh-uh.

Q. Okay.

A. I mean, it sounds straightforward, but --

Q. Do you know of any plans that are in place here at Cirrus in

the event of a significant -- like a significant event. Like, for instance, if an accident happens right out here at maybe (indiscernible), if, I don't know, a building's on fire, that sort of thing, are there plans in place to like notify, relay information, circle the wagon, lock down data, that sort of thing, that you are aware of?

A. Not that I know of.

Q. Okay. So I guess, so when you're having these conversations back and forth, are you relying on like Safety Mike to get it even further up the chain or do you feel like once you've contacted him your job is done? Do you have another role to play that you know of?

A. As far as I know, anytime we know of anything going on we contact our direct supervisor and they will escalate to their supervisor and so on and so forth.

Q. Okay.

A. And then because things like this have happened before and I know people often forget Mike because they just assume he's going to know, I always like to give him a courtesy call as well in case he doesn't.

Q. Oh, I see.

A. But that's not -- I think the procedure is you call your direct supervisor and then they escalate. I did ask Mutt do you want me to call Rob while you look into things and let him know what's going on? He said, don't worry about it, I'll call Rob.

So I knew from our conversation that he was escalating things higher than I needed to.

Q. Would you have been comfortable calling Rob? Is that a problem?

A. No.

Q. Okay. Even though he's kind of -- he's well up there on the food chain?

A. He's fairly approachable. Maybe if I'd been here a year I would've been a little bit more intimidated. But given the circumstances, I think -- like I'm not in trouble there, I'm just relaying information that needs to be known. So I don't -- he's never put himself in a position where I think people are like intimidated to call him if that needs to happen.

Q. Okay. So the next day there's a meeting here, right?

A. Um-hum.

Q. And I guess then what happened? Were you taking deliveries that day?

A. We don't typically do deliveries Friday, so I would assume that there wasn't. If there was, they probably didn't fly because we sort of grounded the fleet that whole day and nobody flew on Friday. It was a pretty easy day. I think we worked through most of the morning just to make sure that customers that were here were taken care of and maybe understood that, hey, we're not flying today, something has happened, but, you know, we'll pick it back up tomorrow if need be. And kind of settled it that way.

Q. Were there any specifics that you were told about the accident?
A. They told us an accident had happened, that there was a Cirrus employee on board, we don't know the status of what's going on right now, we'll get you guys more information as we know more information.
Q. But you knew at the time that it was Chris?
A. I did because we had that conversation that morning that he was going to leave with the customer. I knew what the tail number was because he had asked -- he said, we don't have charts, do you mind helping me out to see if like you can get the charts loaded? Because sometimes the database, it takes a couple of days for us to get the -- once the customer buys the airplane, for their account to link up to the airplane. Because there's a disconnect between when we turn our subscription off and their subscription starts, sometimes there's just a little bit of a delay. So I called the Alliance service guys and we went over there and looked and made sure that they had charts and everything they needed to go before they went. So I had seen the airplane, I knew the tail number, I knew it was associated with Chris, I knew where they were going. So, yeah, at that point.
Q. So I guess how did you get what you knew up the chain?
A. I just called Mutt.
Q. Okay.
A. As soon as I heard that there may have been an accident, I

called him so that he could then start.
Q. And you relayed this information that, hey, this is, you know, the customer that just took delivery --
A. Correct. Yeah.
Q. -- on Monday, this is Chris that's on board?
A. I'm pretty sure. Yeah, exactly.
Q. Okay. And then I guess when did you guys resume -- I know it's never normal after a situation like that, but as close to normal as you can get operations after that?
A. I don't remember if we flew on Monday. But I would say into that next week, somewhere around the middle of the week I would say is when we maybe started doing a little bit more flying. Because there were some internal inspections that we wanted to do to make sure that the airplanes were good and then to obviously give piece of mind to everyone knowing that like, hey, we're going to -- we're going above and beyond here to make sure that this isn't something that is happening fleetwide so that when we do start flying, you guys have a little bit more confidence knowing that this isn't an issue.
Q. What's this? What this are you referring to?
A. I guess just whatever happened in the accident. Because I think people were just concerned. They didn't know, they didn't know what happened and so it could be an airplane issue. And if it happened in this airplane, could it happen in this airplane? And so --

Q. Understood.
A. -- we didn't want anyone to fly with those doubts or have those doubts while they were flying, so -- there was a couple of pilots that said, hey, I'm still not comfortable flying an airplane and we said that's 100 percent okay, we'll cover your customers or whatever missions you have and we'll make sure that, you know, you take the time you need to feel comfortable.
Q. Did you personally have any concerns about Chris's performance as an instructor?
A. No.
Q. But again, you've never -- you haven't ever flown with him, right?
A. Correct.
Q. Okay. Has anybody else brought to you their concerns about Chris as an instructor?
A. Outside of those training, just, hey, he needs a little bit more time, no.
DR. WOODS: Okay. That's all I have for now.
Anything, Todd?
MR. FOX: Yep. I'm --
Brannon, go ahead.
I'll see what your closeout questions are and then --
DR. WOODS: The usual one.
Alibis?
MR. FOX: Nope. Go ahead.

DR. WOODS: Okay.

BY DR. WOODS:

Q. So you've probably known for a couple days at least that, you know, we had asked if you would come chat with us. And so -- and of course since the accident I'm sure all of you had a chance to think about and wonder about -- so I guess is there anything that you thought for sure we were going to ask you that we haven't?

A. Oh, God. I don't -- I didn't know what you would ask. I figured -- obviously you've asked a lot of the basic questions of, you know. It feels more disconnected from the accident than I originally thought. I thought there'd be more questions directed to specifically the airplane, not so much Cirrus as a whole. But that sort of makes sense. But no, I don't -- I can't -- like I wasn't preparing for a specific question that I was like, oh, they didn't ask that. No, nothing like that.

Q. Okay.

A. I just saw this more as an opportunity for you guys to understand more of what's happening here so that you have more data to be able to give a better report. And then -- that's all. I mean, that's all I thought, so I was like, you know --

Q. Yeah. And that's really what we're here for, although we're still a little fuzzy on all the job titles. I'm not going to lie.

DR. WOODS: Anything else?

MR. FOX: Yeah.

BY MR. FOX:

Q. So I didn't know if she was going to answer -- or ask or not, but she has asked this question for multiple interviews. Are you aware of any -- in your 4 years with Cirrus with, you know, primarily SR22s or 20s, any kind of instances in which just through normal flying and instruction and cross-countries and stuff like that, where there would've ever been an instance or situation where you or the customer potentially or new hire or onboarding would've inadvertently pulled back on or displaced the mixture knob into a full cutoff position during a flight regime?
A. Uh-uh. No, that's not like -- that's not something we practice, not something we teach.
Q. No, I'm talking about inadvertently.
A. Yeah, yeah, yeah. No, as far as I know, no that's never happened. That's what I'm saying, like it's not something -- you know, like we don't play scenarios where we do things like that. So no, I don't -- as far as I know, no.
Q. Okay. So I know you don't teach it, but have you ever heard of an instance --
A. Correct. No, I have not. No. Not of somebody on accident pulling the mixture back when they meant to pull the throttle. No.
Q. Have you ever heard of any kind of -- outside of Cirrus's organization or any kind of like hangar talk or anything about the Cirrus SR series where potentially it hits that -- a cable might have come in contact or became intertwined with any kind of flight

control or engine control?
A. I mean, I've heard that the cables can sometimes be around. But typically I think most people just make sure they're not an obstruction before -- like once they put them on, if the cable's like all over the place, people usually clean up before they start the airplane and go. So no, I've never heard of like while you're flying, the headset pull the power back or moving the knob or anything.
Q. All right. Thank you. And just one more. What is your expectation for your flight instructors for safety restraints during flight?
A. What do you mean, safety restraints? Oh, like seatbelts?
Q. Seatbelts.
A. Oh. They should have them on the whole time.
Q. And in the SR22 is that lap belt only, over the shoulder?
A. I think because it's a harness, I think it -- I don't think you --
Q. There's no options?
A. Correct. Yeah, I think it's on or off. But if you're out there, you should have it on.
Q. Okay. So to the best of your knowledge, there's no one or the other, it's --
A. Correct. Um-hum.
Q. And you expect them to wear it --
A. The whole time, um-hum.

Q. What about passengers?
A. Passengers, takeoff, landing obviously. I typically, I'm not like craning my neck to see if they're doing it the whole time. But typically right before takeoff I make sure they're wearing their seatbelts. And then when we're coming back into land, I make sure that their seatbelts are back on if they did take them off.
Q. Okay. Admin-wise, as an administrator or supervisor, how often or to what frequency would you be wanting your flight instructors to be recording information about each flight?
A. Like if they were working with a customer, you mean?
Q. Yeah.
A. Ideally they're supposed to do it daily, but I don't know that that's always been, until this happened, something that we've pushed heavily.
Q. So when you say daily, it might be two flights and then it gets done at the end of the day?
A. Um-hum.
Q. Would there be any circumstances where it would go several days without something being recorded?
A. Potentially. Because I think the way -- when we turn them in or when they get looked at it's a the end of the week. And so typically people aren't looking day to day to do like a spot check to see did you, did you make this or did you get this done today. I know that that's how I used it because it's easier for me to

keep my head on straight. To your question earlier, it's easier to record something because then you don't have to remember what you did a week ago. So every -- as I flew, I actively did the things as we did them, and then that way when we sat down to debrief, I had all my notes from the flight and then we could debrief right out of that and then it was done. But I think that's just something I did. It wasn't like, hey, you have to do this daily. That's more something we're trying to implement now.

MR. FOX: Now I'm done.

DR. WOODS: All right. Okay.

MR. FOX: Brannon?

MR. MAYER: Thank you for your time today. No questions.

MR. CASASFRANCO: Thank you guys for being here.

DR. WOODS: Yeah. Do you have any questions for us?

MR. CASASFRANCO: I don't think so. I mean, like I know why you're here. How -- I guess the only question I would have is, from this point, what happens after this like as far as getting a final report done? Is there more things that we have to do or that you guys go do before you kind of get out that final?

DR. WOODS: Yeah, sure. We can walk you through the process real quick. I'm going to go on and stop the recording though because it's more process oriented.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Felipe Casasfranco
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Kay Maurer
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
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FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: MICAH CLAUSSEN, Supervisor, Flight Operations Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
Investigator
National Transportation Safety Board

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BRANNON MAYER, Air Safety Investigator
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BRAD BROWN, Attorney
(On behalf of Mr. Claussen)

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I N T E R V I E W

DR. WOODS: Thank you, Micah for being here with us today. I know we've pulled you all of the way from warmth and sunshine here to Knoxville, but we greatly appreciate it.

I'm Dr. Sabrina Woods, I'm from the National Transportation Safety Board. I'm a human performance investigator, investigating the September 1st accident involving a Cirrus SR22.

The Board has been congressionally charged with determining probable cause in aviation accidents and some significant incidents. As a result, people like me, my job is to -- as a human performance specialist - just to kind of determine and assess that man-man interface, man-machine interface, and, man-environment interface. Environment doesn't just mean like, what's going on outside, but it also means, like, the operation and what goes on in that context.

With me is Todd Fox, he's actually the investigator in charge. So, I'm a consultant working with him to figure out this accident. And then, for Cirrus, you have a party coordinator. I don't know if you guys have met before, but this is Brannon Mayer and that's what he does.

As a -- and we're going to get into your specific title in a little bit, but as a flight instructor for Cirrus, you have a wealth of information, particularly, you were the flight instructor for Chris Jensen, who was directly involved in this accident. So, what we have to do, is we're trying to gather the

data bits, gather the information, just to help inform us better and again, our ultimate goal is to figure what's going on.

This is routine for us. We do this for a living. Totally recognize it is not routine for you. Again, we've pulled you out of your comfort. We've pulled out of your job to be able to do this, and we appreciate it.

But, because we know it's not routine for you, just a couple of, I guess, ground rules for the interview is, if we ask you something and you don't know answer to the question, I don't know is perfectly acceptable. Don't feel like you have to like, oh, I'm on the spot, I have to come up with something. I don't know is great. If you don't understand a question, please ask for clarity. And we'll try to do our best, the best we can, because we're going to do the same. If we don't understand an answer we might be like, hey, come again, can you describe that a little bit better.

If you need a break at any time, please do not hesitate -- don’t hesitate to just say, hey, I need a time out. Go step out. Like, you need to go, you know, maybe go to the washroom, step outside, we'll do that. I will also try to check in with you on occasion, just to make sure you're still doing okay.

This interview is being recorded. The reason we do that is to ensure that what you say is recorded perfectly and exactly. It alleviates my short-term memory issues and so that we don't have

to take a bunch of notes and like, disrupt the process or maybe be a distraction to you. The recording will be sent to a transcriber. Only the transcription goes in the docket.

Do you understand that?

MR. CLAUSSEN: Yes.

DR. WOODS: Okay. Any questions about that?

MR. CLAUSSEN: No.

DR. WOODS: Okay? You sure?

MR. CLAUSSEN: Yep.

DR. CLAUSSEN: Okay. You are entitled to have a person here to support you through this process. That person can be anyone of your choosing. It can be, you know, somebody close to you, a supervisor, or, legal counsel. Is there someone today that you have chosen that you would like to sit with you through this process?

MR. CLAUSSEN: Yep. Brad's in the room with us.

DR. WOODS: Okay. So with that, Brad, this is an investigative interview, not a legal deposition.

Please note that at any time, Micah -- you can seek his counsel. You can step outside and hey, I want to talk about the question I was just asked. But, with that, Brad, please refrain from answering on Micah's behalf or asking questions on his behalf. As a reminder, you represent the interests of Micah, and not that of Cirrus.

So, for that record, please state and spell your full name.

MR. BROWN: Brad Brown. B-R-A-D, B-R-O-W-N.

DR. WOODS: Perfect. Thank you.

And Micah, for the record, would you please state and spell your name.

MR. CLAUSSEN: Yep. Micah Claussen. M-I-C-A-H, C-L-A-U-S-S-E-N.

DR. WOODS: Okay. Perfect.

INTERVIEW OF MICAH CLAUSSEN

BY DR. WOODS:

Q. But, the first thing I'm going to ask is, what is your formal title here at Cirrus?

A. My formal title is factory direct flight instructor.

Q. Factory direct flight instructor. Okay. And, how long have you been with Cirrus?

A. I've been with Cirrus -- I was hired in January of this year.

Q. Oh. Okay.

A. So, eleven months now.

Q. Okay. So, what did you do before that?

A. I was a flight instructor.

Q. At, also with Cirrus?

A. No. I -- before this job, directly before this job, I was a first officer trainee for Republic Airways. I was there for three months. And, prior to that, I was a flight instructor at Polk State College, working for Sunrise Aviation. And I was an instructor there for about four years.

Q. Okay. Okay. So, did you have SR experience before coming to this position?
A. Before working at Cirrus, I did not.
Q. Okay. Can you give me, kind of a high level overview of what you do on a day-to-day basis?
A. At Cirrus?
Q. Yep.
A. So, generally, birds eye view of my job here. Day-to-day my job consists of teaching people how to fly in a Cirrus aircraft. So, the majority of instructors here teach rated pilots how to fly a Cirrus airplane. So, in other words, people that already know how to fly an airplane learn how to fly a Cirrus. My primary job is to teach people that do not know how to fly an airplane, how to fly. Just so happens to be in a Cirrus aircraft.
Q. Okay. So --
A. Does that make sense?
Q. So --
A. I give people private pilot instrument commercial ratings.
Q. So, what would you say for your -- over the last year -- your customer base.

Can you give me a percentage of how many people have no previous aviation experience and how many people have experience, but are transitioning to the --
A. Yeah.
Q. -- to a Cirrus product?

A. I was hired for our Orlando location. And, it's just starting up. I've had now, one student that is my own, that has had no aviation experience. The majority of what I've done so far is, company checks for people, company onboarding, as well as transition training.

Q. Okay. So when you say the company onboarding, you are talking about new hires who are coming in to do a flight instructor role; correct?

A. Correct.

Q. Okay. We'll talk more about that in a moment.

So, when you came in and did your transition training essentially, to be -- to fly the SR and to teach in the SR, about how long did that process take?

A. So, when I came to the company, let me think, so, my transition training, which is step one, took one week. And my company training took an additional week. They were not back-to-back. So, for example, I took -- I did company training, excuse me, transition training happens first. And then I spent a period of time flying the aircraft, and then did my company training.

Q. About how long was that time in the middle, just flying and getting used to the aircraft?

A. Let me go back. I'm pretty sure it was -- it's been almost a year -- I think my transition training and company training were done at the same time. And then, I flew for a period of time and then did my CSIP training.

Q. Okay.
A. So, that -- I think my company training and my, my company training and my advanced transition training were in the same period of time. And then, the CSIP happened afterwards.
Q. So --
A. That was maybe a month after.
Q. Okay. So, in that month you were flying Cirrus products?
A. Yep. So, I was doing the duties of what we call a corporate pilot. So, I did ferry flights. Things like that.
Q. Okay. How would you rate that training program overall?
A. The -- which one?
Q. The -- so your initial and your transition first. So, start there and then we'll talk about your CSIP training.
A. Yeah. So, I thought the training was fantastic. It got me to do things that I hadn't done before. So, I didn't have much experience in icing conditions, but I did have a lot of experience with, like, thunderstorm flying, being from Florida. You know, avoidance of that kind of stuff. And so, I think it focused on -- it was good, it focused on the areas that I was weaker at.
Q. Okay. Now, the CSIP training. How would you rate that experience?
A. The CSIP training was good as well. So, I'd been an instructor for quite a long time, and I would kind of restate the point there. My instructional techniques were, I'd say pretty good, when I came here. And we focused on -- we know how to teach

people, but now let's focus on how to teach people in a Cirrus aircraft.

Q. Um-hmm.

A. So, again, it highlighted the differences.

Q. Do you feel it did a good job --

A. Yes.

Q. -- preparing you to handle Cirrus aircraft?

A. Definitely.

Q. Okay. So, if there was anything you say, hey, this could use a little bit of improvement; what would that be?

A. So, something that I've actually been working on trying, you know, as I do these things here, is just onboarding at the company.

So, like, for example, there's a lot of like, logistics things that happen behind the scenes that aren't necessarily flight instruction. Like, getting all of the apps on your IPad -- and I was kind of lost when I got to the company in terms of the, like the bookkeeping aspect of things. But, I'd say the flying aspect of it was spot-on.

Q. Okay. So, let's say one of your buddies comes up to you -- aviation buddies but not with Cirrus, off the street, and says, hey man, what is it like to work at Cirrus? I'm thinking about that life and I want to know more.

What would you tell them?

A. Working at Cirrus is, it's very professional. It's not, it's

not the same as working at your, I guess you could call it, like, just an airport FBO, for example. You know, your run-of-the-mill flight school.

In my opinion, it's treated more like an airline in the sense that the training is very standardized and there's a, you know, there's a clear path that the training would take. If that makes sense.

Q. What about --

A. It's more standardized.

Q. -- the environment itself. What about the people?

A. Again, the people are very professional. Everybody seems to play by the rules. Follow, you know, follow the FLM procedures. We're, you know, we're pretty -- I guess you could call it standardized, I think is the best way to put it. I mean everybody follows a certain set of procedures.

Q. Okay. What about the personalities of the people?

A. So, in the interview process, which I am a part of -- we tend to look for people that are, that come across as generally nice people. Outgoing, you know, can relate to others well.

Q. Okay. So, let's talk about the safety culture here at Cirrus. How would you describe it?

A. I'd say, I'd say the safety culture here at Cirrus is -- it comes across as, how do I describe the safety culture? We have, so we have -- there's good things about the safety culture. We have, like, safety reporting programs that are anonymous. I

personally haven't used, haven't used it. It probably could be better taught when it comes to, like, onboarding training. Again, one of the administrative parts of onboarding. You know, where to find it, how to use it. I'd say overall the safety culture is good.

Q. So, I guess, what are you looking for then? To you, what does a good, positive, safety culture look like? To Micah?

A. People that use their checklists. People that are knowledgeable about the weather that they're flying into. People that get adequate weather briefings before they go fly.

Things along those lines.

Q. What about the interactions between someone at your level, as a flight instructor, and like, the management level. What does a good safety culture look like?

A. Somebody that's understanding of, somebody that's understanding of limitations that the pilot may have.

So, like for example, duty days. We have a 14 hour maximum duty day that we're allowed. And we have the -- the supervisors have the ability to extend those duty days under certain criteria. And, I have never seen that happen. There was a meeting in here one time where one of our supervisors was asked, hey, you know, my customer, he's going to go out, he's going to fly this mission in the morning, and then late, late, that night, he's going to want to fly back. And he said, send it to me, but I'm probably not going to approve it.

Q. Okay. So, going back to, you describe great hallmarks of a positive safety culture, so now back to the original question, is where do you see the company fitting into some of those examples? You gave me an example of the duty day. But, now overall, let's recap, how would you describe the safety culture at Cirrus?
A. So, you know, duty day requirements, they don't pre -- I have never felt pressured to, I can't speak for everybody, I have never felt pressure to fly an un-airworthy airplane. Every time I've noticed an issue with an airplane, it's always been dealt with. Let's see. You want more examples?
Q. So, let me ask this. If you did have a concern or a problem, what is the process for getting that addressed?
A. So, I'll just give you an example. We had an issue with flaps. Last week. We brought the flaps up and they didn't come fully up.

So, then the process is, well, we don't have anybody to fix it on the ground. So, I go to my direct supervisor and say, hey, there's an issue with the flaps. They're not coming all of the way up and I'm not going to fly the airplane like that. Okay. Cool. Let's call somebody to get it fixed on the ground.

So, we called and someone came and fixed it. And then it broke again. So, it was working, course, and then it breaks as we landed the final time. And, I get a call and they say, hey we're not able to fix it. The issue again, we don't have the availability. So, then I called another person and said, hey, I

have this issue, you know, is the airplane airworthy? What's, you know, what are the steps for this, I'm unfamiliar. And so there's a lot of people that I can reach out to, to determine, you know, is an airplane airworthy? How do we go about fixing it? Is it flyable to where we can get it fixed? And so, you know, yep. There's a way that we can do this.

We flew it to go get it fixed. And so, I'd say the big thing is, you know, talk to a supervisor, figure out a way to get it done. We always figure out a way to get it done.

Q. For the record, who is your supervisor?

A. Nigel. Nigel, his real name is Earnest Beaulieu.

Q. Okay. So, have you ever had a situation where you bring up an issue that you're having and management level is like, aw, come on man, don't bring me that, like, I don't want to hear about it. Or, has there ever been push back to keep quiet about your concerns?

A. No.

Q. Okay.

A. Never.

Q. Okay. Have you ever received, at your level, any information about accident or incident data involving Cirrus aircraft across the fleet?

A. Say the question again.

Q. Have you, so, your level, as a flight instructor -- have you ever received information down through your hierarchy, through you

chain of command, about accident or incident across the Cirrus fleet? So, an accident happens out there -- does that information ever come down? Do you ever talk about it in a safety forum?

A. We do.

Q. About how often does that happen?

A. That's a good question. Maybe, once every few months we get something like that.

Q. Usually how is it brought to your -- how is it packaged and disseminated?

A. PowerPoint.

Q. Oh. Okay. So somebody -- who's usually giving the PowerPoint presentation?

A. It's different people. We have company meetings, and, you know, we have like, we do it on Teams. So, I couldn't tell you who does it. It's probably different people. But they'll say, you know, hey, this is an incident. We've had -- they call them safety stand downs.

Q. Um-hmm.

A. So, everybody gets on a call and they say, hey, this is something that we've seen in the past.

For example, water in fuel tanks and jets. You know, hey, the call is about, hey make sure we're sumping the fuel. We had an issue with this. This is how we prevent this, and so forth.

Q. Okay. So, I guess, pivoting just a little bit -- so, now we're talking about being a flight instructor. Who do you feel is

responsible for your performance?
A. Can you elaborate?
Q. Sure.
A. In other words like, I feel personally responsible for -- I take personal responsibility for my job.
Q. Okay. So, let's say there is -- there are quality control metrics in place, who's receiving that information on your performance?
A. That's a good question. I've been told that there are surveys that are sent out to the customers, and that your supervisor reviews them. I haven't heard anything back about that.
Q. Okay. No problem. Moving to a lot of what you do, which is, essentially, training to be flight instructors. So, training CSIPs essentially.

About how long does that process take? How long does it take you to get a new hire, coming the door, into a position where they can be a forward facing part of the company, and work with new customers?
A. That's a question that we tend not to answer. Because we don't want to give somebody a timeline. But, it depends on their experience. I mean, we've seen -- so it depends on if they have Cirrus experience, number one. I've had someone come in with Cirrus experience that we got him a CSIP in as little as four days. Five days.

Q. About what's the average, though?
A. I haven't done a whole lot of them, but probably seven or eight days of instruction.
Q. So, what if a person is just not getting it? What do you do in that situation?
A. It depends. So, if it's a Cirrus employee, if it's a Cirrus employee, we will invest in the employee and give them more time.

The same thing with my training, you know, when I went to my CSIP, I didn't have very much Cirrus experience, and so it ended up being like, a period of time between when I was certified, certified, when I was given the okay by the company via advanced transition training to fly the Cirrus and my CSIP. So, I had a little bit of time to kind of get comfortable in the airplane.

But, it depends. A lot of the time, if you have somebody that is brand new to the Cirrus, you're going to go through transition training first, and then the CSIP.

Q. Um-hmm.
A. So, if it's an internal employee, you know, we'll fly with them some more. That's exactly what happened with myself.

If it's an external person, I mean, we'll continue to work with them. It's going to cost more money, of course. So, at that point it's up to the person. I think we generally quote external pilots, as we call it, about five days. And if they go over that, then, of course, we'll give them more training.

So, internally, if somebody doesn't meet the standards, then

we give them more training.
Q. Okay. So, has there ever -- in your experience -- has there ever been a point where we give them more training, it's still not sticking. Now what do you do?
A. No. The only instance would be with Chris. I trained him for two weeks down in Florida and he came back up to Knoxville, and I recommended additional training in Knoxville. I'm not sure what happened after that. How they went about it.
Q. So, is there at any point, does Cirrus kind of throw up the hands and go, okay, we can't work with this individual anymore?
A. I'm sure there's a point.
Q. But you have not experienced that?
A. No.
Q. Have you heard of others experiencing that?
A. No.
Q. With other flight instructors? Okay. Have you ever received pressure from the company, like, just get them through, just get them passed. You know, we need people, we have customers.
A. No.
Q. Okay. So, who tracks the -- again, I know there's quality control metrics in place, but -- and I know that you're at the Orlando facility.
I guess, who tracks how well new hires are doing through the training program and how long the process is taking?
A. I would -- I think their supervisor would do that. I'm not

sure.
Q. Okay. So, there's nowhere that you report your numbers up to some level higher than you for all of the people you're working with?
A. So, we have -- you may be familiar with Cirrus approach. It's an app that instructors use to you know, mark things as passed, missed and then write lesson notes.
Q. Okay.
A. So we can track progress using that.
Q. And so, if -- I know you take the notes in that system, but, if you are struggling with a new hire, is there anybody that you report that information to? Outside of the approach system?
A. Yeah. So, we have, we have meetings for thirty minutes every morning before we start. And, typically things like that would get brought up to my supervisor.
Q. Okay. In other words, what assurance do you have that when you're writing these notes in the Cirrus approach system that --
A. That somebody's looking at?
Q. -- that somebody's looking at it, exactly.
A. None.
Q. Okay. So you don't necessarily get feedback on what you've put in the system?
A. No. And I think that's -- that could be a point of improvement. I take fairly detailed notes. But, yeah, to kind of have feedback on that, we don't get that as instructors.

Q. Okay. One more question and then I'll let other people give it a go. What is your expectation for how a flight instructor should handle an individual who's not performing to standards, and/or demonstrating unsafe acts in the cockpit?
A. Can you say that question one more time?
Q. What is your expectation, or how would you handle it, let's put it that way. How would you handle a student who is simply just not progressing, not meeting qualifications, or, demonstrating unsafe acts?
A. So, I think there's two very different questions there.
Q. True.
A. So, unsafe acts is grounds for, number one, talking to the individual. I wouldn't want to escalate something past having a conversation with somebody. Depending on how that conversation goes, then, you know, I'd have contact with their supervisor.
So, that would be in reference to unsafe acts. If it was somebody not progressing quite as well, that would typically be brought up in what we call our daily lineup, or our morning meeting.
Q. Okay. I'm going to stop there. I do have more questions for you, but I'll let Todd have a moment.
BY MR. FOX:
Q. So, Sabrina comes from a role of not having any pilot experience, in her questioning and stuff. I have got some pilot experience, flight instructor experience, Part 141 flight school

experience, stuff like that, so. So that's where some of the same questions are going to be framed in more pilot-pilot kind of, conversation between you and me.

So, going back you said, just and correct me if I'm wrong, your onboarding began in January of 2022, this year?

A. Correct.

Q. Okay. And, you said that you had extensive or -- how much flight instruction given, did you have when you, like, presented a resume to Cirrus?

A. Close to 2000 hours.

Q. Okay. And, of that was 0.0 hours of a Cirrus; correct?

A. Yes.

Q. Okay. Now, you used a different term than we've heard up to this point with some other interviews. You've referred to yourself as factory direct flight instructor. Does that have a difference from factory instructor?

A. Yeah. So, factory -- yes. Factory direct instructors give private instrument commercial check ride endorsements.

Q. You had mentioned that so I was trying to make sure I got that distinction. So, that main distinction is that instead of you doing -- so a factory instruction denotation is somebody, maybe associated with Knoxville, or Duluth, or somebody who's doing only transition training --

A. Yeah.

Q. -- and training.

A. Exactly.
Q. But, a factory direct flight instructor is almost always not a Knoxville-based employee?
A. No. There are factory direct instructors here.
Q. Okay. Thanks. Again, it was just another title that we haven't run across.
A. Yeah. That's how it was told to me.
Q. Are you familiar with a senior flight instructor position?
A. Yes. Yep.
Q. Do you hold the senior flight instructor position, currently?
A. I do not.
Q. Okay. So, 2000 flight hours of instruction given -- it seems like you went through your onboarding, probably in the spring of 2022?
A. Early 2022. I had a customer in March.
Q. In March? Okay. Thank you for clarifying that. Do you know how many customers you've had? When I say customers, I'm talking about non-Cirrus related engagements.
A. Not off the top of my head.
Q. Would you say it's between 10 and 20?
A. Yes.
Q. Between 20 and 30?
A. Probably 10 and 20.
Q. 10 to 20.
A. Yeah.

Q. In three quarters of a year? Okay. And how many Cirrus onboarding individuals have you provided instruction to, since March?
A. Maybe 3 or 4?
Q. How many since Mr. Jensen?
A. Two?
Q. So half before Chris --
A. Likely.
Q. -- another 2 afterwards.
How did you get identified as a factory onboarding instructor? Was that something that you asked, or, is that something that you were asked to do?
A. It was, it was presented to me, and I said, yeah, I'll do it. I think because I had a lot of previous flight experience that that was something that they would allow me to do.
Q. Do you feel like you, personally, may have pressed faster in the corporate hierarchy to that level of onboarding instructor versus like, the normal process? Due to your past experience.
A. Yes.
Q. Okay. You were mentioning the standup meetings. And, we've been hearing that as a constant. 8:00 stand up meetings, or whatever it is down in Orlando.
A. Yep.
Q. Some of these next couple questions might be kind of like, obvious answers, but I just want to see --

A. Sure.
Q. -- if I'm not missing something. Are they with or without a customer, an outside employee present?
A. No customers.
Q. How about Cirrus employees? Like, for example, your onboarding. Would you have brought somebody like that, who is a Cirrus employee, to be part of the standup meeting in which that individual would have been a student? Woods or Jensen for example. Or --
A. So when I -- let me give you an example and that'll answer the question. When I was getting onboarded here, I was a part of those meetings.
Q. Okay. So, whoever did your onboarding training brought you to the meetings?
A. Yes.
Q. Did you bring Mr. Jensen to those meetings?
A. They're -- I was with Christopher two weeks. I don't think there was a meeting during that time.
Q. So the 8:00 morning briefings are not a regular schedule thing?
A. The morning meetings are. We don't routinely discuss safety related like, so -- I think the previous question was -- you know, is there, like, statistics being presented to people --
Q. No. The focus of my question would be the operational, every morning you go in an 8:00 meeting and we call those stand up

meetings.
A. Um-hmm.
Q. Where you're interfacing with a supervisor --
A. Um-hmm.
Q. -- about a student's progress, and that is where you're indicating, that's where you're getting a majority of your feedback and/or conflict resolution, where to go next or how to resolve something. Or where, if something else needs to be done, or switching flight instructors --
A. Sure.
Q. -- and stuff like that.
A. -- exactly what we talk about.
Q. Is that an 8:00 meeting in Orlando?
A. Uh-huh. Yes. It's a 7:30.
Q. 7:30. So, at your 7:30 meeting, it's -- which is a daily meeting, Monday through Friday?
A. Um-hmm. Exactly.
Q. Are those done with or without a customer present?
A. No customers. And it depends on, it depends on how the student is doing.

If it's internal -- at least what I typically do -- I don't remember if Chris was at our morning meetings or not. Typically, this is just my thinking -- if somebody isn't doing well and I'm looking for, you know, hey, this is what's happening, you know, is there, am I doing something wrong? You know, I'm looking for

advice as an instructor, I'm not going to have my student there, however, if everything is going fine, and the training is going well, then, it kind of brings them in a little bit -- I would say, into more of the team, to have somebody.

Q. Well, it was just the uniqueness of -- because you have employees, right? And this is an employee function that you do every day, yourself --

A. Correct.

Q. -- but you also, your customer, in that case, is an employee.

A. Yes.

Q. I was wondering if there was that dynamic where they're brought into this decision making process.

A. Sometimes they are.

Q. And you indicate that you, during your onboarding, were part of those meetings.

A. Correct.

Q. Okay. But you don't recall if Mr. Jensen would have been? In the two weeks that you were with him?

A. I'm pretty sure he was not in our morning meetings.

Q. I think that's enough.

DR. WOODS: Okay. Brannon?

BY MR. MAYER:

Q. Yeah. Just a couple of questions. Thank you for your time today. You gave us an insight into your experience as an instructor. Could you add to that how many students you've

soloed, how many students pilots now are private under your instruction prior to Cirrus?

A. Sure. So, I worked, again, for a collegiate program, Polk State College in central Florida. That was obviously, very different type of flight training than what we do here.

There we're training people to be commercial airline pilots and it goes rather quickly, because you know, each semester you get a new rating. I probably signed off 60 different check rides.

You asked about my experience, I was a professor at the school, at Polk State College in the aviation program, as well. I taught ground school for private and instrument. I was a stage check examiner. So, I'd give people the ability, under Part 141, to move to different stages as well.

Q. I think you may have mentioned your total time, but what is your total time in all aircraft and Cirrus aircraft?

A. Oh, that's a good question. I probably have 20 -- 2200 hours. I haven't totaled my logbook in a while. I probably should do that. Probably 2200 hours and maybe 300 to 400 in Cirrus.

Q. Okay. Thank you. 2200 hours total time? Because you mentioned that you had 2000 hours flight instruction given.

A. Yeah. So, I had close to 2000 hours of instruction given when I came here. And now, I haven't let's, let's -- I haven't flown airplanes very much without teaching people how to fly, other than my training.

Q. So, roughly through your commercial and then your flight instructor you had 200 hours of total flight time --

A. Correct. Correct. That is correct.

Q. I just wanted to clarify that.

A. Yep.

Q. I just didn't want you to misspeak and say that you actually had 5500 hours and 2000 of flight instruction.

A. I see. No. No. I progressed through my stuff. I was a CFI with less than 200 hours of total time.

Q. Thank you. That’s it. Thanks.

DR. WOODS: Okay.

BY DR. WOODS:

Q. We're going to move a bit to life as a flight instructor. And, you know, what happens in that role. So, and I know you do, you kind of, two groups of people, actually three groups of people for you, because you're teaching people with no aviation experience. That's one group. You have customers. So, people who have recently purchased an aircraft, who probably have flight experience, but maybe not in a Cirrus product. But, then you were also teaching new hires who are coming in to the company.

So, we're going to talk mostly about those last two categories. So, we've got the transition training for your customers --

A. Um-hmm. Internal.

Q. -- and then transition training for internal. In that

capacity, who do you feel is the PIC? In those roles?
A. Well, I would be.
Q. Why is that?
A. Because I have more experience in the Cirrus. So, in other words, the other person is acting as Pilot in command, but if something happens, I'm ultimately in control of the aircraft.
Q. At what point should you take control of the aircraft? Give me a scenario to which you would do that.
A. Somebody is -- so, I can't really say that, because if somebody's flying an unstable approach, I mean, I can tell them to correct it, right? I'm not going to take control there. I'm usually fairly hands-off. I usually let things happen. And, sometimes it's good as an instructor to see what happens when somebody messes something up, and can they recover from it. It's obviously not going to go into the realm of being unsafe. So, I would say I'd interject whenever safety of flight would become an issue.
Q. What are some examples of emergency action procedures that are taught during this transition training?
A. So, the main difference, obviously with Cirrus, is that we have a parachute. So, there's a lot of emphasis placed on that.
Q. Um-hmm.
A. So, you know, we talk about the different altitudes to pull the parachute, when can you, when, you know, when should you. I sure you're familiar with that. That's the major topic when it

come to transition training and emergency procedures.
Q. Okay. So then, what are those parameters in which the CAPS system should be deployed?
A. So, we, so, the easiest thing to discuss is between 600 and 2000 feet, right? So if you're between 600 and 2000 feet above the ground, then, if we have an engine failure, we pull the parachute immediately.
Q. Um-hmm.
A. If you're above 2000 feet, you troubleshoot the situation. If you can fix it, then, then, we land as soon as possible. If we can't fix it before we descend below 2000 feet AGL, we pull the parachute at that point.

The sticky situation is if you're between 0 and 600 feet AGL, the parachute has been demonstrated to deploy in vertically 561 feet. So, that's where the 600 foot rule comes from. But, we hesitate to call it a rule, because if there's no other survivable alternative, to pulling the parachute below 600 feet, then that's what we teach to do. So, for example, if flying over a forest at 500 feet because, you're crazy, and your engine fails, well, what? You're going to crash the airplane at 70 knots into the trees, or are you going to pull the parachute? Well, you pull the parachute in that case.
Q. Understood. Who should be making that decision, or, who makes that decision if you're working with somebody who's in transition training?

A. I make that decision.
Q. Okay.
A. And that is briefed as well.
Q. When?
A. Before we start training.
Q. Okay.
A. I'm not sure if everybody does that. But, somebody that's brand new to the airplane -- like, let's say we have engine roughness, right? And we're in the downwind and we're at 1000 feet, and the engine starts to run extremely rough for example, I don't want that person reaching up and pulling the parachute when I can glide the airplane to the runway and have a safer outcome. If that makes sense.
Q. Um-hmm.
A. Whereas, the person that's acting as pilot in command may not feel comfortable gliding the airplane in, let's say, a power off 180, for example. Whereas, as an instructor, I would feel comfortable doing that. So, that would be, in my opinion, the safer outcome of the two -- pulling parachute or gliding to the runway right there.
Q. And to reconfirm, this is because you're confident in your abilities to do so?
A. Yes.
Q. Okay. What is Cirrus' take on that same exact scenario? In other words, if we were to take pilot skill out of the equation

completely.

A. Cirrus says to pull the parachute in the event of an engine failure between 600 and 2000 feet. If there's a runway -- I've heard the phrase, no other survivable alternative below 600 feet. But there's a, you know, there could be maybe another term used, like, let's say you're between 600 and 2000, you know, if there's a better alternative than pulling the parachute, then, maybe do that.

DR. WOODS: I know Todd is itching to tack on to this line of conversation, so I'm going to go on and let you do that.

MR. FOX: That was just deal with it now.

DR. WOODS: Yep.

BY MR. FOX:

Q. This is just -- it's not trying to drill you down, it's just, we're asking multiple people, and we're looking for the responses that we're getting and we're looking for consistency or, or, just, you know, teachable ways of how this information is being communicated to staff at Cirrus, as well as customers and stuff like that, so.

Just kind of run through them real quick. The one thing that Sabrina did address; can you tell me the memory items, real quick, for a loss of engine power?

A. In the 22 Turbo or the 22?

Q. Let's just say SR22's.

A. Okay. SR22 engine failure and flight airspeed pitch or best

glide, fuel selector, switch tanks, mags both. Fuel pump on. Throttle, open, quarter inch and then mixture, rich is required.

Q. Thank you for that concise list of memory items.

So, let's just, real quick, go through a couple of scenarios. You've already answered some of these, but we'll just go through them again. You're at 8000 feet, VFR day, in cruise flight, and you have an engine failure. After you've done your memory items, which you just gave us, what is your next course of action?

A. So --

Q. You're at 8000 feet.

A. -- we're 8000 feet and we've run the memory items and the, the, engine has not started.

Q. Correct.

A. Okay. So, at that point, the memory item is either engine air start, CAPS deployment or emergency landing without engine power. So, that's what -- so that's the end of the memory item. And then it says, procedure complete, so now it's up to you to determine, okay, where, you know, what's going to happen here. So, if we're at 8000 feet, we recommend don't go down to 2000 feet just because we tell you, you know, once you get to 2000 feet to pull the parachute, we're descending at something like 1700 feet per minute, under the parachute. So, we want to give ourselves time to, you know, to be under the canopy and get things situated in the airplane. There's a whole list of procedures that we do after we pull the parachute.

So, if we're at 8000, we've run through everything. The engine doesn't start. We've fully exhausted everything that we can do, then there's two options. We land on a runway, or, we pull the parachute.

Q. So, same scenario. VFR day, cruise, 3500 feet. You're done with your memory items. You're done with your checklist items. Anything different between 8000 feet and 3500 feet, in your mind? When it comes to CAPS deployment?

A. So, if my engine failed at 3500 feet, I'm probably down to like, 3000 feet by the time I get all of the memory items done. And that's we're talking AGLs. Now I have 1000 feet between I have to pull the parachute, at 2000. I'm probably going to think to myself, is there anything else that I can do in this time. And then, if there's not, then I would pull above 2000 feet. But, in no case without my engine running, am I going to go below 2000 AGL.

Q. Without pulling CAPS?

A. Correct.

Q. Again, you might think the answer is completely obvious. You're at 1500 feet, VFR day, three miles from an airport and you have an engine failure.

A. Pull CAPS immediately.

Q. No memory items for engine in that scenario, or, no troubleshooting?

A. So, we, so Cirrus recommends between 600 and 2000, engine

failure, pull CAPS immediately. Personally, I'd probably look down and see, see what the deal is. Because, as an instructor, I know that I have, you know, I have 600 feet, 561 feet of altitude loss when I pull the chute. So, if I'm at 1500, right, number one, can I glide to the runway? Well, if I'm on a 3 degree glide path with an engine failure, I cannot glide to the runway, because I'd probably have flaps 50. So, my flaps are 50, I can't glide to the runway, so that's -- immediately I know that's out of the question. And so, now I look down, I look at my mixture. If I switch fuel tanks, that's not going to take effect as quickly as I need it to. So, I'm going to -- basically I'm going to look at the mixture, look at the power setting. Maybe look at the mags. I mean, maybe if somebody was reaching up there, but, I'm going to pull the parachute, quite quickly.

Q. But you would do your memory items first? Below 2000?

A. Like I said, I'd probably glance to see if everything is okay. And then, I'm not going to do the full memory item, no.

Q. Okay.

A. I might glance to see, you know, sometimes, sometimes like, your headset cord coming out of the center console, can get like, positioned around the mixture control. And if, maybe like, you reach in the backseat or something and your headset moves. Like, like the cord can -- I've never had it move the mixture control, but I've seen it like, right next to the mixture control. So that, you know, that might prompt me to just, you know, look, make

sure, yeah, the mixture is forward, and then I'd pull the parachute. If there's nothing blatantly obvious causing engine failure, I have to pull the parachute immediately.

Q. And then at or below 600 feet. VFR day.

A. At or below 600 feet, I'm not pulling the parachute. I'm going to put the airplane down the best I can.

Q. Similar question, returning base to final, you're below 600 feet AGL, you're in a normal traffic pattern situation.

A. The way that I normally fly a traffic pattern, I can glide, maybe not to the runway, maybe, depending on wind. I can definitely make the airport. I'm just going to glide the airplane to the airfield. Maybe land on the grass.

Q. In a takeoff phase, are there altitudes that a loss of engine power during the takeoff phase, are there any altitudes to come to mind for immediate action items? When it comes to the parachute.

A. Yeah. So --

Q. Take off.

A. -- so we brief before every take off. You know, engine failure on the runway. This is the procedure. An engine failure between 0 and 600, here's the procedure. 600 to 2000 and then so on.

Q. So, explain the procedure for a loss of engine power between the surface and 600 feet.

A. So, it's -- there's memory items for it. We land, but we land straight ahead, we don’t pull the parachute.

Q. All of the way up to 600 feet.
A. Correct. So that's memory items for engine failure after takeoff. So it's, it's mixture idle cut off. Fuel selector off. Mixture idle cutoff. Fuel selector off. Mags off. Flaps as required.
Q. Do you do any turns before 600 feet, AGL?
A. Typically turn at 400 feet. AGL. In other words, if you have the flight director on, it'll switch from takeoff mode to heading and flight level change at 400. So.
Q. Okay. Any circumstances that you would like to like, that you would use the CAPS deployment at takeoff, that would be below 600 feet?
A. If I was taking off and I'm below 600 feet, I mean, no. I'm going to land the airplane. I feel like that's more survivable. But it depends on what's in front -- like, if I -- so, pitch or best glide is the first step, right? Airspeed, best place to land. I'm looking and I just see trees, it depends on my altitude. I mean, if I'm at 400 feet, I would, depending on what I saw, I might consider pulling the parachute.
Q. Okay. I think that's enough.
DR. WOODS: Okay. Brannon, did you have anything?
MR. MAYER: Thank you for your time. Thanks.
DR. WOODS: Okay. So, moving on to kind of, what brought us here today, is of course, there was an accident that happened.
BY DR. WOODS:

Q. So, for the record, could you please confirm your relationship to Chris Jensen?
A. Chris Jensen was my student. I taught Chris during his onboarding in Cirrus.
Q. And, approximately how much time? I think you said before -- how much time did you spend with him?
A. Twenty-three point nine flight hours.
Q. Over?
A. Over nine and a half days.
Q. So, upon meeting him, what were your impressions of him as a person?
A. He seemed nice. He was a normal guy.
Q. You mentioned something much earlier about that you're involved in hiring? Was that an accurate statement?
A. Um-hmm.
Q. Were you involved in hiring Chris?
A. No.
Q. Okay. What were your impressions of him as a student?
A. He was -- it was very obvious that he had only flown light, general aviation aircraft. Not that the SR22 is a giant aircraft, right? But it's faster and it's got a govern prop. He worked at ATP flight school so he had a lot of experience in like, Piper Archers. Which, for example, cruise at like 90 to 100 knots, whereas, our airplane cruises at about 160 knots. And that was very apparent.

Q. Okay. So, start to finish, overall, how would you rate your time with him? How would you rate his performance compared to other students you've had? On a scale of average, below average, above average?
A. Below average.
Q. Okay. So let's talk about that a little bit. What were some of the things that you noted throughout your time with him, and his performance in the transition training?
A. He was, so, there's a few key things. He was very, what we call -- we refer to it as behind the airplane. So, he, his brain didn't, wasn't functioning as fast as the airplane was flying, I guess -- behind the airplane, and it seemed like, in the morning he was much better than -- in performance-wise -- than he was in the afternoon. I talked to him about that and he said it was a result, probably a result of like, staying in a hotel room and not getting like, adequate sleep. And so, some of our lessons were cut short due to just, we're not learning anything right now, so.
Q. So I'm going to pick apart that just a little bit. So, getting behind the aircraft, how did you work to resolve those concerns?
A. So we picked airports that were further apart. So, the Orlando area is very congested with the airports -- the amount of airports that are around. And so, what we ended up doing is going to airports that were further away, so that he can just get the sequence, get the -- I didn't want him to, to make it a habit of

skipping steps, and so I wanted to make a point of, we're going to do every step that is required and I'm going to make him do it. And, it was impossible to do that with airports that were very close together, just because he's not used to the speed of the airplane. So, number one, we focused on slowing the airplane down. We don't have to -- we can fly at 120, which is close to what he did, as well as picking airports that were further apart from each other.

Q. So you said something about making a habit of skipping steps. Was that happening before you chose to go to airports that were further away?

A. Oh, yeah. Yeah. Because, like I said earlier, he couldn't work, he couldn't work fast enough to get all of the steps done. You know, it's not like maybe he wasn't making a conscious decision not to do things, but -- he's doing the best that he could.

Q. Yeah.

A. So.

Q. Understood. So, at some point though, you're going to be in these airspaces, did you ever make it back to the more dynamic airspaces, such as Orlando?

A. We -- he progressed and, he progressed, you know, and we focused on, you know, using the autopilot to kind of take some of the workload away from him, so that he can focus on other things. One of the main issues with that was he had limited experience

with autopilots. So, I'm sure you've read the lesson notes, but, in the lesson notes there was a lot of issues with actually him operating the autopilot as well. So, it kind of was a double-edged sword, we need to use the autopilot to stay ahead of the airplane, but we don't really know how fully. So we worked on autopilot usage as well.

Q. So, the second half of that was, kind of, the fatigue you know, manifesting throughout the day, which happens to be a by-product of getting behind the aircraft and being --

A. Yes.

Q. -- task saturated. I guess, what was your plan for resolving that issue? Just simply not flying or, did you have -- what tools were you offering to help resolve that issue?

A. So I, I discussed it with him, when I could, because I wanted to get to the cause of you know, what is causing this, so that I can fix it, and when he told me that's it a hotel room, you know, I can't, I can't, I mean, I can't really fix that.

Q. Understood.

A. So, maybe, I don't know, subconsciously, maybe I sent him back up here to -- so that he's at home and he can train were he's a little more comfortable.

Q. Okay. Only because we're approaching an hour now, how are you feeling? Do you need a break at all?

A. I feel good.

Q. Okay. Just making sure, I wanted to check -- I saw you

stretching so I thought, oh, do you need to take a, take a lap?
A. No. I'm just more nervous than I thought I'd be.
MR. FOX: Is there something we can do to make you less nervous?
MR. CLAUSSEN: No, no. It's just -- I'm good.
MR. FOX: I can take off my tie if --
DR. WOODS: He just wants to take off his tie.
MR. CLAUSSEN: No, I'm good.
BY DR. WOODS:
Q. And, I have read your notes. We'll talk about that later, but, outstanding, by the way. So, you witnessed, you wrote about, you documented like, you witnessed Mr. Jensen getting a little bit behind the aircraft, or becoming task saturated. Did it ever degrade to the point where you felt you had to physically intervene? You had to take control of the aircraft?
A. Yes.
Q. Tell me about it.
A. So, there was a, there was a morning where we had a salesperson in Tampa, Tampa area, call it Tampa, and we went to an airport and we dropped off one of my coworkers that was sitting in the backseat. And, we drop him off, he goes picks up this airplane, he does his own thing. Chris and I get back into the airplane and -- this is an uncontrolled airport -- we taxi to the runway, we do our engine run up, and I wanted to, I wanted him to get his IFR clearance on the ground. So -- because I hadn't seen

him do that before. So he called and he got his clearance after he did his run up and one thing, when you're departing an uncontrolled airport is when you get a clearance, there's a, what we call a void time. So you have to be -- you know, you don't have to be but -- you should be in the air by some certain time. And, Chris felt rushed by that time, and I could sense that as the instructor. Because as soon as he got the clearance void time, he started to move faster. Maybe faster than what, you know, what he should've been, and definitely faster than he should have been moving because he forgot some things. He'd done all of the checklists, but, but there's this one final check that we do before we depart. And it's just like a -- I call it a sanity check -- just make sure everything's set correctly. And he didn't do that, and there was, there was some more things that he didn't -- we didn't have a transponder code in so we were still squawking VFR, we didn't input our flight plan into the computer. And so, we get going down the runway and normal take off. And I knew all of these things were incorrect, but again, I wanted to see what would happen when -- how's he going to deal with this? He got himself in this weird situation, how's he going to deal with it?

So, we, we, we're about -- it's a short runway, I think it's 2600 feet -- and he made a good decision to take off of a shorter runway to have a headwind on departure. That was a good decision. We get halfway down the runway, and he pulled the power to about

50 percent because he realized what he was looking at was the recirculation mode on our air conditioner. You can't use that during flight. You have to turn it off for fumes and everything like that, so. We're about halfway down the runway and he, and he goes, oh crap, I forgot to do this, so he pulled the power to about 50 percent and reached for recirculation mode. And immediately when he pulled the power back, I've got alarm bells going off and I'm like, oh crap, this is about to be really bad. I would've been fine if he pulled the power to idle and aborted the take off. But, he was indecisive between you know, am I going to stop or am I going to go? And so I took control of the airplane full power and got the airplane off the ground. In my opinion, or, in my quick decision-making at the time, that was the safest thing to do. Running out of runway. I was sure that we could take off, and wasn't sure that we could stop, so we took off.

Q. Was that the only time that something like that, or, that you felt you had to take control for safety of flight issues?

A. Yes. Immediately. There are other things as an instructor where maybe you'll provide helping you know, helping hints in advance a little bit. I'm not sure that this happened with Chris, but with other people, like, you know, somebody who's descending maybe underneath a class Bravo airspace and they're about to go into it, it's like, hey, you know, what airspace are we about to go under? Or something like that. Oh, yeah, let me speed up my

descent a little bit. You know, I'm not taking control, but I'm recommending something happen to ensure safety of flight.

Q. Interrupting.

A. Yeah.

Q. So, you did mention just a little while ago, about that kind of the stutter step in the decision-making process. Overall, how assertive was he as a pilot?

A. How assertive was Chris? I would say on a scale of -- and it could be just because of his experience at the time that I was with him -- between him flying the airplane and letting the airplane fly him, he was more towards the latter end of the spectrum.

Q. Okay. What was your confidence level? And I understand the timing, he's obviously in training for a reason. What was your confidence level in his ability to perceive and take control in an emergency situation if he had to?

A. Probably five out of ten.

Q. Okay. So that's your rating. So, let me back that question up just a little bit. Presumably, were there emergency action procedures that were taught during this time?

A. Yes.

Q. That's part of your lesson plan, right?

A. Um-hmm.

Q. So how well did he perform during those procedures?

A. I don't really remember.

Q. Okay. So, in your emergency action procedure, do you -- presumably you cover engine out scenarios?
A. Yes.
Q. Okay. So moving to -- I mean, the thing that makes Cirrus, Cirrus, is you have this CAPS system that's onboard. It is a safety tool that is there, you know, that should be used, or is highly recommended to be used in certain parameters and there's a compulsion to use in other parameters, such as in a spin scenario.
A. Sure.
Q. You're working to that, you're teaching that. I have gone through, of course, the training records that have been provided. In one set of remarks, there was some discussion about Chris and his performance in CAPS decision-making. Can you talk me through a little bit of that in working with Chris?
A. Can I read what I wrote?
Q. Sure. It's really tiny, or I can also, for this one, I can read it to you. It’s really tiny.
A. Yeah. Sure.
Q. It says, Chris performed all tasks well. Emphasis was placed on CAPS decision-making. He's new to Cirrus and used to gliding to landing on all engine failures. Chris exhibited good aeronautical decision-making, but some borderline CAPS scenarios could use improvement. For instance, the airport was well within glide, but he chose to pull CAPS instead. Great energy management on power.

And then it goes on to other things, and it says that you placed emphasis on aviate, navigate, communicate when he lost track of power settings.

Full disclosure, I'm bringing this up also because there is another, I think factory direct flight instructor who has also had some comments.

Do you read each other's notes, by the way?

A. We can.

Q. Okay. So there's another who had comments about decision-making and when to use the CAPS system. So that's why I'm just kind of asking. And you can look at it. Just recognize it's really, really tiny.

A. Sure. Yeah. So we have, we have, obviously a lot of emphasis as you said earlier, placed on CAPS. And it was apparent to me that, that, Chris had obviously -- when your engine fails in any other airplane, what do you do? You just glide it to where -- to the best spot to land.

Borderline CAPS scenarios could use improvement. So, I think this was, this was an instance where the aircraft was in a spot where -- we have a glide ring on our, on our map which will tell us how far we can go if we lose engine power and there's an airport within that ring. And, what it actually says is, when your airplane gets to 1000 feet AGL, what will the position of the aircraft be, counting for wind and so forth. And there was an airport within that ring and Chris said that he was going to pull

CAPS and, and, not because he made a conscious decision to, but because he didn't recognize that there was an airport. Like, in other words, he didn't actually look over there and see, you know, is there an airport within glide.

Q. Okay.

A. So I think that's what that comment was in reference to.

Q. Okay. So, as you work through these scenarios, and these emergency acts and procedures, did his decision making/reaction time get better, stay consistent, get worse?

A. I would say he improved as the training went on. This -- I don't know what lesson this was, it was maybe one of the beginning lessons that we did together. But, yeah, his decision making with CAPS improved as the training progressed. It was new to him, so.

Q. Absolutely, understood.

DR. WOODS: I'm going to pause there again, just in case Todd -- do you have any follow up questions in, regarding that?

MR. FOX: Some of the questions that I have developed to this point would probably be better at the end.

DR. WOODS: Okay. No problem.

MR. FOX: Brannon, do you have anything?

MR. MAYER: No. No further questions, thank you.

MR. FOX: I reserve the right.

DR. WOODS: Okay. He reserves alibis. Okay. That's fine.

BY DR. WOODS:

Q. So moving back to -- we're now reaching the end of our time

essentially, presumably. I'm, I'm -- so I know you said it was about nine days --

A. Okay. My time I spent with Chris.

Q. Yes. Yes. Yes. Yes. Yes. Yes. Sorry. And so, I guess, what role do you play in that decision that continue here, versus go to Knoxville and continue? Is that 100 percent your decision as his instructor, or, did you confer with somebody else?

A. No. It's not my decision. They, they typically -- I assume he was down here because they didn't have instructor availability up in Knoxville. And, you know, I recommended more training. He could've just as easily, you know, came back to Florida to complete, but he ended up going to Knoxville to finish.

Q. Okay. Okay.

A. That wasn't my call. Obviously it was my call to give him more -- he needs more training.

Q. Um-hmm.

A. But not my call in terms of where he went.

Q. Okay. Because it's, it looks like from what I read, your closeout is literally, based on his performance, I would recommend additional training to finish transition company training with an SR instructor before he flies corporate missions to build experience.

A. Um-hmm.

Q. Does that sound familiar?

A. Yeah.

Q. Okay. So, I guess, overall, what do you feel your role is at that point? Like, what is your job, what do you owe Chris Jensen at that point? Or, what do you owe Cirrus at that point?
A. After I recommend additional training?
Q. Just -- yes. Yes.
A. So, after I recommended additional training, it's my job to, well, it's his supervisor's job to verify that, you know, that he gets it completed.
Q. Um-hmm.
A. I mean, if they -- so whoever makes the decision on where he goes, I mean, if he comes back to me, you know, I'd obviously give him more training.
Q. When is good, good enough?
A. Why I fly in the backseat with somebody.
Q. Good answer. And I'm not trying to stump you at all, I'm just trying to liken back to the conversation earlier where we talked about like, you write these amazing notes, but you don't really have any assurance that anybody is reading them or taking them to account. Presumably, they are. I'm not, I'm not, I don't want you to all of the sudden be suss on that process.
A. Yeah. Yeah.
Q. I'm just saying like, but, you don't know. Because that feedback doesn't really come back to you, right? And so that's what all I'm trying to figure out is --
A. Yeah, I --

Q. -- at what point do you feel like my job is done. Now it's got to go on to the next step.
A. I guess when we're, I guess when we reach the, the end of our scheduled time together. So, he was scheduled until I think Friday. I think, I think, my coworker worked with him -- flew him back up to his, you know, his place here in Tennessee.
Q. Um-hmm.
A. So, yeah. I mean, we were scheduled until, until -- I mean, of course, you know, again, if he would've been put on my schedule, I would've you know, trained him an additional week or whatever.
Q. Okay. So, is it safe to say because you did say like, when I would be comfortable flying in the back seat. Is it safe to say that -- it just didn't happen during your time with Chris, while he was at the Orlando facility?
A. Correct. Yes. That's correct.
Q. Okay.
A. So, yeah, after the training was done, I communicated with my supervisor -- hey, Chris needs additional training. And then I'm sure he coordinated that. He obviously did, so.
Q. Okay.
A. He got more training.
Q. Okay. And then, one question that I have, which is not related to your experience and your time with Chris, but related to something that you had said earlier is, in your experiences

with a student, have you ever had one inadvertently pull the fuel mixture control knob to cut off through like, accidental bumping, or a piece of equipment, or anything of that sort?

A. No.

Q. Have you ever heard of that happening?

A. Uh-huh.

Q. Okay.

A. No. In reference to my comment earlier with the, with the headset wire, I've seen a headset wire sitting next to it.

Q. Uh-hmm. Okay.

A. And I'm like, you know, that could be bad.

Q. Understood.

MR. FOX: So, thank you, Sabrina.

BY MR. FOX:

Q. Just to close out your finishing time with Chris. You mentioned that he had flown with another flight instructor, and I believe Sabrina has the lessons for that. Was there a conscious decision to change instructors in the middle or completion? Or, you know, like, before you completed whatever 9 days or 10 days of allotted training that he had down in Orlando. Was there one of those stand up meetings, or a discussion with the supervisor saying, this isn't going well. Can we get another instructor down here in Orlando to do some training with him? Was that a decision that was made because of Mr. Jensen's development, or lack of development going through the program? Or, was it a scheduling

issue that he was with another instructor?
A. He was, he was put with another instructor. To clarify it -- Chris was based in Knoxville and he was out of his, he was -- at Cirrus we like to keep people home with their family if we can. And so, because there was instructor availability here in Knoxville, during that next week, that's why the instructor switch happened. During the first period -- speaking off of that assumption -- I assume that there wasn't an instructor available in Knoxville and that's why he was in Florida.

The decision to bring him back up here to Knoxville to a different instructor would have been because it's more convenient for him.

Q. I guess, let me rephrase the question a different way. Was there another Orlando instructor that flew with Chris while he was in Orlando?
A. Due to -- I think it was my schedule. Chris flew up to Nashville, not Knoxville, but Nashville. He flew Orlando to Nashville with my co-worker from Orlando, Jesus. And, from what I assume, or what I gather from that flight, it was just a flight in a straight line to take him home, and then Jesus came back.
Q. Okay. So it wasn't part of his transition training, or --
A. He, he may have gotten some amount of instruction from Jesus.
Q. Okay. But there was no conscious decision to change instructors in Orlando during the 9 or 10 days that he was scheduled?

A. Correct. So, I was with Chris, if my memory serves me correctly, from Monday through Friday on week one. And then, Monday through Friday on week two. And then, Friday afternoon, Jesus flew him back to Nashville.

Q. Okay. Thank you for clarifying that for us. Because we have records that are, you know, we need to assign appropriateness to.

A. Um-hmm.

Q. You talked about how you feel like your job is completed when you're willing to sit in the backseat of the airplane. And, it's a reiteration, I know you already answered the question. Where did you feel Chris was when you were done? Would you allow him to solo?

A. I wouldn't allow anybody to solo an airplane if I -- if I'm not willing to sit in the back and risk my life, I'm not going to risk somebody else's life.

Q. Okay. That's fair. I just wanted to -- And, you had the 9 days, and I think I was right until his -- I didn't realize that you would have that off the top of your head. But, you said you flew 23.9 hours with him during --

A. Yeah. That's what I had --

Q. -- okay. I just, I was running a fast one, because I wasn't ready to have that level of detail.

Do you feel that you can get a student pilot to solo within 23.9 hours?

A. The average person -- it depends on the airplane -- but

likely, in a Cirrus I'd be pushing it. I routinely soloed people with less time than that in Piper Cadets. In a Cirrus, that'd be probably -- I've never soloed anybody in a Cirrus. My student that I've had that is not a private pilot, hasn't made it to the solo phase yet. He's only been with us for a few lessons. But anyways, I've soloed people with less than 24 hours.

Q. But not --

A. In a Cirrus. I would say in a Cirrus, 24 hours is probably, 20 - 25 hours as average.

Q. In a Cirrus?

A. To solo. I don't know. I would say, you know, if I was giving somebody instruction and if it's an average person, could probably get it done in 20, 25 hours.

Q. Okay. That's why I'm just getting a range. So, you can take somebody from the street with zero hours of flight instruction given to this individual, to solo in roughly 25 hours?

A. Um-hmm.

Q. You haven't done it yet in a Cirrus, fully acknowledging that, but, you feel that how the program's set up a normal achievement --

A. Sure.

Q. -- would be around 25 hours. And so, Mr. Jensen, who has a flight instructor rating and commercial pilot's license and --

A. Um-hmm.

Q. -- presumably a couple of hundred hours at least. You don't

feel would be safe to solo an airplane after your 9 days with him and 23.9 hours?
A. Correct.
Q. Okay. I just want to make sure. Okay. More friendly kind of conversation -- so, I get the sense from your Part 141 experience is those 2000 hours --
A. Yes.
Q. -- of flight instruction given, how would you compare the course structure to a Part 141 school with your syllabus? How would you compare that to what is being delivered by Cirrus to the customers?
A. Good question. So --
Q. Like, compare and contrast.
A. Yeah.
Q. Not good or bad, just compare and contrast.
A. So, you want to talk about transition training?
Q. Yeah. So --
A. Transition training syllabus?
Q. So, let's do like, customer facing transition training --
A. Yeah.
Q. -- for a customer VFR transition, you know. Compare and contrast like, your experiences from like a Part 141 structure --
A. Um-hmm.
Q. -- to what is being delivered here at Cirrus.
A. So, the Part 141 structure that I was a part of was,

standardized. And I would say the same for the Cirrus training structure. You know, everybody -- there's a clearly outlined syllabus. We put -- let's, let's -- I'll refer to it as this, let's say advanced transition training and company training are two different syllabi that we have here at Cirrus that are, that we can call them two different stages of training.

We got you know, stage one, which is advanced transition training, learning how to fly the airplane.

And then stage two, is company training where, now you know how to fly the airplane, but now here's the Cirrus company procedures.

They're more often than not combined when we do the training here at Cirrus. Whereas, in a Part 141 environment, you can't move on to stage two without completing stage one.

Q. Okay. That's a good compare and contrast so I thank you for identifying that.

How would you rate the quality control measures that are placed on a Part 141 school? You referred to yourself earlier, that you did check airman -- so, explain to me how your check airman duties differed from your flight instructor duties in a Part 141 school.

A. So, as, as a flight instructor you have two very different roles. As a flight instructor you are trying to bring somebody to standards. And as the check instructor, you're ensuring that they've met those standards before they move on to the next stage.

You don't want somebody to get ahead of themselves before they've fully grasped something.

Q. Now compare and contrast that experience as a Part 141. What the quality control with those gates of, I have an instructor that goes up to a check airman flight and then we start another set of series of question, you know, not questions, lessons.

A. Yeah.

Q. So, compare and contrast how that to, what is occurring at Cirrus.

A. So, in the, again, it's my job title, I don't have very much experience in the actual job title that I have, which is actually taking people through a private pilot curriculum.

But, my understanding is when somebody goes through the private pilot we have those same stage checks for you know, like a private pilot rating or instrument rating, for example. We have stage check examiners. Or, for example, somebody has an instructor and then before they move on, they go to a different instructor to evaluate their progress throughout the course. And, that is -- I'm thinking back to my training -- during a company check or during transition training, there is no gatekeeper, it's just the CFI.

Q. Yep. That's the answer I was you know, trying to drill down to.

So, a compare and contrast would be that there would be a level of stage check, or, you have completed the transition

training being done by somebody other than the pilot giving instruction in your 141 background. But at Cirrus, a transition training is being completed solely by the instructor that was assigned to the customer.

A. Correct.

Q. There is no external --

A. There's no like, check ride.

Q. -- stop check.

A. Yeah.

Q. Or control check or stage check.

A. Right. And that is the case with everything except with, with the -- that is not the case with CSIP training and with private pilot instrument rating training. So, at the end of a CSIP there is a check.

Q. And when we use the word CSIP, are we talking about external customers, or internal?

A. I'm sorry --

Q. External customers or --

A. When I use the word CSIP, I mean anybody who is -- it could be internal or external. Anybody that is obtaining a CSIP certification, they go through 9 lessons of instruction. And less than 10 is an examination.

Q. And that is done by a different individual than who could --

A. Correct.

Q. -- the instruction. Would that be typically be a supervisor?

A. No. So it's typically with somebody with more experience in an SR.
Q. Okay. But it would be like a contemporary of yourself, it would be one of the other senior flight instructors or, or --
A. Correct.
Q. -- company flight instructors?
A. Yeah. The company gives somebody the title of senior instructor. I don't really know what qualifications that gives them. But, I do know that the more experienced instructors are able to do CSIP checks. There's no like, job title difference.
Q. Okay.
A. Between that person and somebody that just started.
Q. All right. Some of the housekeeping things of the administrative roles that you have to have as a an employee with Cirrus. You talked about doing the after action reports, mission reports --
A. Um-hmm.
Q. -- lesson reports, stuff like that. Dr. Woods indicated that you have phenomenal amount of content that you were putting into your lesson remarks. Do you believe that that is something that you were trained to do by Cirrus? Or is that something that you feel you brought from your outside experience to Cirrus?
A. Neither. I was not trained by Cirrus to do that. In my outside experience, I mean, I guess previous experience -- I would've liked to have written lesson notes in previous jobs that

I had, but it wasn't something that we did.

It's just, to me it makes sense to be as descriptive as you can and the reason being you know, when we hand off students from instructor to instructor here, you know, best case scenario, we brief instructor to instructor before that person goes and flies. But, if not, at least they have details that they can go back and reference you know, how's this person doing, what are they struggling with, before they actually go fly together.

Q. Can you explain to us the record keeping for each flight lesson and what, what is the expectation for their completion? Is it after every flight, before you walk into de-brief? Is it after you de-brief? Is it at the end of the week? Is it at the end of the training module?

A. There's a lot of different things that we have to do after we fly. Number one, we keep the times from the airplane. We've got the you know, the flight times. That, we put into an app called Flightdocs. That's to be done basically before your butt leaves the seat. So, before we get out of the aircraft.

And then, during the de-brief is when we're going to fill out those, you know, those lesson notes. I share them with the customer. If the customer can't see the notes that we give, it's not the easiest, most intuitive thing for them to go in and click and actually view it. So, before I submit it, I'll show them the lesson notes and say, this is what I wrote about you. This is what worked good, this is what's good. This is what we're working

on as part of the de-brief. That -- those lesson notes, as you've seen, include the flight times, the approaches that you did. An expectation is that that's done after every flight.

Q. Okay. Are there any after action things that you have to do at the end of a week, or at the end of a, like a completion of a training block of days, like 3 to 5 days, or 9 days or something like that?

A. No. Weekly duties just involve like, calling each person like, before you work with them 2 weeks in advance. That kind of stuff like that.

Q. Okay. Is there a distinction between the word mission report versus using the portal? Can you explain that to me please?

A. Yeah. Yeah, sure. So the mission report is used for billing purposes. The portal is used for learning purposes.

Q. And would the mission report be something that is not done after each flight?

A. Correct. Correct. Yeah, the mission report -- I omitted that -- it's done at the end of the week.

Q. Thank you.

A. Forgot about it, sorry.

Q. No. That's fine. Just trying to --

A. Yep.

Q. We talked a little bit about -- in conclusion -- we talked about where you thought Mr. Jensen was after your 9 days, 23.9 hours.

I believe, I was writing a note, but I believe you were trying to characterize how well he was able to recognize an emergency situation. Or, deal with an emergency situation. At the completion of your time with him, how would you characterize his ability to recognize emergency situations in the Cirrus SR22?
A. I think recognition of an emergency would -- I guess it seems like a weird question because, I mean, in an emergency there's going to be signs. I mean, you're going to get a CAS message, typically. Or, you know, the engine starts running rough. So, to recognize an emergency, I mean, I feel like he would recognize an emergency that's happening.
Q. Okay. Let me put it in a different way. Like, a kind of practice in multi-engine training would be to distract a student with some other task while you institute a loss of radio communication or something like that. Do you do that level of misdirection to see if you know, a student is scanning instruments on a routine scan?
A. Yeah. I routinely --
Q. Can you give me an example either something that you may done with Chris, or any Cirrus facing --
A. I don't know if I did this with Chris. A lot of the time I -- depending on which side of the airplane that I'm sitting on -- if I'm with a, if I'm teaching an instructor, obviously they're in the right seat or vice versa. I'll get them to look out of the window that they're closest to for traffic that I saw,

and then reach over and turn off alternator two. The good thing about it is it takes about 15 seconds for anything to actually register. And so, by the time that they look back inside, I say, oh, maybe I just saw something, and we're just sitting there. And then it happens and you get a CAS message and literally, it all happens -- nothing happens with Alt two fails, so that tests -- okay, how are they going to react to a CAS message? Because to them, this is real.

Now, somebody that knows about it, they might say ALT two, they look at the switch, oh, it's off, you just flip the switch. But some people might, they may go a different route. So, I want to see, are they going for the checklist? Are they looking at a circuit breaker? That kind of stuff. So, distracting, creating a scenario, not an emergency scenario, but something that would warrant pulling out a checklist.

Q. Okay. Go ahead.

MR. MAYER: Sabrina, thank you. Todd, thank you. Micah?

MR. FOX: Micah.

MR. MAYER: Micah. Sorry about that. Thank you for your time. No question.

BY DR. WOODS: So, I guess, to conclude for me -- sorry my screen just went dark -- based on his attitudes at the time, you finish your time with Chris.

Based on his attitude at this time and his level of progression, how confident were you that, yeah, he totally going

to get there some day?
A. I think at the end of our training, he -- in my mind he definitely, you know, he could've got to you know, where he needed to be. At the conclusion of our training, I wouldn't have put my family in the airplane with him. But, in terms of you know, is he going to get there one day, yeah, I didn't see any reason why he couldn't do the job.
Q. And about how long would you think it would take to "get there?"
Like, if you're -- can you give me a ballpark? Like, he needs about another x amount hours at this, and he's got it. Or, you can categorize it in hours or days, however you see fit.
A. Yeah. It's hard to -- it's kind of a judgment call. It's hard to remember exactly how I felt.
Q. Yeah.
A. Obviously, I can recall that I felt that he wasn't there. The issue that I'm having is his progression was slow. His progression throughout the training was slow.
I think out of most instructors I hold a pretty high standard. And so that kind of plays into it as well. In terms of you know, what's acceptable, don't remember, I mean, I can't really say.
Q. Okay. That's fine. And again --
A. It's the kind of judgment call that you know, takes some intuition that you build up over a certain -- over, doing it for a

while --

Q. Yeah.

A. -- and it's been a while.

Q. Yeah. And again, I don't is a perfectly acceptable answer. Or, I'm not certain, that's fine.

A. Yeah.

Q. So, with that, I think no alibis gentlemen?

MR. FOX: Yep.

BY DR. WOODS:

Q. So this is the last -- the hardest question I have for you, it seems to stump everybody -- I'm sure at some point recently you were told, when we asked to talk to you, and this, and you've had some time to think about why that might be.

Is there anything that we didn't ask you that you thought for sure, they're going to ask me this, and I need to be ready?

A. No. No. In other words, like, do I have any more things that could help?

I don't really. I guess in summary, his training was probably -- it happened more slowly than average. And, yeah, I feel like, you know given, given the circumstances, we did the best that we could. I did the best that I could, I can say that.

Q. Understood. Thank you. Are there any questions that you have for us?

A. Not right now. I don't think so.

DR. WOODS: All right then, well, I'm going to go on and stop

the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Micah Claussen
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Angela Allen
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: RILEY DOMSCHKE, Vision Jet Instructor Pilot Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
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National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

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Cirrus Aviation

BRAD BROWN, Attorney
(On behalf of Mr. Domschke)

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I N T E R V I E W

DR. WOODS: We are recording.

So, Riley, thank you for taking time out of your schedule to come chat with us. We really appreciate it. As Todd mentioned before, I'm Dr. Sabrina Woods. I'm from the National Transportation Safety Board. We're here investigating the September 1st SR22 crash that happened in Texas.

The Board has been congressionally charged with determining probable cause. That's why we're here. Part of my function with that as a human performance investigator is that I'm assessing kind of that man-to-man interface, man and machine interface, and then man and environment. And by environment I don't just mean, like, the trees and the nature outside. I do mean the organizational environment. So that's part of the reason why you are here.

With me is Todd Fox. He is the Investigator-in-Charge for this. So this is his show, and I am a consultant for him. And then your party coordinator, the party coordinator for Cirrus is Brandon Mayer.

Have you had a chance to meet?

MR. MAYER: We have not.

DR. WOODS: Okay. Well, there you go.

So as a -- we'll get to formal titles in a minute, but as a flight instructor, yeah, at Cirrus, and as a person who has had contact with Chris Jensen, who is a part of this accident

investigation, you have a wealth of information. We're trying to link data points. We're trying to gather information. We can't do that without all of you, right. So we, we do this for a living. This is routine for us. But we fully recognize and appreciate that it is not routine for you; and that, again, this is something out of the ordinary that you're being taken out of, and it might not always be the most comfortable.

During the question and answer session, if there is something that you, you just don't have an answer or you don't know the answer to, I don't know is a perfectly acceptable answer. Don't think that just because you're in here you're, like, oh, I have to come with something to say. You don't. Just say I don't know of I'm not certain. That's fine. And we'll move along. If you don't understand the questions, please seek clarification. We want to make sure that you understand. And I'm going to do the same. If I don't understand your answer or if I need a little more information I'll ask you.

If you need a break at any time, please don't hesitate to ask. We're in the post-lunch slump. You might need a bio break. You might to just go take a moment and walk outside. Just ask. No problems. And we'll afford you that opportunity. I'm also going to do my best to check in with you from time-to-time to make sure you're still doing okay.

This interview is being recorded. That's to ensure that what you have to say is documented exactly. It alleviates things like

my short-term memory, and from having to take notes and being a distraction to the process.

The recording will be sent to a transcriber. The transcription is what goes in the docket. Do you understand that?

MR. DOMSCHKE: Yes.

DR. WOODS: Okay. Do you have any questions about that?

MR. DOMSCHKE: No.

DR. WOODS: Okay. So in this process we always afford you the opportunity to have somebody there to support you; somebody who is just there for Riley. That can be anybody of your choosing, a friend, a loved one, supervisor, or a lawyer. So in this interview today do you have somebody that you would like to serve as your person?

MR. DOMSCHKE: I do. Mr. Brad, right -- Brad.

DR. WOODS: Okay. So for Brad being that you are a legal counsel, this is an investigative interview; not a legal deposition. Please note that at any time the interviewee, that's Riley, can ask you to step outside, and seek your counsel. That's fine. But as a reminder, please refrain from asking or answering any questions on his behalf. Also remember that you represent Riley's interest and not that of Cirrus.

So for the record, if you would please state and spell your name.

MR. BROWN: Brad Brown. B-r-a-d B-r-o-w-n.

DR. WOODS: Thank you for that.

And, Riley, please for the record would you state and spell your name.

MR. DOMSCHKE: Riley Domschke, R-i-l-e-y D-o-m-s-c-h-k-e.

DR. WOODS: And is it okay if I call you Riley --

MR. DOMSCHKE: Yeah.

DR. WOODS: -- or do you go by something else?

MR. DOMSCHKE: Riley's fine.

DR. WOODS: Okay, perfect.

INTERVIEW OF RILEY DOMSCHKE

BY DR. WOODS:

Q. First let's start with what is that formal title? What is your position here at Cirrus?

A. So I am a Vision Jet instructor pilot here at Cirrus.

Q. Okay. And how long have you worked for Cirrus?

A. I've worked for Cirrus for two years coming in January.

Q. Okay. Do you have about a ballpark month when you were hired then?

A. January.

Q. Okay. And how long have you held this specific position?

A. The Vision Jet pilot has been since July. So four months.

Q. Okay. So what did you do for Cirrus before that?

A. Before that I was a factory direct instructor.

Q. Okay. Is that the only other position you've held at Cirrus?

A. And I was before that one I was the Flying Club instructor.

Q. Oh, okay.

A. Worked my up -- worked my way up --
Q. Excellent. Understood. So, I guess, worked for Cirrus for a couple years now. Would you say you're pretty familiar with the processes and the ins and outs of the company?
A. Yes.
Q. Okay. So let's say one of your buddies comes up to you on the street, and says, hey, man, you know what I've been thinking about that Cirrus company. I want to know a little bit about what's it like to work for them. What would you have to say? What would you tell that person?
A. Yeah. So Cirrus is a really good company. It's -- a lot of people like to say that it's family, you know, like, you're a family member. A lot of people like to say I like a lot of jobs, but it actually is true here. People care who you are. They know who you are which is fairly nice. You're not just a number. It's also in the flying world a really, really good place to gain experience, and to be able to do awesome things. So, I mean, overall, it's a really, really good company with people that care about you, and just a company that really lets you be a pilot, and really learn and grow as a pilot.
Q. Okay. So you talked about kind of the differences from other places out there. Where did you work before you came to Cirrus?
A. So I worked at Western Michigan University --
Q. Okay.
A. -- as a flight instructor there, and that was more just

-- I mean, it was a school.
Q. Okay.
A. This is more of an actual interaction with customers. It's just -- it's not I show up and do a lesson and leave, I guess.
Q. Understood. How much SR time did you have or, I guess, how much Cirrus products time did you have before you came?
A. I had about, I think I had about 200 and some odd hours give or take.
Q. Flying --
A. Flying SRs.
Q. Okay. All variations?
A. It was, it was --
(Crosstalk)
Q. -- 20, 22, 20?
A. It was all 20, SR-20.
Q. Okay. And did you have any Vision experience before --
A. I did not.
Q. -- coming to Cirrus? Okay. So that was all in-house?
A. Yep.
Q. So is it safe to say when you came over you had a little bit of 20 experiences. Did you have to go, presumably, through transition training to get 22 and 22T time?
A. Yeah. So I came in with a decent amount of 20 time, but I did need -- I did do transition training for the 22 and 22 turbo, and pretty much just even, even 20s because it's a different

variation of the 20 than what I was flying.
Q. Okay. So I guess can you give me a high level overview of what that process was like in getting you up-to-speed in order to be a instructor here for Cirrus?
A. Yeah. So typically for -- the way that it worked for me is I had one week or so of just transition training where they just try to get you comfortable in the airplane. That's just flying around, doing maneuvers, doing landings, all that stuff on top of also doing ground work. So learning how the systems work on the airplane, and just being able to be comfortable with that airplane, and the airplanes that you're going to be flying. And then the week after that, I believe, I went up to go do a bunch of ferries. So ferry flying just getting a lot of time in the airplanes, and actually taking them somewhere versus just going from Knoxville to Knoxville. So doing a bunch of cross-country flying. And that typically that's the end of the transition. And I think I needed a little bit more time with the ferries. I just didn't feel comfortable doing them on my own. So they sent me off with another instructor to just do another ferry on the way down, and I was comfortable after that point.
Q. How much time would you say that the ferry portion of your training took?
A. About a week and a half.
Q. Okay.
A. A week and a half of ferries.

Q. And when you said you weren't comfortable necessarily, how was that received? Were -- how did Cirrus react of you asking for more time?
A. Yeah. So my boss was fine with that. I said, hey, you know, I'm flying multi-million dollar airplanes down here, and I want -- there's a lot of procedures that go with it, and I want to make sure I'm doing it right. And so I just felt that I just needed a little bit more time to make sure I was doing everything correctly. And he was, like, yeah, that's fine. So he just set me up with another instructor. No big deal for them.
Q. Okay. And so presumably after that then you transferred into the CSIP program?
A. Yep. So, yeah. So once I was done with all the, all the transition training stuff, which included the check at the end of that to verify that, yeah, he's up to the standards, then we went to the CSIP section. Then that took, I think, that one too about a week and a half or so again just based off of scheduling and timing and weather.
Q. Okay. And for the most part despite the cross-countries, of course, did all of that training take place here at the Knoxville facility?
A. Yes.
Q. Okay.
A. All of it other than the ferries like you were saying.
Q. Okay. So, I guess, overall how would you rate that training

program start to finish?
A. If I had to rate it on a 10, I'd say an 8 or a 9.
Q. Okay. So what was the best parts of the program?
A. Being able to be a real pilot. I was really -- with my old job at Western Michigan was really sheltered, but that's just because we're flying a lot of airplanes, a lot of people, and so it's just very regulated, and there were a lot of rules you had to follow and (indiscernible) and all that. But this really allowed me to kind of really use my skills that I've been training for. So I would say the ferries, for sure, being able to go out, and really be a, really be a pilot.
Q. Okay. So if you had to suggest an improvement to the training program, what would that be?
A. That would be having more documentation with kind of like how to do certain things. Like what's the procedure for picking up an airplane in Duluth? Where do you go if you have issues with fuel? Or, hey, I'm missing this one type of logbook. I need -- who to go talk to. Kind of, like, maybe here are some hotels to stay at when you're up there. Because they do send you up there on your own once you're kind of done with everything, and -- or at least when you're all done with all the CSIP and transition training. So it can be a little bit difficult when you're doing it on your own. I remember calling a couple of people saying, hey, am I doing this right? So I would just say just having more kind of, kind of how to documents of this is a good way, here are some

suggestions, stuff like that.
Q. Have you been able to make that suggestion?
A. Yeah. Yes, I have. And I think I've started working on a little bit for myself, I guess, trying to work through to make a how-to, but, yeah.
Q. Who does that suggestion go to?
A. Go to my supervisor.
Q. Okay. And that's your -- I'm assuming the supervisor you had then is not the same one now?
A. It is.
Q. Okay. Who is that?
A. Christopher Johnson.
Q. Okay. So how do you feel overall that the training program prepared you for handling these aircraft?
A. I think it did an adequate job. It definitely helps that we try to get into as many different environments as we can throughout the training. And so I, I just, I feel that it prepares you very, very well for the real world at least when it comes to flying the airplane.
Q. Okay. So how do you feel the training program prepared you to instruct in this aircraft?
A. I would -- it, it prepared me well.
Q. Okay.
A. But I also think that comes with the instructor, and who your instructor is as well. I had a fairly, I had a, I had a fairly

veteran instructor here at Cirrus that kind of took me through the process, and so he was able to teach me a little bit more of the kind of the little minor details like how to write up an airplane if it's broken the correct way. The little things that kind of end up mattering at the end.

Q. Okay. But I think it taught me well, and I was well prepared to teach in the airplane right after that.

A. Okay.

Q. So can you give me a high level overview of what you do now?

A. Yeah. So what I do now is I take customers that are looking and seeking to get type rating in the Visions yet, and I take them through the ground school and all the simulator training up until the check ride. I do not do the check rides here, but I take them up to that point. Then I also do recurrent trainings for all the type rated pilots already, and any other corporate missions or maintenance flights or anything like that. But my primary role is to give type ratings or to teach for customers to get their type ratings.

Q. So when you say customers, is that internal and external to Cirrus?

A. I can.

Q. Okay.

A. I can do internal and external. I have yet to do an internal.

Q. Oh, okay.

A. It's only ever been just customers at this point so external.
Q. Okay. So if you have to -- or, I guess, describe for me the safety culture here at Cirrus.
A. Yeah. So the safety culture at Cirrus is pretty good. However, as I have -- throughout my year and a half almost two years of being here, I've seen that decline slightly. Yeah. Continue on. I know the forecast. I know the questions sort of. So what I've noticed in the decline is missing of very little things like forgetting to take covers off airplanes before we start up or kind of pushing to the side the fact that an airplane has a broken part on it, and even though you're not going to use that part during your fight still fly with that broken part back here to Knoxville to get it fixed here. Even though certain things may tell us not to fly with that part broken or that we're not really allowed to fly with that part broken, but if the airplane stays wherever it is it's going to take extra time, and the airplane is going to be grounded for awhile, much more than just flying it back here and getting it fixed. And then also just the fact that we had a lot of airplanes coming down, brand new from up north that are having to go straight into maintenance. Now, a lot of it is cosmetics, but that doesn't mean that there aren't things that are mechanical that, you know, you have a bad alternator or a light goes out or something like that, that we're, that we're experiencing right now. So it's nothing major, but it is just all the little minor things that are kind of popping up

here and there that I think we're just kind of losing the attention to the detail. Whereas when I first started here there was very much. You caught everything. Everything was perfect. And it was -- I just, I didn't really see anything that was wrong at that point.

Q. Okay. Do you think possibly -- when you come into a new organization you're excited to be there, and you've fought hard to be there. There's a certain honeymoon period --

A. Of course.

Q. -- right?

A. Yeah.

Q. Where everything is glamorous and shiny and --

A. Um-hmm.

Q. -- it -- is it at all possible that during that high excitement time, and also where you're working towards other goals, is it possible that these things were always there, and maybe you just weren't able to observe them as much, or the fact that it wasn't there, and, no, it's definitely a slight decline over time?

A. It was not there.

Q. Okay.

A. When I was there. And, again, I have to praise my veteran instructor that was there that was kind of pointing out certain things to me that were wrong, and things that weren't wrong. But it definitely has decreased since I've been here.

Q. So we're going to talk a little bit about why that might be using your example. So the first examples covers aren't being taken off or maybe the aircraft isn't being buttoned up at the end of the day like it should be. Why do you suppose that is?
A. I mean, it could be multiple different factors. I would say one of them is just lack of experience. I would say lack of experience, potentially rushing a little bit because we are pretty tight on airplanes right now where it's one guy's out, another one's in, another guy's out, another guy's in. So that could be a factor. And just customer experience, making sure that the customer is taken care of. So your focus is kind of divided sometimes when it comes to that.
Q. And for your second example that you offered which was maybe minor maintenance write-up not being addressed wherever the aircraft is and, instead, bring it to the home base essentially. What do you think drives that decision?
A. Customers. And what I mean by that is just getting the customer home. It's a bigger pain to try to figure out how to get the airplane and the customer back here and everyone happy. And mission based I guess also is trying to complete that mission any way that we can, I guess, is the best way to put it.
Q. So to clarify these are the customers' aircraft we're talking about?
A. Potentially.
Q. Okay.

A. It could be customer aircraft. It could also be our corporate airplanes as well. But, again, we use that -- those corporate airplanes for customers as well.
Q. Okay. What's the turnover rate like here?
A. That's a hard one. This job tends to also be a kind of like end of my career retirement job for a lot of people. So we do have a lot of instructors that this is their last and final job in their aviation career. But we do also have some that will stay for about a year or so, and then move on to corporate flying or the airlines or something like that. So it really is hard to, hard to give you an exact number. I'd say anywhere from a year to maybe two, and then you -- again, you have a bunch of outliers who just stick around for years.
Q. So, I guess, is it safe to say that you've seen some people come and go --
A. Um-hmm.
Q. -- as a result of maybe that desire for other goals?
A. Yes. Yes.
Q. Okay. And you can't give me a ballpark figure of about how many people a year or?
A. I can't.
Q. Okay. No worries. So, I guess, going back to the safety culture at Cirrus, if there ever was like a profound concern you had or an issue that you had, what would be the process for channeling that up?

A. Yeah. So that would be going straight to my supervisor --
Q. Okay.
A. -- about the issue. And if they're not available, then you just work your way up the chain, the next person. And the good, the good thing about kind of that reporting process is if my supervisor is not available, I can call any of the other supervisors and, hopefully, one of them answers. But if not, I can go all the way up to the top if I really needed to.
Q. And is that well received?
A. Yeah.
Q. Okay.
A. Yeah.
Q. Is it encouraged?
A. Yes.
Q. What's the actual physical format for doing that? Is it an e-mail or a phone call or is there something a little more anonymous in place?
A. It also depends on the severity of the issue. Typically it's just a phone call or a text, but we could also send an e-mail. But if -- more often than not I'm impatient and want to fix something right then and there or get an answer right then and there. So I will typically just give a phone call.
Q. Okay. Do you know where that information goes? Like who, who does the buck stop with?
A. I don't.

Q. Okay. That's fine. Where do you think you fit into the safety culture here at Cirrus?
A. Front lines of it.
Q. Okay.
A. Because we are flying the airplanes every day, and we're typically the ones that are going to find something that is wrong or out of place or out of order. So we're typically the first contact with whatever the issue is.
Q. How often do you all get together to talk about, like, safety issues or process management or anything like that?
A. Well, so we have -- once a year we have one-day safety stand-down throughout the entire company. It is mandatory for all the pilots. But it kind of -- it comes up every now and then if there are issues that are popping up, like, people forgetting to take covers off. Typically the next -- we have a meeting every Monday that we will talk about these things, and if something more urgent they'll just send out an e-mail to everybody.
Q. So how often do you get to review, or do you review, accidents or incident data involving Cirrus aircraft?
A. Not very often. It's more so what's released to us by our supervisors.
Q. Okay.
A. I mean there's the Internet too that you can use. So kind of whenever there's one catches my eye then I'll kind of look into it. But through the company it's just whatever Cirrus kind of

shares with us.
Q. And about how often does that happen?
A. Not very, thankfully, I guess, you could look at it that way. Not very often.
Q. Okay. I do have a lot more questions, but I'm going to give Todd a chance to interject, and Brannon if they --
MR. FOX: Thank you.
BY MR. FOX:
Q. And I'll be brief (indiscernible). I know there's more detail that we want to get into. What position did you hold at Western Michigan University?
A. I was a, just a flight instructor.
Q. Did you ever achieve, like, assistant chief or --
A. No.
Q. -- check?
A. No.
Q. So you were just staff?
A. Just normal flight instructor.
Q. And what was your total time just as an estimate when you applied to come to Cirrus?
A. About 400 hours total time, 400, 450 hours total time.
Q. And how much of that would have been instructing, instruction giving?
A. About 200.
Q. So that was the 200 in the SR20?

A. Yeah, give or take.
Q. Okay.
A. Again, I'd have to look at -- if we wanted specific --
Q. No, I just -- so roughly half a year experience --
A. Is with instructing.
(Crosstalk)
A. Yeah.
Q. -- before you came?
A. Yes.
Q. And where are you right now in your, in your total time?
A. 1400.
Q. 1400. And you have the ATP obviously?
A. I have a restricted.
Q. Is it age based?
A. And the -- I don't, I don't hold an ATP, but I can get the restricted ATP because of the University. It was a 141 program, I guess, if that answers the question.
Q. Why is your ATP privileges restricted?
A. Well, yes, age.
Q. Sorry.
A. Yes, you're right.
Q. Okay. That's all I -- when you were a instructor at the Western Michigan University is that a Part 1 -- 141 school?
A. Yes.
Q. Can you just briefly just compare and contrast. You, early

in the discussion you were saying that you felt like you were restricted --

A. Um-hmm.

Q. -- as a flight instructor but more as a pilot --

A. Yep.

Q. -- when you were employed as a flight instructor at the Western Michigan University, and that you enjoyed that, you know, more freedom, and the ability to act as you said as a pilot or --

A. Um-hmm.

Q. -- do my pilot duties, things I actually trained to do.

A. Yep.

Q. Can you compare and contrast the differences between Western Michigan University's Part 141 program --

A. Yeah.

Q. -- versus, like, the training elements at Cirrus?

A. Yeah.

Q. Not, not the business --

A. For sure.

Q. -- referring to.

A. Yes. So one of the big takeaways was Western Michigan would not let you fly if the clouds were below 1,000 feet, if you, if you have a ceiling below 1,000. So versus here where we -- our minimums are pretty much the published minimums.

Q. Okay.

A. So actually flying into an IFR airport, actually taking off out of an IFR airport, couldn't do that at Western Michigan. We could fly IFR but, again, we needed that 1,000 foot minimum. Flying around weather. Getting real world weather experience wasn't really able to do that at Western, but I was -- I am able to do that here. Also icing experience. We had clean wing SR20s at Western Michigan. So can't fly -- they're not VT approved. So you couldn't fly in ice. But we can do that here if the airplane has VT. So getting that real world experience. And then just flying -- again you're kind of -- it's a flight school, right, so you're kind of limited to how far you can go flight-wise. So maybe an hour and a half was as far as I could really go at Western Michigan. Whereas here I can go anywhere from here all the way to either side -- I mean, I can go international if I want. Just much longer flights. Much different environments at least when it comes to training. So it's really all experience based. What experience can you get? That really differs between the two, and I can get a lot more experience, real world experience here than I could at Western Michigan.

Q. So those are the differences between those flying opportunities?

A. Yeah.

Q. But as for the training environment.

A. Okay.

Q. And, again, compare and contrast.

A. Correct. Correct. Western Michigan was very -- they had -- it was 141, right? So they had syllabuses with lessons, and each one of those lessons had to be completed and graded, and they had to be passed with a certain grade. Whereas here we have similar. We do have, we do have a training program, and we do have lesson plans and all that stuff that we go through for training. But at Western Michigan if you didn't pass a lesson, you'd have to stop and redo that lesson. Whereas here we can kind of progress through, but just make sure that if I missed on a landing or whatever that very next lesson I would have to go -- whatever that tasks that I had failed on that would theoretically fail the lesson just gets moved to that next lesson. So it just kind of builds, and builds, and builds. So there's -- and we do have the discretion here to also kind of say, okay, we're going to move on or we're going to stop at this lesson. Whereas Western Michigan it was you pass or you don't. It was a very fine line. Does that answer the question?

Q. It does.

A. Okay.

Q. What about quality control assurances at your previous employer? You were unable to complete a syllabi without having it go through a check ride.

A. Correct.

Q. That check ride was done by someone other than yourself?

A. Yes.

Q. Compare or contract Western Michigan's 141 experience to what is done here in --

A. Yeah. So I would say that's identical. At Western Michigan you'd have -- at the end of your syllabus, right, you would have to take a stage check with typically either the chief pilot or one of the -- I forget the actual term for them, but one of the supervisor pilots, lead flight instructors, before -- and they would give you the green light if you wanted to go do a check ride or whatever. They would give -- they -- you would have to go through them before you can get to the check ride. Same type of deal here. At the end of the syllabus they have to go and take a stage check with somebody else. It could be your supervisor or it could just be another instructor as well. Before we either say you're done with your, with -- you've passed your course. If you passed it with that other person or, like, for factory direct or something, cool, now you can go take a check ride.

Q. So just to make sure I didn't confuse you.

A. Yeah.

Q. So when you were referring to the Cirrus plans, and your having to go with a different individual --

A. Yeah.

Q. -- manager, supervisor, or another pilot, is that for internal onboard training or is that with the external customer facing transition?

A. So that's going to be with -- that's the internal. That's

going to be for internal. However, if you are part of the factory direct program, so it's the private pilot instrument teaching that we also do for customers, they also have to go through a stage check as well. But typical transition training that we do here with normal customers there is no last stage check or anything like that.

Q. So what I'm hearing is the factory direct training where you're actually going for a certificate --

A. Um-hmm.

Q. -- there is a separate gate that --

A. Yes.

Q. -- you go through with --

A. Yeah.

Q. -- a different instructor. I'm hearing that onboarding Cirrus employee instructors going through different elements they also have a --

A. Correct.

Q. -- separate go, no go with a different flight instructor --

A. Correct.

Q. -- for this training. However, in the customer facing operations transition training, advance, not advance, VFR, IFR, all those are, are done by the assigned --

A. Instructor.

Q. -- instructor?

A. Yeah.

Q. Of course that knowing that you are Vision Jet instructor, obviously, the Part 142 --

(Crosstalk)

A. Exactly.

Q. -- role has -- that's one example.

A. Um-hmm.

Q. So I'll leave it at that.

MR. FOX: That is all I have at this time.

DR. WOODS: Brannon, do you have anything?

MR. MAYER: I have no questions.

BY DR. WOODS:

Q. Okay. So for, for a Cirrus flight instructor, who is responsible for the quality control metrics that are in place for those individuals?

A. I would say your supervisor, but it also kind of falls back on us the instructors as well; making sure that we're all doing the right thing, and filling out the right paperwork and all that. But typically that will then siphon up to your instructor or your -- I'm sorry -- your supervisor, who will let you know if you screwed up.

Q. So that's actually a good question. How is that formally documented your performance?

A. Every year we have kind of an end of the year review where we get the opportunity as an employee to kind of self-reflect, and see how we, how we think we've done and all that. And then --

throughout the course of that year. And then the supervisor also will come in, read your comments how you think that you've performed, and give their own feedback on your performance. So that's done, I believe, by every Cirrus employee every year.

Q. Okay. So I --

A. Outside of that there really isn't any.

Q. Pivoting a bit again to flight instructor who is -- so somebody who is coming in, new hires coming in to become a flight instructor essentially. So on average how about -- about how long would you say that somebody with no previous years experience, about how long does it take that individual to work through the program?

A. About a month or two.

Q. Okay. And that is --

A. One to two months. That's from zero time to now you're, you're good to go. You've been blessed. You can go work with customers.

Q. Perfect. Okay. So about a month or two. What about -- so same question but like yourself had a little bit of SR experience coming in the door.

A. Um-hmm.

Q. Same amount of time? Less time?

A. Took me about a month.

Q. Okay. Would you say that's average, above average, or below average?

A. I would say about average is about a month.
Q. Okay. So --
A. Ideally.
Q. Tell me a little bit now -- we're back on the other side again. You're a flight instructor working with a new hire trying to get them through the program. How far in advance do you know that you have somebody that's been assigned to you typically?
A. It depends. It really does depend on our operations because things do change quite frequently.
Q. Okay. Has it ever been like less than an hour notice?
A. Sometimes. Like if somebody's sick or whatever where you're just filling in. But if we're -- they want -- say, hey, you're going to be with this guy for the rest of the week at, at that hour point. Typically those, those longer than just you fill in for a day or a couple days to a couple weeks.
Q. Okay. So you are assigned a new person. What's the first thing you do to prepare?
A. I look at the notes on the assignment to see if there's anything that I can see or that applies. Sometimes there's notes in there. Sometimes just says, hey, you're going to fly with this person, and that's all we get. And are we talking internal or just customer-wise?
Q. This is -- so this is internal.
A. This is internal --
Q. You were training a new hire.

A. Yeah. Typically after that I'll go ad talk to the supervisor, see who this person is, try to see if I remembered them from when they came to visit for their interview process, or if I was in their interview or whatever. But other than that it's typically the first day that they show up for more training is typically the first contact that we have with the customer. Or, sorry, with the employee.
Q. Okay. And so how is that person's progress tracked?
A. That's going to be on our, on our LMS.
Q. Okay. And so who is making those annotations?
A. Me, the instructor.
Q. Who is looking at those annotations?
A. Supervisor and me.
Q. Okay. So let's say you've been working for a person for awhile. You said -- let's just do the transition portion. About how long is that out of that one to two months?
A. It should take about a week or two.
Q. Okay. So you're at the end of two weeks. You've been working with an individual, and it's just not clicking. There's still some work to be done there. What's the process for that?
A. I would go and talk to my supervisor, and voice my concerns, and typically we agree that, hey, they need more time. Whether that means we keep them here in Knoxville if we have the availability, or now that we have multiple different campuses we can send them to somewhere else to go get extra training with

another instructor that may be more open and be able to train them.

Q. Does that happen around here?

A. It does.

Q. How often would you say?

A. It is more common than not just because of how busy we are here. A lot of our instructors here tend to be pretty booked up already with just customers.

Q. Okay. So, again, now, 2, 3, 4 weeks has passed. The person's still just not developing. Is there ever a time where you've seen Cirrus just kind of throws up their hands, and says I can't work with this individual anymore; it's not working?

A. I have not.

Q. Okay. So essentially the take is keep working until they get there?

A. Yes.

Q. Okay.

A. As far as I know.

Q. Okay.

A. I don't know if there is a limit.

Q. Understood. Yeah. And have you ever had -- have you ever spent more time than you thought was warranted trying to work with somebody to that point?

A. Yes.

Q. You have?

A. Yep.
Q. How long? Out of curiosity.
A. Couple days or it's, it's very hit or miss when that stuff kind of comes up where they do need more time. That is kind of when you fall back to the, hey, you're going to be the -- you're free this day. So you're going to be with him. And then the other -- another instructor is free that day. So he's going to take over at that point; versus having a dedicated instructor. Typically it's very hit or miss. That's also why we do tend to send them elsewhere to another instructor at a different campus that has the time to be their instructor, and only their instructor for, like, a week or however long it takes.
Q. Okay. So you said you would talk to your supervisor, and if -- work through that --
A. Yep.
Q. -- maybe enlist some other tools that you have at your disposal such as going to work with another instructor or going somewhere else. How -- does the further development of the individual does that information ever get back to you?
A. Potentially. More so what we do is we'll -- I'll call the instructor that they're going to be going to work with, and let them know what, kind of what's up. But I don't typically get a call back to see how they did.
Q. Okay. So when they leave your care, your -- what is the assumption on your part?

A. I'm done with them unless I get assigned to work with them again. Again, I'm more than available if people do need more kind of feedback on how they were working, or how -- what it was like when I was working with them. But that's typically all that there is.

Q. Okay. Pivoting again to now. We're talking about external. So lot of the same similar questions except that now you're -- for lack of a better way of putting it, you're talking about a paying customer. What quality control measures are in place for new customer progression?

A. Yeah. So same as for internal. The supervisor is the one that really makes sure that everything is going the say it should be. But then again it also falls back on us the instructor to make sure we're doing everything the proper way.

Q. So what happens if that new customer simply -- in the time that you were afforded isn't meeting progression, isn't, isn't getting there?

A. Yeah. So that's -- that is when you escalate it up the food chain, actually going, same thing. Talk to the -- talk to your supervisor and try to come up with a game plan of how to either get them extra time or when to schedule them to come back to finish whatever they, whatever they were struggling with, what I've yet to see -- and, again, same thing. We keep working and working until you either make it. Typically it's the customer's decision to stop if they come back for X amount of extra days,

they're just kind of, like, this isn't for me.
Q. Okay. So I have noted, and I don't -- I'm not particular about the Vision Jet side, but I know on the SR side the -- in this delivery phase the customer comes here, takes her seat in the aircraft, and then they get about three days of instruction. That's kind of built into the system here. So, I guess, that's more of what I'm talking about. Like, you're at the end of your three days. Maybe afford them a fourth because they have the time, and you guys have the time. But at some point, like, that, that complementary --
A. Yeah, runs out.
Q. -- it runs out.
A. Yeah.
Q. So then what? What do you do?
A. Typically if a customer is struggling at the end of those three days we tell the customer what our opinions are on their skills. And more often than not, or I would say almost always, we try to set them up with another instructor closer to where they, where they live at home. That way we can say at least, hey, like, here's, here's tools that you should use. But there is, again, nothing that mandates that they have to go and fly extra with that local instructor. And typically it's always the CSIP that we're trying to recommend.
Q. So then how do they get that aircraft home?
A. So a lot of -- I mean, there technically is nothing that

prevents if they are a rated pilot and are current there is nothing preventing them from taking the airplane and leaving. But we do strongly encourage us to accompany them home or if a customer is requesting that we accompany them home because they're not comfortable and they want to play it safe, then we, we can do that for them as well. Again, more often than not the customer is -- the customer says, yeah, I'll take you, Mr. Instructor Man back home with me to help me get the airplane home.

Q. Okay. So in either externally or internally you're working with a person in transition training, who is the PIC in that scenario?

A. It would be the flight instructor.

Q. Okay. So I'm talking about you.

A. Yeah.

Q. Your experiences. So you're saying you are the -- as the flight instructor are the PIC?

A. If training is being conducted, I'm the pilot-in-command.

Q. Why?

A. It's my job as the instructor to make sure everything is done properly and safely and legally, I guess, in that airplane as training is being conducted.

Q. Okay. So what is -- at what point would you or should you intervene?

A. Again, I guess, well, obviously, if there's something dangerous that's going to occur, if something illegal is going to

occur, I would intervene right then and there. Other times in the training world sometimes people learn better by mistakes. So if it's not going to endanger or break any law of any kind, typically sometimes you'll let the student kind of screw up, and then you talk about it afterwards, and hopefully they don't do it again. But, yeah, again really it comes down to is there a danger or is it illegal? And if it's not, then it's just kind of situational based, and based, I guess, off the customer and what's their learning style.

Q. Have you ever been in that position where you had to intervene?

A. No. But I have given recommendations or pretty much told them, hey, let's go this way instead of that way. So, I guess, it depends on what level of intervening you mean. Where I'm taking over actually flying the airplane, I have not.

Q. Okay.

A. I've never let it get to that point, I guess.

Q. Can you give us some examples of the -- of emergency action procedures that are taught during this transition training?

A. Yeah. So we do engine failures. So simulated engine failures. We'll do -- we will go over engine fires in the simulator. CAPS deployments in the simulator. So mid-air collisions, stuff like -- simulated loss of control, stuff like that. Other than that, I think that's really it when it comes to at least emergencies, but yeah.

Q. Is that internal and external?
A. Yes, internal and external, yes.
Q. So does emergency action procedure training differ at all when you get to the CSIP training?
A. No. But the only, I -- the only thing that would change is we want them to be able to, obviously, teach those emergency procedures to somebody. If anything that's the only thing that changes, but what we do, and how we do it does not change.
Q. Okay. What are the memory items for a loss of engine power situation?
A. Now it has been awhile since I've flown the SR. I believe, well, I don't know. I'm just going to say that I don't know.
Q. Okay. You touched on CAPS deployment. There's a simulator for that. And I know, obviously, that's the Cirrus standard, right? That --
A. Yep.
Q. -- is the selling feature with Cirrus products. Under what circumstances and parameters should the CAPS system be deployed?
A. So that's going to be any loss of engine power above 600 feet. If you're -- and it, obviously, the altitude depends on your aircraft. For an SR20 it's going to be anything above 500 feet. And the 22s and the turbos are going to be anything above 600 feet. But anything above that altitude, if you lose engine power up to about 2,000 feet AGL, you're going to pull CAPS immediately. No questions asked. And anything above that,

obviously, we're going to troubleshoot, try to fix the problem. But if we deem it the safest option to pull CAPS then we're just going to pull it. And same thing -- and when it comes down to it, we pretty much just tell people, look, if you're out of options, just pull it because it's your best chance. But we, we push strongly anything from 600 feet to 2,000 you're pulling no matter what.

Q. So not to nitpick your pronouns, but you kind of used we interchangeably there. So one time you were in the scenario, and you're like we're going to pull CAPS. And then the other time it's obviously from the Cirrus point of view, we instruct this and that. So back to the first we. You say we're going to pull it. But in that scenario where you're the flight instructor, and you -- either internal new hire or you're dealing with a customer who is in that left seat next to you, who is making that decision?

A. Me. Me as the flight instructor I'm making that decision. Ideally, we'd both reach for the handle at the same time.

Q. So, I guess, when are you having these conversations? Like does -- how do you know that the other person knows that?

A. We do a CAPS briefing as we call it. But we typically are doing that at the end of our run-up. So once all of our flight checks have been done before we, before we take off into the air where we're, we're doing a CAPS briefing where we're discussing what we're going to do, and how we're going to do it, and when.

Q. Okay.

DR. WOODS: With that I'm going to stop there again because Todd has some questions.

BY MR. FOX:

Q. So after doing a couple of these interviews, we realized it was a more efficient way to get through the CAPS information. So, so I'll --

A. Practice makes perfect.

Q. -- a few scenarios.

A. Yeah.

Q. Some of these have already been asked and answered. So just, I'm just rearranging the variables. Your VFR day, cross-country, 8,000 feet. You have a loss of engine power. Can you, again, maybe just try to think of some memory items that you --

A. Yeah.

Q. -- would -- from your prior general --

A. Yeah.

Q. -- experience? I know that you -- hit pause and say I don't want to give you the wrong answer --

(Crosstalk)

A. Correct, yes.

Q. -- but why don't you give us the most correct answer --

A. Sure.

Q. -- that you could provide us for loss of engine power, and then also your actions after memory items.

A. Sure, yeah. So memory items are -- first you're going to

pitch for best glide which is 120. And then you're going to be turning towards the best landing spot, whether it's an airport, field, some area that you determine to be safe to try to put the airplane down. Then you're going to go through your memory items of mixture is going to be rich. Power is going to be full forward. Boost pump is going to be on. You're going to switch your fuel tanks, and alternate -- your -- airs. You're going to make sure you're going to pull your alternate air out. So you're going to activate the alternate air, and then you're going to make sure that your mags, your mags are on both.

Q. Okay. (Indiscernible) your memory items you come from 8,000 to 7,000. VFR day still. What is your next actions?

A. We're continuing to assess the situation determining if that field that we're going for is still the best field so to try to land on. And now we're trying -- we're running the air start checklist which would be something that I would pull up on a checklist.

Q. Engine's still not running. Now you're approaching 2,000.

A. Yep. And we're going to, we're going to be pulling CAPS.

Q. Okay. Different scenario. VFR day. You're just monitoring an ILS into an airport. You're out of marker inbound, roughly 1,000 feet, ATL, runway in sight, maybe about a mile and a half away engine failure.

A. We're going to pull CAPS.

Q. And the reason for your immediate CAPS deployment is based on

what?
A. You're within that window of 600 to 2,000 above the ground.
Q. Okay. You're in the traffic pattern, and you're turning from base to final, you hear stall warning horn.
A. Pitching, pitching the nose down full power, and turn -- getting out of that turn, and trying to get air speed, and climb away from the situation.
Q. Let's say that the student or the customer is doing that recovery, and -- you went from your left bank turn traffic pattern, the stall warning is going off. Does the students attempting to recover from the (indiscernible) stall potential, and the aircraft suddenly rotates to the right, and pitches nose down.
A. That might be pulling CAPS.
Q. And the reason for that would be?
A. You're starting to get into a spin.
Q. And so you would utilize the CAPS deployment below 600 feet?
A. If that was my only option, yes. And more often than not, if you're below 600 feet at that point that is your only option.
Q. Okay. Your troubleshooting of an engine would you say that that ceases at 2,000 feet?
A. I typically say -- or I do say 2,000 feet is a hard deck. So if I'm working the problem from 8,000 all the way to 2,000, and there's no -- I'm not going to make a runway, or even to be honest even if there is a runway, I'm probably still pulling -- I am

pulling CAPS at that 2,000-foot hard deck coming down.
Q. Do you believe that in all instances between 600 and 2,000 feet an engine failure would result in a CAPS deployment if you were the flight instructor?
A. The only time I would say that that differs is if you got a 13,000-foot strip in front of you, and you have plenty of runway to put that back down. If there's no runway, we're pulling CAPS.
Q. And when you refer to a runway you talking about a prepared runway surface?
A. Yes.
Q. So a flat open field?
A. I'm still pulling caps if it's a, if it's a field. It has to be a hard surfaced runway.
Q. Okay. Let's flip it around.
A. Okay.
Q. What is your takeoff briefing that you do after your engine run-up that you were referring to regarding CAPS?
A. Yeah. So can I use Knoxville as an example?
Q. Sure.
A. Yeah. So typically we're going to round up the fuel elevation to about 1,000. It's like 900 and something feet. So we're going to say anything from 1,000 up to 1600 -- or sorry. Anything happens from, anything happens before rotation we're just going to stop on the runway. Pull the power idle brake, stop on the runway. Anything happens from the ground up to 600 feet, so

1600 MSL we're landing straight ahead. We're putting -- we're nosing over, landing on available runway. Anything from 1600 feet up to 3,000 feet -- 2,000 feet, which is 3,000 MSL, we're pulling CAPS, no questions asked. And above, that above 3,000 MSL, we're troubleshooting, coming back to the airport, if possible, hard deck of 3,000 if we can't get whatever the problem is fixed then we're pulling CAPS.

Q. Take yourself away from your familiarity with Knoxville. Put yourself at a uncontrolled air field in middle Indiana.

A. Yep.

Q. Let's do the same briefing.

A. Same thing. Anything happens before rotation you're going pull the power to idle and brake and stop on the runway. Anything happens from the ground up to 600 feet you're nosing over, landing on the available runway. Anything from 600 feet up to 2,000 feet we are pulling CAPS regardless right away. Anything above 2,000, again troubleshooting trying to fix the problem coming back to the airport, having a hard deck of 2,000 though if we can't fix that problem pulling CAPS.

Q. Are there any circumstances that you can think of that you would deploy CAPS below 600 feet on the takeoff phase?

A. If there is no -- if there are not -- if there aren't any good landing spots in front of you. So an open field or runway really. But, again, I would say preferably a runway is when I would say you're not going to pull CAPS below that. But if it is

your last option, you're going to pull it. If I'm taking off out of Chicago or something, and there's nothing but houses, I'm pulling it regardless.

Q. Okay. Thank you.

MR. FOX: That's all I --

Brannon.

MR. MAYER: No questions. Thank you.

BY DR. WOODS:

Q. Okay. So moving a little bit more to your direct experiences with Chris Jensen. For the record, what was your relationship with Chris?

A. I was just -- he was just a co-worker to me. We didn't -- he was, he was just a co-worker.

Q. Were you involved in is training at all?

A. I did his first week of onboarding training.

Q. And what was here in Knoxville, correct?

A. That was here in Knoxville, yes.

Q. I guess what were your impressions, your first impressions of him just as a person?

A. Chris seemed like a nice guy. He wanted to learn, and he was eager to try to learn. He was a little odd in the sense that whenever we would take a break of some kind during our training together he would disappear. Don't really know where he would go, but he would just kind of disappear. Turn around, and it was just like a magician. He was just gone. But other than that, that was

the only kind of -- or abnormal -- what -- the verbiage, whatever. That was like the only abnormal thing that I really noted about him. Other than that just a normal guy.

Q. How did he approach -- as far as, like, attitudes and behaviors, how did he approach training?

A. He was ready to learn. He was excited for it. He was tired a lot of the time as he was also moving down to Knoxville at the same time, and trying to move into the same place or into a new place as we were training as well. But other than that, he was ready and eager to learn, and go through the training.

Q. Okay. What were your impressions of him as -- in the time that you had him as a student?

A. Yeah. Again, a student that wanted to learn. Someone that was actually taking my advice, and trying to learn from it. Told him he was doing something wrong, and how he was doing it wrong, he'd fix it the very next time, which was nice. But other than that just a student that was, I guess, a good student that wanted to learn.

Q. You said you were with him about a week?

A. I was with him for a week, yes.

Q. And this is the very first stages of his transition training?

A. Um-hmm.

Q. Okay.

A. Yeah.

Q. So I guess overall in that week how would -- like, on the, on

the scale, average scale, how would you rate his performance as an average, below average, above average?
A. I would say, I, I would say average. There was nothing that really stood out. I would say average.
Q. Okay. So you knew -- presumably you knew that Mr. Jensen came in with zero experience in --
A. Yes.
Q. -- SR. So I guess comparing him to other new hires with zero experience, again, average, below average?
A. If it came to flying the airplane, below average.
Q. Okay. Why the rating? Tell me a little bit about your experiences flying with Mr. Jensen?
A. Well, we only had two flights together. We did do one other flight after everything, all of his company stuff was done. But during the training, he needed, he needed correction and teaching of how to do certain things in the Cirrus, like how to set up for different maneuvers and all of that. But other than that, he was, he was safe, and flew the airplane the best he could, I guess.
Q. Only because it's fresh in your memory now you just said so you have the two in the early days, and then you had one afterwards. That one afterwards was after CSIP training as well or
--
A. Yes.
Q. -- just after transition training?

A. That was after everything.
Q. Okay. So, I guess, if you had to -- what was the difference, like, between, I guess, day one -- after?
A. Day one he had a lot of questions as he should. He's new, right. And he was not confident in the airplane, and that versus the last flight that we did together he was confident in the airplane. I didn't really have to -- and it wasn't a training flight either, but it was just I, as an instructor I'm just watching, but there was nothing that I saw that he did wrong. It was to standards, and he flew the airplane safely back to Knoxville.
Q. Okay. So I do have his training records here, and I do have the write-ups which were very helpful. So in that two flights you did express, as you should, you noted how things were progressing. You did note, like, some concerns that, hey, you want to work on this, that and the other. But I want to focus on particular two different aspects of the write-ups.
A. Sure.
Q. And one was Chris' ability to handle the aircraft, and the word you used was multi-task. As a human performance person that word makes me cringe. But it's in here so --
A. (Indiscernible).
Q. Hmm?
A. What would you prefer?
Q. Task switching.

A. Okay. Okay.
Q. But --
A. I'll keep that noted.
Q. Yeah. So his ability to multi-task, and his ability to perform in the aircraft. Can you talk to me a little bit about what your experiences were with him?
A. Yeah. So for example when we were doing steep turns, right, with these airplanes there's a lot of shiny colorful things on the screens, right? And it's very easy for a customer or Chris to get fixated, to fixate on one part of your instruments as you're doing these maneuvers to kind of check how you're doing. And so just making sure that you are -- flying the airplane and also continuously just monitoring all, all the parameters that your airplane is performing to, to make sure that you're within the, the limits of the maneuver. So it kind of when it comes to multi-tasking like that it's being able to fly the airplane, but also make sure you can do other things on the side like run a checklist or monitor your instruments, make sure you are within your altitudes and your airspeeds and stuff like that.
Q. So, I guess, how did you work to address those issues?
A. Yeah. So Chris has -- if I remember correctly, Chris had the tendency of staring at his altitude. And when he would stare at his altitude he would lose track of his bank, and so he would over bank a little bit or under bank a little bit. And so pretty much all I had to do was remind him, hey, keep your, keep your scan

going if you're looking at the instruments, make sure you're looking outside to verify that, hey, what I'm doing is correct, and then use your instruments to kind of help you with that. It was more so just a reminder, hey, keep your eyes moving. That was really, that was really all it took. But, again, I had to remind him to do that.

Q. Um-hmm. Did you ever witness him just -- like the aircraft is flying him at this point? Like he's completely behind the aircraft. He has become task saturated?

A. No.

Q. Okay. You mentioned fatigue, and moving, and there's a lot going on in the -- in his -- periphery. Did that ever reflect in his performance?

A. No that I could visibly see. But when I would ask him to go home and study certain things, he would come back the next day, and say he really didn't have time to do that because he was moving, and he was exhausted. I don't blame him.

Q. Did you ever -- we talked about earlier, like, some of the tools you have available when you're dealing with internal or external --

A. Yep.

Q. -- students. Did you ever have to use one of those tools? Did you ever have to go up the chain and talk to your supervisor about how Chris's performance was coming along?

A. I did after, after the first flight or the second flight, one

of the, one of the two. I do remember going to talk to my supervisor just to kind of keep him updated on where we were with the training. And that kind of got the ball rolling as to what we were going to do with him next week or the week after. Where we were going to send him to give him more training because at that point he -- he was going to need more training. Another kind of issue we also ran into was just lack of airplanes to do the training with. We were supposed to have airplanes all that week, and we only ended up having airplanes twice.

Q. So in that training you talked about that emergency action procedures were part of both internal, external transition training. I guess, how did that part of the syllabus go with Jensen?

A. I don't remember if I did that with him or not.

Q. Okay. No problem. I am going to go through though -- was kind of my --

A. Sure.

Q. -- reading through some of your remarks here. And you were working through some procedures. You didn't exactly say which ones which is why I, I asked. But you do say that at no point did he start thinking about CAPS even after not being able to hold altitude two separate times at two separate altitudes. If we can't fly the aircraft anymore, it's time for CAPS. Especially in -- apparently this was IMC conditions.

A. Okay.

Q. Lots of good lessons learned here. Engine failure before takeoff rotation. And then it goes on. So I --
A. Yeah. So that -- so I did do CAPS training with him then. And I do remember the scenario. I had given him icing in a descent in the aircraft, and I gave you that 6,000 feet or something like that. I gave him the descent down -- 2,000, and to the point where when he tried to level off at 2,000 he couldn't. And the stall horn started going off. So he pushed the nose over to try to prevent the stall. And we got down -- I think I set the clouds at like maybe 1,000 feet. And once we broke out of the clouds, he tried to hold altitude again, and couldn't. And at that point I paused the sim, and kind of told him, like, hey, that's two instances that you probably should start to realize something's not right here. You should probably start thinking about, about CAPS. And unfortunate thing is in the simulator that we have you can't visibly see ice on the wings. So I made that clear to him too, like, hey, that would be a big indicator that, hey, you're in trouble. That would kind of get the gears turning to try to start thinking about CAPS.

But more so what I was getting across the table to him is the airplane is not doing what it wants, what you want it to do, and it's only trending negatively in this case unable to hold altitude, can't really see where you are, and your full powering, just nothing's working. You should probably pull CAPS.
Q. What was his response to that?

A. He took it well. Again, I think that also kind of came down to the lack of familiarity with the Cirrus. But, again, those were good lessons learned for him to kind of -- those were kid of eye-openers to him to say, okay, yeah, I definitely screwed up there. I should have pulled CAPS instead of trying to continue to fly the airplane.

Q. Did you ever have another chance to redo that scenario or a similar one?

A. We did not.

Q. Okay.

A. But we had done CAPS pulls for -- we do an engine failure right after rotation which we want them to land on the runway. Engine failure from 600 feet up to 2,000 somewhere in there where he did pull CAPS. And above that typically it's an engine failure that will lead to a CAPS pull once you hit that kind of 2,000-foot deck.

Q. Okay.

A. So he did pull CAPS in other scenarios, just not that same scenario.

Q. Yes. Okay. So I guess throughout -- I know you had a short amount of time, and I do kind of appreciate and recognize that, but throughout that, and giving that feedback, and setting up that feedback in his learning plan, did you ever have any misgivings that, like, he's going to get it some day, like, he'll get there?

A. Yeah. I mean, the -- we look for trends, right? And from

what I saw is it was always a positive trend. We are always continuously learning even from -- even though I had two days with him actually in the airplane, but I had that whole week with him that he started to remember more, remember more, and it just got better and better. So I knew with more time and enough time he would hopefully eventually get it. There's never a guarantee, obviously, but it's always just a I hope he gets it.

Q. So when you did -- because of time limitations or logistics whatever, when you did finally have to pass him on, and then I think he -- I believe he went down to Orlando --

A. Um-hmm.

Q. -- to continue his training, what was the biggest -- in your mind what was the biggest unresolved things that he needed to keep working on to progress in this program?

A. Just time in the airplane.

Q. Okay.

A. Was just getting him the time he needed in the airplane to feel comfortable with the airplane.

Q. Okay.

A. Everything else would just fall into -- hopefully fall into place the longer he -- or the more experience he got on that plane.

DR. WOODS: I do have one or two more questions, but I'm going to go on and hand it off to Todd again.

MR. FOX: Do you have any more customer interfacing

questions?

DR. WOODS: No.

MR. FOX: Okay. So I will.

BY MR. FOX:

Q. Real quick about Mr. Jensen and your short, you know, one week -- thank you for explaining this, one week but only two actual flights.

A. Yes.

Q. Sounds like you may have had some extended either tabletop sim or the CAPS --

A. Yeah.

Q. The examples that you described in real good detail for Dr. Woods about CAPS deployment training. In the instances that you were in the simulator he was aware that he was doing CAPS training?

A. Yes.

Q. Did you not have discussions about the parameters that were -- that would require a CAPS deployment before those sim sessions?

A. We did. We briefed it before. We do a little -- so when we do a CAPS simulator lesson it's not just CAPS that is the main focus of the lesson, but we will run abnormal procedures, and stuff along those lines as well, bad alternator, stuff like that. So it's not just continuously CAPS, CAPS, CAPS, CAPS. And we, again, like the icing scenario it was just, hey, we're -- you're getting some ice, and just kind of building on to that to try to

make it as real as possible if I could. But, yes, those are all things that are covered beforehand, and the parameters, and how we do the briefing, and all that.

Q. So it's fair to say that he was in CAPS training, but there would have been initiatives for him to continue flying in all situations?

A. Exactly, exactly, yeah.

Q. Okay. Let's talk about in general you started in January of 2020.

A. Um-hmm.

Q. You were hired on. Initially you were in the Flying Club.

A. Um-hmm.

Q. I assume the Flying Club is anywhere from just giving people VFRs to doing just primary instruction --

A. Primary instrument commercial, yeah.

Q. I can only assume that is done in the 22s is that correct?

A. The 20s and 22s.

Q. So 20s and 22s?

A. Yeah.

Q. And then when you were -- do they operate on a syllabi or is that more --

A. So we were developing one at that point. We did not -- or when I had started we were in the very first stages of a private pilot syllabus, and I had only had private pilot students at that point. So we were just -- that was kind of the test bed for that

to try to start getting feedback to our, to our developers.
Q. All right. So I'll limit it to your, your time as a factor pilot and, like, doing SR factory, not the Vision Jet for purposes of this interview. Explain to us how you interface with a customer on either like the first day or the --
A. Yeah.
Q. -- first couple days to ensure that the customer is getting what they want out of the training.
A. Yeah. So it really comes down to getting to know your customer, right? Kind of find out where they're from. But the bigger part of that is what is your mission going to be in your aircraft, right? And we try to tailor whatever their mission is, we try to tailor their training a little more focused around those missions so that they can have previous experience with an instructor doing those missions, for example, flying from here to Chicago, Chicago for work, right? So one of the flights that we would do is fly from here to Chicago on a training flight just to say, hey, I've done it before in this airplane with an instructor onboard. Next time I do it, it's going to be a breeze. And then throughout the week or throughout their course of their training you're trying to get to know them more, learning their learning styles, and just really getting to know the customer, and yeah.
Q. Okay. So in your experiences that you've developed over these last couple years, if you had a new customer, new owner come with say 2,000 hours of flight time --

A. Yeah.
Q. -- no time on the Cirrus per se, and they say I really just want to learn how to do instrument approaches, and, you know, utilize the (indiscernible) because I don't have this time.
A. Yeah.
Q. Explain how you will handle them in an advanced transition training.
A. Yeah. So, again, try to figure out what the mission is going to be, right? Obviously, they said they want to be focusing more on the instrument side of things. But how can we incorporate that into what you're actually going to be doing, right? And if it turns out that, I mean, they live in California so there's no point in us going all the way to California to do instrument approaches. We'll do, just do a bunch of instrument approaches around here, and more just instrument-related flying, I guess.
Q. If -- using the instrument approach --
A. Yeah.
Q. -- example if I was the customer, does that mean that there are certain elements of the transition program that are not going to be achieved?
A. Potentially. But it also depends -- it's also dependent on the customer and their experience as well. If this is their fourth Cirrus that they've had, and they've been through the transition training four times over, right, then we will cover everything, but we may not have to spend as much time, I guess, on

how to do a normal landing as one would with somebody that's brand new, right? So going back to your example of they want to focus on instrument approaches, if we find that there are deficiencies in the more basic areas of flying the airplane then, obviously, yes, we're going to have to spend -- going to have to take a step back, and focus on those areas. If they can't do a flare right, we're going to focus on that flare regardless of what you said that you wanted to do with instruments because you have to do basics, building blocks, right? You have to be able to master the basics before you can go into instruments.

Q. So with that understanding that you have the flexibility to adjust --

A. Adjust for --

(Crosstalk)

Q. -- the needs of the customer.

A. Yeah.

Q. Are you -- what is your method to ensure that you are making your way through the entire program?

A. I'm just, I guess, I'm just verifying that I'm doing everything, and marking things off on the, on the LMS as we go through them. And if we don't complete something, then that -- it's marked down and as to why we didn't complete these things or if they -- we, if they really are bad at landings, we're continuing to work on landings. If we can't get it done by the end of our time here, recommending a CSIP or helping them get

home, and still recommending a CSIP, and from there on.
Q. Okay. You talk about real world experience and Flying Club, and stuff like that. Before you can sign a private pilot or (indiscernible) pilot off for so long like a club aircraft or, you know, whatever. A lot of times there's a, like a written, you know, kind of, like, quiz of fundamental things about the airplane, like, V speeds --
A. Yeah.
Q. -- and weight and balance and maybe a question or two about, like, can you do a performance (indiscernible) support that?
A. Yeah.
Q. Are there any checks during the transition program to ensure that a pilot has memory retention items such as V speeds?
A. No.
Q. Are you expecting as a flight instructor to have new owners arrive with fundamental knowledge of V speeds?
A. We hope, but more often than not they don't.
Q. Okay. How is that information, for example, V speeds, communicated to a new owner? Would that be first on a, on a white board in a, in a classroom environment, or would it be during a demonstration flight, or would that be done after they take delivery of the aircraft, or would that be on the first lesson?
A. Yeah. So typically the first lesson of transition training is a ground lesson, and that is where the -- those V speeds are covered.

Q. Okay.
A. Along with systems and all that other stuff.
Q. Okay. And then in your first aircraft flight, your first mission, how do you convey, you know, what we classify as memory kind of like items, like, V speeds or --
A. Yeah.
Q. -- memory items? How do you communicate that, and how does Cirrus ask you to communicate that?
A. Typically it's verbally. It's during the training, reminding them to rotate at whatever speed or the rotation speed, what to climb out at, stuff that you're covering. More so again if it's a first flight, you're doing a CAPS briefing, but you're also including, hey, this is when you're going to rotate. This is the speed you're going to climb up at. This is when you're going to up your flaps. Assuming that, again, this is one of their first times in this airplane they still don't know. We'd like to say that they do, but they don't.
Q. And when you say they don't, you're referring to knowing --
A. Knowing their memory, their memory items, speeds, stuff like that, yes.
MR. FOX: Okay. Thank you.
Brannon.
MR. MAYER: No further questions. Thank you.
BY DR. WOODS:
Q. Okay. Finally, I promise, the end is near.

A. Okay, that's fine.
Q. So rounding out your experiences with Chris you did say that you had a chance, like, again, on the back side, like, now (indiscernible), and you did have a chance to fly, under what capacity was that? Were you -- why, why were you flying together for that?
A. I had to take a customer's airplane up to Dayton, Ohio.
Q. Okay.
A. And he was just the chase pilot to come pick me up and fly me home.
Q. Oh, okay. And then I guess in that experience, knowing what you knew in the two rides before, I guess, how would you rate, again, that performance? Just how would you rate that performance?
A. A lot better.
Q. Okay.
A. Nothing that stood out. Was in my opinion competent pilot.
Q. Okay. And then, I guess, overall, like, how assertive did you find him to be in that process?
A. Define assertive.
Q. Like assertive, like how -- was he ahead of the aircraft? Was he, you know, that scan that we talked about, things like that, was he on it?
A. He was on his game.
Q. Okay. All right. So one other question that has nothing to

do with your experiences with Mr. Jensen, and that is have you ever had a student internal or external inadvertently pull the fuel mixture control knob to idle or cutoff while in flight?
A. No.
Q. Have you ever heard of that happening?
A. I have not.
Q. Have you even come close to it happening?
A. No.
Q. Okay.
A. No.
Q. Okay. All right. And then my last question is always kind of an unusual one. I'm sure you were notified couple days ago that
-- don't, don't answer yet. You were notified a couple days ago that we would like to talk to you, and I'm just wondering is there anything that we didn't ask you that you were, like, oh, they're totally going to ask me, I need to prepare?
A. I don't know how -- well, so the day of the accident Chris had come up to me, and had asked me what the stall speed of the SR22 was.
Q. This is Chris Johnson.
A. Chris Jensen.
Q. Jensen.
A. Jensen.
Q. Oh, I'm so sorry.

A. There's a bunch of --
Q. There's a lot of Chrises in your unit.
A. Yes, there is.
Q. Okay.
A. He had come up to me, and had asked me what the stall speed of the SR22 was, and had said he didn't want to look -- he didn't want to look it up in front of his customers, and so he came to me for it.
Q. Okay.
A. Gave him the answer, and that was that. It kind of was a little bit surprising to me because I would think that that's something that a Cirrus pilot should know and they should know but --
Q. Okay. So I guess that's a, that's a good question I didn't even think to ask which is when was the last time you saw him before the accident; it was that day?
A. It was that, it was that morning.
Q. Do you know why he was even flying with his customer --
A. No.
Q. -- back to Texas?
A. No.
Q. Okay. Were you made aware of that reason after the fact?
A. Yes.
Q. What were you told?
A. That he was just accompanying them home.

Q. Okay. And we already talked about before that's typical. It's not unusual?
A. That's not unusual, yes.
Q. Okay. And then when were you made aware that there was an accident that occurred?
A. That night.
Q. Okay. How?
A. Just through the grapevine. We didn't know quite what had happened or whatever. All I was -- and I didn't know who it was or anything like that. It was just simply, hey, we had an airplane go down.
Q. Okay. When did you find out, I guess, the results of that accident?
A. I believe it was that -- because it happened I believe it was a Friday or something, Thursday.
Q. Thursday.
A. I think we had a meeting about it on the Friday. Whenever Cirrus pulled us in all together --
Q. Okay.
A. -- and told us and made us aware.
Q. Did you tell anybody else about the brief conversation prior to that flight taking place?
A. So it was actually at our front desk here, and I'm sure you all have met Caroline, but it was in front of her as well.
Q. Okay.

A. And she was also kind of, like, that's a little odd.
Q. Okay. But --
A. But that, that was, that was it.
Q. But cross-talk kind of like that is, is common --
A. Um-hmm.
Q. -- in Cirrus, correct?
A. I would say so, yeah.
Q. Okay. But what struck you as odd was just that specific question?
A. That specific question, yeah.
Q. Okay. All right. Anything else?
A. I don't think so.
Q. Do you have any questions for us?
A. Do you guys like (indiscernible)?
DR. WOODS: Oh, do you want to go -- okay.
BY MR. FOX:
Q. So in regards to this last disclosure about --
A. Yeah.
Q. You said it was a stall speed?
A. Um-hmm.
Q. Was there any context relationship to -- was it maneuvering stall, max gross weight stall? Like what, what, like what --
A. It was --
Q. -- stall speed did you provide?
A. I gave him it's VS and VSO. So clean and fully configured

for landing stall. Those were the only two that I gave him.
Q. Are those stall speeds displayed in the cockpit in any format?
A. Yes. I am not -- I'm not sure.
Q. Is it on the tape?
A. It would be on the tape.
Q. Weight dependent?
A. Yes. Well, I don't know.
Q. Okay, but you, you have some --
A. There is --
Q. -- reference marks for --
A. Yes.
Q. -- like your green arc?
A. Yes.
Q. Yellow arc?
A. You would have --
(Crosstalk)
A. -- exactly, yes.
Q. Okay. Just a, a housekeeping thing.
A. Sure.
Q. Your LMS system you're referring to your iPad?
A. Um-hmm.
Q. What is your -- what do you believe your supervisor's expectation is for you to fill out the LMS?
A. The expectation is to make sure that we complete each lesson,

and that we have the proper documentation. So if it was a flight, how much flight time we had, what airplane, tail number. Kind of like doing a logbook entry. And any comments that we put into there.

Q. And how frequent should that be completed?

A. At the least at the end of your training. But it is expected to do it after every lesson, or at least by the end of the day whatever you had completed to complete those lessons in the LMS.

Q. So explain it to me when you said at a minimum by the end of the training --

A. Yeah.

Q. Explain that to me.

A. Yeah. So --

Q. That's where I, I feel like I'm not quite understanding.

A. Yeah. So sometimes when you're out in the field with a customer you're very focused on the customer, right? And so you may just not have the time to really sit down and write up the comments for each and every lesson. And so just having all your lessons completed by the time you're done with -- when you're completed with the training, I guess.

MR. FOX: Okay. Thank you.

Brannon.

MR. MAYER: No further questions.

DR. WOODS: Okay, all right. With that let me go on and hit terminate here on the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Riley Domschke
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Katherine Motley

_____

Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: ROBERT MICHAEL HAIG, Vice-President of Flight Training and Chief Pilot Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aviation

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I N T E R V I E W

DR. WOODS: Okay, Rob. Thank you for your time to talk to us. I know we've been talking all throughout this week. You've been amazing in helping us procure lots of data and information, and also facilitating our visit here. There's not enough that we can say to thank you for your time.

You already know who I am. But, for the record, I'm Dr. Sabrina Woods with the NTSB. I'm a human performance specialist with the Board. The Board has been charged, congressionally-mandated to determine probable cause in accident and significant incidents. My function in that as a human performance person is I'm looking at and assessing the kind of the human-human interactions, the human to machine interactions, and then the human and the environment interactions, and environment is literally the environment that's going on outside, but also the organizational structure.

With me is -- you've already met -- is Todd Fox. He's actually the investigator in charge. I am his consultant in human performance stuff, so I essentially report to him for this. And then you know your party coordinator, that's Mr. Brannon Mayer. So essentially you're the top guy. You have the most wealth of information that we can help -- that can help us determine a lot about Cirrus, a lot about the Cirrus process and filtering all the way down to how people interact with one another, how you move product, things like that. That's why you're here.

With that being said, you know, I know that we've been talking on and off all week, but this is routine for us, we do this all the time. I get it, it's not routine for you. It's definitely not routine for your people out there. We want to respect that. So for this interview process, please understand that I don't know is a perfectly acceptable answer. I know that might be hard particularly as a person at your level, but it's okay. If you don't know, you don't know.

MR. HAIG: Um-hum.

DR. WOODS: That is not a problem. Don't feel like you're on the hot seat and you have to come up with an answer. If you don't understand the question, by all means ask for clarification. I'm going to do the same. If I don't understand the answer --

MR. HAIG: Um-hum.

DR. WOODS: -- or if I don't think that, you know, I wasn't getting that what I was trying to get at, I'm going to say hey, do you mind give me an example, or repeating or whatever.

MR. HAIG: Um-hum.

DR. WOODS: If you need a break, don't hesitate to ask. This has been a long day so far. We will absolutely do so and also we'll try to keep up with checking in on you to make sure that you're still good to go and the interview is going well.

This interview is being recorded. That is to ensure that what you have to say is documented exactly. The recording will be sent to a transcriber. As we've mentioned before, only the

transcription goes into the docket. Are there any questions about that part?

MR. HAIG: I have no questions --

DR. WOODS: Okay.

MR. HAIG: -- about that part.

DR. WOODS: Do you understand that part?

MR. HAIG: I do.

DR. WOODS: Great.

INTERVIEW OF ROB HAIG

BY DR. WOODS:

Q. So, for the record, would you please state and spell your full name?

A. Robert Michael Haig. That's R-o-b-e-r-t, M-i-c-h-a-e-l, H-a-i-g.

Q. Okay. And is it okay for me to call you Rob?

A. Rob, please.

Q. All right. You're allowed one person with you during this interview process. That can be any person you select to support and stand with you throughout it. Do you have somebody today that you would like to support you?

A. Yes, I would like Mr. Brad Brown to support me.

Q. Okay.

DR. WOODS: With that, Mr. Brad Brown, this is an investigative interview. This is not a legal deposition. Just please note that at any time Rob can ask you to seek counsel;

however, please refrain from answering any questions on his behalf or asking any questions on his behalf. As a reminder, you represent the interest of Rob and not that of Cirrus. So, again for the record, please state and spell your name.

MR. BROWN: Brad Brown, B-r-a-d, B-r-o-w-n.

DR. WOODS: Excellent. Thank you for being a good sport about that.

BY DR. WOODS:

Q. So, Rob, I know that we've already talked a little about this, but now we kind of have to, you know, capture the data. Can you please tell me, like, what is your date of hire with Cirrus, about?

A. Yes, my date of hire is November 15th, 2024, which makes today my 18th anniversary at Cirrus.

Q. 2024?

A. 2004.

Q. Okay --

A. Yes.

Q. -- I'm sorry.

A. Did I say '24?

Q. Yes, you did. I was, like --

MR. FOX: I was, like, is this the future.

BY DR. WOODS:

Q. Wow.

A. I'm back -- I'm -- I --

Q. It's fine, it's fine. So you got some longevity. So you know a lot about essentially the process, you know a lot about the company. How long have you been in this -- so, first of all, state your title, what is your full title?
A. My full title is vice-president of flight training and chief pilot.
Q. Okay. And so how long have you been in that specific position?
A. Since January 1st, 2021.
Q. Okay.
A. Thank you.
Q. Okay. So what other positions have you held in your time here at Cirrus?
A. Prior positions? So all of my positions and roles at Cirrus have been in a flight training capacity or flight operations capacity. So prior to this, I was an executive director of flight training and operations. That was overseeing the development of the jet training program, along with overseeing the operations of our piston training programs for the SR series aircraft. Prior to that was the director of operations, which was just a narrower scope of what I was doing. Prior to that was a manager over at flight training development or a manager of flight operations. Again, a smaller scope of what I'm doing right now.
Q. So, I guess to confirm in all of that, have you ever been a factory flight instructor?

A. I have been -- yes, I have been a factory flight instructor early on in my career in the early 2000s --
Q. Um-hum.
A. -- providing transition training to the customers who purchase aircraft, working with our internal instructors to qualify them to teach the programs, and then also working with our internal pilots and flight instructors to qualify them to perform their jobs.
Q. Okay. But in the last five -- let's say five years or so -- have you done any instruction?
A. I've done very little instruction in the last five years.
Q. Okay.
A. That's not one of my core primary responsibilities now.
Q. Um-hum.
A. I have a team of people that develop the training materials, I have a team of flight instructors and pilots who both fly and teach in the aircraft and also train the trainers. So my job is more to serve those team members, to make sure that they're equipped to be successful and that they have the tools. And then also to make sure that our department goals and objectives are aligned with our company's goals and objectives so we're all shooting for the same thing.
Q. Okay, okay. I wasn't sure -- just, like, I want to, you know, keep up with it or every once in a while I want to interface with the customer on that level.

A. Yes, yes.
Q. Okay.
A. I don't so much anymore. I do maintain a CFI. I do fly our airplanes very often. I still maintain my right seat, like currency and proficiency. And occasionally during flights with internal pilots, typically just internal pilots, I'll perform the role of a flight instructor for doing maybe some mentorship with a person after they've completed the jet type rating would be an example of that. Very rarely would I go, like, work with a customer or an external flight instructor in my current role or capacity.
Q. Okay. So from you up, so can you give me a quick view of the hierarchal structure at Cirrus?
A. Yes. So my immediate boss or supervisor, his name is Ravi Dharnidharka (ph.). His title is senior vice-president of Cirrus Services. Cirrus Services is a group formed within Cirrus and our goal -- although we do help facilitate the delivery of aircrafts, so I have team members that will help ferry airplanes from Duluth, Minnesota to Knoxville before they're delivered to the customer. We have flight instructors that will train our customers at the point of delivery.

But the goal of Cirrus Services or the primary goal of Cirrus Services is to make sure that we have the infrastructure in place so that our customers can successfully own and operate the airplanes when they're out in the field. So that consists of a

few different tenets. The flight training is an important part of that, so that's why we've established a network of flight instructors and flight training centers that are experts in teaching in our aircraft.

We also have a similar network of authorized service centers who are based around -- I think there's over 240 of those around the world. So if you want maintenance closer to home, not everyone's going to want to fly all the way back to Knoxville, Tennessee. We appreciate that so we have a network of experts who have -- they've also, like the CSIP training program, those technicians have gone through our training programs, they're familiar with the documentation, they have access to our warranty system, they have access to our parts system.

And then we also have -- we call these factory service centers. So like here in Knoxville, Tennessee, we have a factory service center that our customers, after delivery, can call us and schedule maintenance. We have two -- I'm sorry -- four other locations. One in Duluth, Minnesota, McKinney, Texas and down in Kissimmee, Orlando.

Q. So, I guess -- I mean, you stopped at Ravi.

A. Yes, I stopped at Ravi. So Ravi oversees the Cirrus Service Center group. Ravi reports to Todd Simmons (ph.), who's our chief customer officer and president -- I probably do not have his title perfectly correct. Todd oversees all of the customer-facing parts of our business. So Cirrus Service is a component of that. The

sales activities are a part of that, the marketing activities are a part of that, the delivery center, experience center is also a part of that. And Todd Simmons reports to our CEO, Sean Nielsen (ph.).

Q. Okay. Is Ravi located here then, too, or is he --

A. Yes.

Q. -- in Duluth?

A. Both Ravi and Todd Simmons are here in Knoxville, Tennessee.

Q. Okay. So the highest level of, I guess, the hierarchal chain outside of Knoxville would be the CEO?

A. Um-hum.

Q. Okay. I was just making sure. And then, I guess, let's go the other way. From you down --

A. Um-hum.

Q. -- give me the broad level hierarchal structure?

A. Yes, I have four direct reports. We'll start with the director of flight operations in Scottsdale that oversees the flight training operation in Scottsdale, where we provide primary flight instruction is the core mission of Scottsdale. I have -- another direct report is Chris Slater (ph.). He is responsible -- his title is director of flight standards. He's responsible for both of the training course and curriculum development, as well as ensuring the -- he's part of the quality system to ensure that what he designed as the training program is actually implemented by the flight instructors.

I have a director of flight operations here in Knoxville, Tennessee who oversees all of the training and flying activities that support the SR deliveries and the Vision jet deliveries, and the ferry of aircraft and the corporate pilot support that we provide, both out of Knoxville, Tennessee and Duluth, Minnesota.

And then I have a manager of the flight training network, Carl Fischbach (ph.) and his primary responsibility is to engage with the flight training network to ensure that we've got coverage where we need coverage, and that the flight training network is equipped to provide the same quality of training that we provide at our Cirrus-owned locations.

Q. So the only one you didn't name in that list was the director of flight ops. Who is that?

A. I'm sorry, Matt Manifold (ph.) is the director of flight operations for Knoxville. He also oversees a small team up in Duluth, Minnesota, primary of
the corporate pilots who do ferry work and support the internal travel needs of the company.

Q. Okay. And so, I guess, under you, about how many employees are we talking?

A. Don't hold me to -- around 80.

Q. Okay.

A. Around 80.

Q. Okay. Okay, so in this environment, tell me a little bit about -- or I guess describe for me your impressions of the safety

culture here at Cirrus?

A. The safety -- so, safety is -- it is core and foundational to everything that we do. And when we measure safety, we look at it both inwardly and we look at it outwardly. So one of the core metrics that we measure inwardly, and in fact at company level meetings, at monthly senior leadership meetings, at weekly meetings, one of the first things we start with is the inward measure of safety and that's our TRIR. That's our OSHA reportable rates of accidents and incidents that happen with our employees. And we have targets and we compare ourselves to other manufacturing industries and we bring this to front of mind. We report on this and talk about this often because we're always looking for ways to drive the safety performance.

So what gets measured gets attention and we make sure for our team members that we've created a safe environment for people to come to work, and that they leave at the end of the day in the same condition that they arrived and worked.

Our external focus on safety has been tremendous and more so than any other aircraft manufacturer that I'm aware of. The investments that Cirrus has made into achieving safety or providing both equipment that can achieve the highest safety potential and the investments into the service infrastructure to ensure that customers have a way to maintain that airplane in its airworthy state.

And where I'm most familiar, the investments that have been

made into the flight training programs. These are real dollars going to ensure that our customers are equipped to be successful, and we measure our success very closely to understand are these investments, you know, achieving the results that we anticipate. And we're proud of the results that are achieved by the fleet. Right now there's over 8,500 airplanes that have been delivered, SR airplanes, and I believe over 350 Vision jets that are flying right now.

Q. Okay. So you did talk a lot about safety --

A. Yes.

Q. -- and how safety is a product that's --

A. Right.

Q. -- built into your prices. But when I talk about safety culture, I mean more of -- those are kind of the intangibles, right? Like those --

A. Um-hum.

Q. -- that's -- it's a belief system, it's the attitude of the people --

A. Yes.

Q. -- around you. It's, you know, how people behave on a day-to-day --

A. Yes.

Q. -- basis. If they see it, do they say it.

A. Yes.

Q. Is there a culture of reporting around here --

A. Um-hum.

Q. -- and how is that met by management?

A. Yes, I think -- so for me as a leader, I think one of the most inciteful pieces of evidence toward the health of our safety culture or how we prioritize safety is in people's willingness to raise their hand and say if something wasn't right, even when they made a mistake. We have a safety reporting system. Any person in the company can go and file these safety claims. We have one that's specific that's related to safety of flight. We review those, so through our air safety team, those are actually -- that information is desensitized and then communicated to the rest of the organization. But every month, we see pilots raising their hands saying hey, this is a situation that I experienced or there's a, you know, a safety concern that I have with how this is being handled or -- and people raise their hand at Cirrus.

I think that's something, like, I'm glad that people are willing to talk. We provide an environment where we encourage people to do that. We ask them if they're comfortable, if they know how to do it and if they're comfortable doing that through our company surveys. And people generally say that they know that it's a priority. They know that it's, like, it's an expectation that we have in, you know, an open policy that they can report those things. And we do see that people engage with the processes and they submit reports here at Cirrus.

We also -- I think it's important -- another indication for

me is a pilot's willingness to say I can't -- today's not a good day to fly --

Q. Um-hum.

A. -- and whether that's because we're butting up against fatigue limits, whether that's because the weather is such where the pilot's not comfortable that they're -- they've got the capabilities and the experience to handle it.

And I see it from time and time again, pilots -- a good example is the weather that we had in Duluth, Minnesota yesterday. It was snowing, the icing levels were such where it just wasn't prudent, even though the airplane is certified to go fly into known icing conditions. It would have exceeded the comfort level of our pilots. We had airplanes in Duluth, Minnesota that very much needed to get to Knoxville, Tennessee so that we could deliver those to the customers. And, in fact, one of the airplanes, the customer is here and the airplane is not, right.

So you can imagine the pressure that a pilot might feel to perform that mission. That pilot said today's not a safe day to fly and there's no more questions asked of that pilot. The decision has been made. It's that person who's going to make that decision. We're committed to that pilot and that's an important part of our culture. So that's another indication that I look forward to saying have we empowered our people to make the right decision and I see evidence all the time that our pilots feel empowered to do that.

Q. So I guess what -- you said that we look at this, you know, the recommendations, the feedback, the data that comes up through. But who specifically does that go to?
A. Through the safety reporting system?
Q. Um-hum.
A. It goes to -- we've got an email string that it's called Plus Company Pilots and it goes to everybody who's on that -- attached to that string. So that goes to not only our professional pilots and flight instructors at Cirrus Aircraft. It goes to our sales team, it goes to their pilots, it goes to the executive team members who are also pilots. We have engineering team members that are on that, we have production flight test pilots, experimental flight test pilots. We also have active flying clubs at three of our locations in Knoxville, Duluth and Grand Forks. So that distribution list is around 350 people large that that feedback will go to.
Q. So what if the person wants to remain anonymous?
A. Oh, they are anonymous.
Q. Okay.
A. That is -- so we'll talk about the event, right.
Q. Okay. But it's de-identified?
A. It's de-identified. That's right, so -- and that goes through the air safety department, the quality department. That organizationally that reports up -- air safety reports up through the quality department. I believe that's an important point

because safety is achieved not only through how we operate the airplanes. It's achieved through how we maintain the airplanes, it's achieved through how we build the airplanes, it's achieved through how we designed the airplanes. And having the quality department is sort of a central function serving all of the different aspects of the company. They're able to do that very naturally with where they sit in the organization.

Q. So what do you see, I guess -- what's your role in all of this? Where do you feel your role in your safety culture is?

A. My role in the safety culture? The safety culture stems from leadership, actions and behaviors. So, one, we have to say as a leader it's my responsibility to say the right things. But even more so than that, it's my responsibility to hold myself, my team members and all the pilots accountable to our safety protocols, and to make sure that, one, we've got a great foundation that we've equipped all of our people with the training and the tools to be successful. So that's step one. Step two is to make sure that we've got clear expectations about behaviors and conduct that are acceptable and not acceptable in the airplane, and then, three, to make sure that we live to those core values.

And as a leader, it's not what I say, it's what I do because if I go do something that pushes the boundary, if I push duty days, if I push weight and balance, if I push performance of the airplane, I just enabled other people to follow. Even though I might say don't do those things, it's on me to set that tone as a

leader within the organization.
Q. So for those -- let's, you know, take it down to the lower level in the hierarchy --
A. Um-hum.
Q. -- that -- essentially that factory flight instructor, what do you see is their role in your overall safety culture?
A. Yes, their role is once they have learned what to do, once they've learned how to do it, my expectation is that they operate within the boundaries of the system that we've set-up, right. As a part -- so aside from our jet training operations, which is we do the jet training operations. Most of the jet training operations is under FAA, our part 142. All of our other training is under part 61, which the basic regulations set the framework and is the only obligation that we have. We've created both training programs and operating rules and procedures that we felt were necessary, given the complexity and the volume of operation to be safe.

So even though we are governed by part 91, part 61, the regulations are the basis we built on top of that to ensure that we've got operating policies and practices to ensure the safety results are achieved.

So my expectations are -- back to the -- my expectation is they got to know it, they got to do it, and if they -- they're responsible to make PIC decisions. So our operations are single pilot operations. Our pilots are responsible to plan flights and

to execute flights, make decisions regarding the safety of flight. So my expectation is their decisions are made in accordance with the regulations within our company policies, and that if something's not safe or if they're not comfortable doing something, we stop and we talk about it, and we fix it before we go fly.

Q. Okay. So as, you know, policies change, process changes, you said so yourself there's so many things that are changing and that are different. It's a dynamic situation. I guess how do you push that information down the chain? How does --

A. Yes.

Q. -- it come into you and then what are your mechanisms for making sure that everybody's on board and that they know the process?

A. Right. Yes, we have a few different communication tools. We will do on -- let's say, on an as-needed basis if we need to get all company pilots together and have a briefing. We'll get all company pilots together and talk about whatever sort of change that has been implemented that would affect all of our operations. Those are fairly infrequent because it's rare that a change would impact everyone from a flying club person who's flying personally, renting an SR20, to a Vision jet, type rating examiner and everyone in between --

Q. Um-hum.

A. -- right. So we try and be a little bit more targeted. We

can break down by the product line, but we'll call the team members together. We typically do that training in a way that it's recorded, so if somebody is not able to be present, that we've got a link, we can post that and they can go through the information later.

We also do annual recurrent training with all of our pilots, so those changes will get built into the recurrent training. That happens on a six-month basis. So if it's not something that needs to be immediately communicated that's an evolution over time, or if it's been changed, we did an initial training event once something's ruled out. If we want to reinforce that a couple of more times, we'll make sure that that's included in our recurrent training program.

We have -- there's daily team stand-up meetings that we do so that our jet flight instructors and pilots, they'll have a daily meeting every single day of the week, Monday through Friday. Our SR group will also do the same thing. Part of that meeting is to just ground ourselves on the daily events, but the other half of that meeting is to focus in on some sort of tactical aspect of the job. That could be a discussion -- that could be an opportunity for us to talk about changes, but it's also an opportunity for us to just bring up, you know, something that we want to refresh on and we want to focus on.

So for example, tomorrow, Wednesday, we get the entire team together and we're talking about winter weather decision making.

That's relevant for this time of year. It's snowing in Duluth right now, so that's a seasonal topic. When we get to the springtime, you can imagine we would have multiple sessions where we talk about thunderstorm avoidance.

Q. Okay. So I guess -- with that being said, we talked a little bit about, like, how many people, roughly 80, that sort of -- what is your goal for kind of your manpower standard? What's your goal? Are you right where you need to be or we could use a few more bodies or no, we're actually plum?

A. Yes, we -- I think like most flight training organizations, and frankly most flying operators, we're in a position where we're hiring pilots.

Q. Um-hum.

A. We have been hiring pilots for some time, not only to replace pilots as they, you know, transition to either different opportunities within Cirrus Aircraft or they grow their careers outside of Cirrus. We got to replace those, but we're also -- Cirrus has been in a position of growth over the last two years. So part of our hiring demand comes from us just keeping up with the demands of our business, both the number of SR deliveries, the number of people that we train for private pilot, the number of jet type ratings, the number of jet recurrent trainings. We have been growing the pool of pilots to keep up with the training demand.

Q. So what does your turnover rate look like?

A. The turnover rate, that's a great question. It's around -- for the pilot positions, it's around -- I can find this information exactly, so don't hold me to this -- around 18%.

Q. Okay. On -- and that's on what scale? I guess 18%, that's yearly?

A. That's just the number of people who have moved on to other opportunities compared to the total team size.

BY MR. FOX:

Q. So would that be 18% of 80 of 18% of the whole company?

A. 18% of 80 for the flight training team, but again I got to verify that number. We track that through our HR systems, department by department and company-wide as well.

BY DR. WOODS:

Q. Okay. So on the flip side, because, you know, there's always room for more people, do you have some sort of metric to meet the demand of, like, the customers that are coming in the door, do you have some sort of internal metric like hey, you know, we got to push, you know, we got to push eight deliveries and eight new owners through this week and then move on. Is that -- if so, so are you saying yes there is that?

A. We have an ops plan.

Q. Okay.

A. There's a lot of flexibility and we've also -- we've created mechanisms or let's call them relief valves, if you will. So our -- like our demand, it's not always cookie cutter --

Q. Um-hum.

A. -- right? So when we sit down and we do our annual planning or if we make revisions to the annual planning, we try and hit the right average. We know that some weeks we're going to be very busy. We know that some weeks we'll be less busy, and we try and find that sweet spot in the middle where we don't over index because that's not efficient. So we're trying to find this right blend between efficiency and having resources to be successful.

We do have relief mechanisms that allow us to be successful during the very busy weeks, and we've got contractor relationships with partners that will come in frequent and support us. So there's on the SR side, we have 8 to 10 people that are -- commonly will come. We call them two weeks in advance, sometimes we call them a week in advance, sometimes it's a month in advance if we've got the schedule visibility to book them to help with the overflow training on the jet side. We have something very similar.

And we also -- part of the work that we do is simply transporting people or moving airplanes from point A to point B. We have adjacent departments that have qualified pilots who are actively flying the airplane, who can also perform some of those roles. So I can take my qualified flight instructors and assign them to the teaching mission. So even within the company, I can leverage pilots in adjacent departments to help with the overflow training.

So that's sort of how we get through the periods where hey, we planned for this many people and we have this much work, or we plan to have this many people and we didn't have that many people and I need some additional help. And the workload on a -- sometimes on a day-by-day basis will change. It certainly changes on a week-by-week basis, and we've got a team that's constantly understanding what's happening. We make a plan for the day and as soon as we get into the work, there's usually deviations so that team is then, you know, adjusting resources and pulling the levers they need to pull to accomplish the missions that need to be accomplished.

Q. Okay. So there's no standard, like, through put rate?

A. We -- there's -- there is, it's tied to the production, but again --

Q. Okay.

A. -- there's some variability with that. It just -- a good example is the weather that we experienced in Duluth this week. We were expecting to have three or four airplanes ferried in yesterday. That didn't happen, so that was one of those disruptions that the team is starting to accommodate for.

Q. Okay. You talked about, like, pressure relief and the relief of having issues like that, I guess. At what level does the pressure and kind of the accountability and the decision-making for managing that stop?

A. That's a -- yes, that's a great question. That stops at the

people that are coordinating the flight, and the managers, directors and supervisors, and even myself. So it's the people who are planning the day's activities and it's the responsibilities of the leaders to come up with a plan. And we simply -- our job is to inform a pilot what their mission is, to give them the data that need to go perform that safely. And from there that pilot's job is simply to go understand the mission, plan it out, know that the plan is within the framework that we have for success, and go perform that mission. I want that pilot's focus on that particular mission.

Q. Okay.

A. And it's my responsibility to absorb the business pressure because I'm the one that's sitting at the computer. I'm not the person that's getting into that airplane, so it's my responsibility to absorb that, as well as our directors and our managers and the people that are coordinating the actual missions.

Q. Okay. So I guess then, what is your expectation for how a flight instructor conducts themselves with the customer?

A. Yes, we have -- we actually have this documented. So we call it -- it's a book. I can leave you a copy of that book, it's -- I've got one in my office right now. But we call this a -- it's called the Cirrus Experience. So this is not about how we teach in the airplane or teach in the classroom or how we fly the airplane. This is sort of a code of conduct of how we present ourselves from a business standpoint or from a customer

relationship standpoint.

So we've created our guiding principles, we've created our steps of service and how we interact with our customers and have this documented. We've got training courses to teach our new people, we do recurrent training with our internal customers -- oh, sorry, our flight instructors. In fact last week, I was in Scottsdale and we did a day-long -- we took the entire team, we shut the business down for one day, and we had our Cirrus experience teachers out to teach all of our team members about this. This is the first time -- the Scottsdale team is a relatively new team. Their operations just started this year, so that was the initial kick-off event, but there's versions of that. So every employee that's hired on our team will go through that training.

Q. Okay. So for -- you said employees, but I am going to just focus in on the flight instructors --

A. Um-hum.

Q. -- because I'm assuming when you mean employees, you mean everybody, not just the flight instructors, or does it --

A. Yes --

Q. -- do they have separate, you know, codes of conduct, training for those different entities?

A. No, this is for all people who interact with customers.

Q. Okay.

A. It's the same standard. Our codes of, like, professionalism,

you know, how quickly we resolve, how do we resolve issues if, you know, if we run into a situation that's a little bit more heated, how do we conduct ourselves in those situations. It's that type of training.

Q. Okay. So for prospect -- prospective, new flight instructors, how involved are you in the hiring process?

A. For brand new flight instructors, I depend on my hiring managers, and the process that they go through to make the selection. So I'm very hands off in the instructor hiring, because the process has been yielding the results that we expect. And we've also got many, sort of, gates, if you will, that people have to get through. So depending on the process and also so the hiring managers that we have in place have done this for quite some time and have proven themselves.

If we hire a leader on my team, I'm a part of that selection process and I'll sit down individually with any potential leadership candidate. But at the flight instructor level, I'll depend on my hiring managers to run the process.

Q. Is it typical to hire an individual with no Cirrus experience --

A. Um-hum.

Q. -- prior to coming to this position?

A. Yes, it is -- it's absolutely not required. Our basic requirement is they have to have an FAA flight instructor and an instrument instructor certificate. We'd like people to have

Cirrus experience. That makes our job a little bit easier and frankly sometimes that makes our job a little bit tougher if they had learned how to fly the plane incorrectly. So for us we've designed our programs where we can take somebody with the Cirrus experience, they can start at a different point, considering that experience. If they have no Cirrus experience, we know we're starting at square one. Frankly, sometimes, that's -- that can be an advantage.

I know you said that you were involved in training -- in the training program development, but how involved are you in flight instructor training, meaning training new hires to become flight instructors. How involved are you in that process?

A. In the -- so in the development of a process or in the actual training of flight instructors?

Q. Yes, the latter, not the development of the program for those instructors, but how well the instructors are progressing through your program.

A. Right. My involvement there, again, because we've got the -- what I feel is a very mature process. My involvement's very hands off at that point. So they'll go through. We have a syllabus when the recommending instructors complete what they need to complete. We know that we've done what we need to do and that instructor's equipped to be a success. The observation periods that we've created, the experience opportunities that we've created. And we've got a good process to equip that flight

instructor to be successful. So I depend on the process and the people executing the process understand what they're doing. So my involvement's pretty little on that.

Q. Has there ever been a point where you've had to have been -- like you have to get involved?

A. Um-hum.

Q. Has there ever been a point where there's, you know, I guess a disagreement between, you know, two managers on how well somebody is progressing or if the person is just failing to progress?

A. Um-hum. Yes, there's been a few situations that I can recall where somebody was not progressing as we had anticipated, that we had taken both more instructor time and frankly airplane time than what we normally see. And when that happens, you know, we make it -- we're committed to our people. We want to equip them for success. We've already made a large investment into that person; they've made a large investment into us.

But at some point you get to a decision about how much more investment is necessary and are we going to be able to achieve what we need to achieve and is this person engaging the way we think they need to engage to be successful. So those are the things that we ask ourselves. That's when I would get involved during onboarding. If everything is going relatively close to plan, then I don't hear about it because it's going to plan.

Q. Well, has that situation arose in the past?

A. It has, yes.
Q. So, I guess, what ultimately happened?
A. Well, in one of the cases, this was -- it was a combination of multiple things, but a combination of somebody not progressing, but then also indications that that person was not applying themselves as we would expect somebody to apply themselves. Remember they're hired, they're being paid while they're training, and so the expectation is that, you know, for that part of the training and that part of the onboarding, it's your job to learn how to do this. And so we had indications that they weren't applying themselves and we weren't progressing and that the current trajectory, it was not a good fit. So -- and in that case, that resulted in a termination.

That's not always the case; other cases that I can think of. We have a sit down with the employee to understand that our motives were right and that we were aligned, that expectations were clear and understood, and that conversation ignited that person's desire to apply themselves. And that situation turned around where we made additional investments or commitments, and you could tell very clearly and very quickly that they did as well, and that employee continued their career with Cirrus.
Q. So, I guess, now let's talk after -- have made it to the program, ready to be that forward-facing part of Cirrus that now interacts directly with the customer. What kind of performance metrics are in place for the flight instructors then?

A. Yes, great question. So we have -- so our expectation, we come back to our job descriptions and we come back to the goals that we set for all the flight instructors. So one of the areas that we stress is we -- just like our 142 school, the contract we have with the FAA, is that documentation be completed, right. That we go -- we know what the syllabus is, this is a Cirrus training course and the expectation that our flight instructors are not -- that our flight instructors are providing training in accordance with that syllabus. The syllabus does provide some flexibility for the instructor to adapt the course just depending on student performance, depending on weather, the availability of the airplanes and all of that. So we've built some natural flexibility that allows them to use judgment through the course, but we want documentation of what's happening to know that what is supposed to happen actually happened.

Same goes when we fly airplanes. We want documentation of the flight times in the airplane, we -- so that's something that we look at. And then we look at the customer feedback about their experience so we survey the customers. We know that this is a subjective opinion of their experience, but that's something that is important for us so we'll look at that. And then also our managers, our supervisors and myself, we'll have lunch with customers. We'll ask them how is it going today. We're not directly looking for or overtly looking for experience, like how did John do today. It's how is your experience going today as an

overall measure of how well we're doing from -- through the customer's lens. That's another way that (indiscernible).

Q. So I guess if let's say you get consistent feedback, well, you know what, I really didn't get what I thought I was or I really didn't get what I really wanted out of this process, and you're seeing that pop up from time to time regarding one of your flight instructors. Who handles that feedback first?

A. That feedback, that would start with a conversation. I would be involved in that conversation and that would start with my director of flight operations and the respective supervisor to just sort of understand what the feedback is, right. And if there's a trend, like, one feedback, you know, a delivery experience is -- hard as we work to not have a bad delivery experience, they can go wrong sometimes. And we got to separate out was this customer's feedback just about the overall experience or is this about an individual or a component of that experience.

But if we start to see a trend, then we'll get together and we know that the customer's story's one side. I value the instructors, so we'll sit down. Typically the supervisor will sit down after we've met as a management team to ask what happened here, right, and get that instructor's side of the story. If we have enough data that says, you know what, there's a consistent trend here. The flight instructor's approach just isn't working, then we start working through coaching and mentoring, and to equip our person. So they might inadvertently have some sort of

teaching technique or personality trait that is causing the customers to have a certain response.

And so we do some coaching to try and understand what that is. If this is continuous, then we start down a more formal corrective action process, but we start with coaching first. Well, first, we start it with just a simple conversations of what's happening here, then the coaching, then the corrective actions.

Q. Okay. So I guess conversely --

A. Um-hum.

Q. -- what if a flight instructor's just having a really difficult time with the new owner?

A. Right.

Q. They're not jelling, they're not communicating or just -- they're just -- it doesn't seem to be working.

A. Right.

Q. What is that instructor's, like, what can they do about that situation?

A. Yes, absolutely. We -- and this does happen. There are -- you can have strong personalities and when they're on opposite sides of the spectrum, you have an environment that's just not going to work. And we do our best to try and match our flight instructors when we have the ability to do that with people that we think they're going to, you know, get along with, establish a quick rapport with.

When that doesn't happen, the flight instructors, they can absolutely raise their hands to the supervisor and say I'm really struggling here. These are the things that I'm doing. I'm not getting the response, I don't think the customer's responding well and I think we need to make a change, and then we'll bring another -- we'll look for an opportunity to switch and bring in a different flight instructor with that customer to keep them moving forward.

But we're careful on how we do that. We don't want to -- by switching that flight instructor, sometimes they might take that, you know, like, hey I'm not performing my job, this is tough. A lot of the flight instructors say, like, I can win this person over, I can do this, but sometimes it's just -- it's not them, it's the situation and the two mismatched personalities that we just -- we have to make a decision to make that switch.

Q. And are -- I'm assuming that the instructors are aware of this process or --

A. Yes, they're --

Q. Okay.

A. -- part of it.

Q. Okay.

A. Yes, they're a part of it.

Q. They know that they can tap a how-to --

(Crosstalk)

A. Yes, they can and it's also -- I see this all the time,

especially as we have younger flight instructors coming to the organization. I see them interacting with the instructors that have been around for a while, and just asking for help. Like, hey, have you run into this before or how have you dealt with these situations, what are the tools that I have in my disposal.

So those peer-to-peer conversations are happening, the peer-to-supervisor conversations are happening, and the simple fact that our managers, supervisors, myself were out with customers just asking how's it going today. Like, we're pretty -- certainly we don't catch everything, but we're pretty in tune with how well our customers are moving through the program, and how the relationship is working or not working.

Q. Okay. You did allude to it a little bit earlier where you said that, you know, we try to match up and we kind of, like, hey, this laidback personality might work with this laidback personality, I guess. What other considerations, if any, are taken into consideration when pairing customers with flight instructors?

A. We -- personnel, as much as we can, it will be limited on how much we -- how much interaction we have with the customers. That might limit our knowledge of, you know, it could be -- some people we spend a lot of time with, they wear their hearts on their sleeves or they're just this, you know, tight-knit person that doesn't say much. So if we have enough information, we'll do whatever we can to match that. Then the rest of it, it comes down

to a logistical, you know -- my brain doesn't think in, you know, that way, so I consider it a nightmare --

Q. Um-hum.

A. -- of putting the puzzles together to just make sure that we've got, you know, the right person, all the resources to go execute with that customer -- their plan, but we've got people that do that. So there is a personality match. I think the rest of it is most likely who is available the most to fit this mission. And we try and -- we try to schedule in a way that allows the customer and the instructor to work through mission completion for most of the time.

We don't always do that. We're not always able to do that and in some cases, switching is just inevitable, but we try and match the schedules where if you started on training Wednesday, we have a flight instructor that's going be with you Wednesday, Thursday, Friday and maybe into the weekend. We got people scheduled to do that.

Q. Okay. What about experience? Is experience at all considered?

A. Well, experience is considered based on the exact mission. So for example, if we have a customer training -- if the mission is to go through the instructor training course, we need an instructor who's qualified to train the trainer. If we have a -- actually that's a good question. If we have a new flight instructor, then we will look for customers that have the

appearance of being a little bit more straightforward. We probably -- we wouldn't send a customer, we wouldn't schedule a customer who has a desire to fly with the flight instructor home from Knoxville, Tennessee to Seattle, Washington, for example. That's a complex mission.

Q. Um-hum.

A. We'd want to keep that flight instructor a little bit closer to home. So our going in plan there would be to a have a more experienced instructor. Assuming that we get to -- you know, we have a pool of flight instructors who are qualified to do, you know, their specific jobs, then it's, you know, pick any of them. But, no, that's a good question. We do consider that.

Q. I do have a few more questions, but I've been talking for quite a while now, so I'm going to let my counterpart here have a go, so to speak, so.

A. Could we pause? I just --

Q. Absolutely.

MR. FOX: Off the record.

DR. WOODS: Okay. We're back from break.

BY MR. FOX:

Q. All right. So I just have some follow-up questions. I come from a pilot background, versus Dr. Woods is, you know, from the human performance standpoint. So she's done an excellent job, kind of like drilling down to the appropriate level of the questions for her purpose. But from a pilot perspective, I just

have some, you know, other kind of questions for you. I've got part 141 flight instruction and experience and stuff like that, so that I have a different kind of experience with what a chief pilot is responsible for.

A. Um-hum.

Q. Are you required in your organizational structure to be the checkout pilot for, like, your trainers or are you delegating all your flight standardization and final checkouts to the supervisors and director of flight operations?

A. Yes, I designate that authority to our pilots who are check airmen.

Q. Okay.

A. So --

Q. Is there any instances where you do get involved in any level from the Cirrus jet all the way down to the SR20 where you would be involved in a standardization check, a recurrency check?

A. Um-hum.

Q. Okay. Can you give me an example of how --

A. Yes.

Q. -- that would happen in a given year?

A. Yes, the most recent example that I can think of -- this was about a year ago -- we had a pilot that was making the transition. The pilot had been with Cirrus for quite some time. Their primary responsibilities were flying the SR aircraft. They were then promoted to a job where they would fly the Vision jet, and they

were not progressing as we had expected that person to progress. And we got to a point where we had to make a decision. Do we continue to invest in the person or not, so I wanted to, as chief pilot, I did not feel comfortable having one of my designees make that determination because somebody's future employment was tied to the decision and the path forward.

So that was a case because of the ramifications of that decision, do we continue forward or not that I did the proficiency flight with that pilot.

Q. Okay.

A. So it's -- typically if I'm flying with a pilot, it's in an escalation situation.

Q. And -- but would you classify it as very infrequent or infrequent?

A. Infrequent, very infrequent.

Q. Very?

A. Yes, very infrequent that we had to go there.

Q. Definitely not common?

A. It's not common. What might be -- it's so infrequent, it's certainly not common -- is a conversation that somebody needs additional training, shall we press forward, what are the circumstances, have they been given all that information, have they read the books, have they done -- so we have that conversation --

Q. So like --

(Crosstalk)
Q. -- to function where --
A. Yes.
Q. -- you're being consulted, but it's not at an operational --
A. We stray --
(Crosstalk)
Q. -- type of --
A. That's right. We stray out of the normal, so I get involved and say okay, what should be the path forward? Most of the time, we choose to continue to invest and achieve the results that we're looking for.
Q. When you were talking about this safety culture at Cirrus, you were very eloquent in how you described it and enthusiastic about it. I just wanted to make sure I understood. Is -- do you have a risk assessment, like, matrix and how you adopt risk versus reward success to the company and is that like a published risk assessment where people readily could access. Like, oh, this is yellow, this is red, this is green, and who they need to go to to resolve those or put mitigation efforts --
A. Sure.
Q. -- into it.
A. It is -- are you talking about an organization risk assessment or a flight by flight risk assessment?
Q. Let's do both.
A. Let's do both.

Q. Mainly from an organizational structure.
A. Yes, from an organizational structure, we don't -- that is an activity that we've started through our air safety department. Chris Glazier (ph.) -- they actually had the kick-off meeting with the FAA to start the first step of the process to implement a safety management system for the parts of our business that will require a safety management system. So our part 145 repair stations, our part 142 training center, the production certificate and activities that we have. Those are examples of what will fall into this formal safety management system.

That's under development and I do believe that is a part of that implementation that will get to a much more mature system as you described where we have formal ratings and classification of risk and severity to inform decisions going forward. I know our engineering department has formal ways to assess risk as they go through the certification processes. I'm not an expert in those by any means, but I've seen fault hazard analyses before, I've seen, you know, the probability likelihood of an accident, the severity of the outcome and those types of matrices.

On the flying side, as a company we've adopted the FAA's PAVE model for performing of, you know, an assessment of risk prior to every flight, and that's what we --
Q. Is that a documented element of each flight or is that --
A. We don't. It's in our flight policies that we have -- we go through and make an assessment of all the risks of the flight and

we mitigate those risks to an acceptable level. But I don't have any formal documentation keeping that we do of the actual performance of that task.

Q. And just for the record, can you just identify what the acronym is?

A. Yes, so it's the FAA PAVE model. It's just an acronym to classify or to help group the different types of risks associated with flight. So pilot, aircraft, environment and external pressures.

A. Okay. And adopting that FAA model, do you communicate in a training environment with your flight instructors how they need to either get mitigation efforts or elevate the decisions to take a mission?

A. Um-hum.

Q. Is that how you do that? Like --

A. Yes, I don't know if I understand your question.

Q. So you do your risk assessment for a flight.

A. Um-hum.

Q. And let's say an element is marginal --

A. Um-hum

Q. -- for taking a flight. Is that a go, no-go or is that oh, I take this and I go to my supervisor and say --

A. Um-hum.

Q. -- hey, it's 800 foot overcast.

A. Right.

Q. I can make it on the ILS --
A. Right.
Q. -- you know, but I can have VFR --
A. Right.
Q. -- three hours away.
A. Yes.
Q. Do I launch?
A. Yes, so we have -- so that specific scenario, and I think this is relevant to that -- we also have weather minimums that are assigned to pilots that help make that decision for the pilots, because the company's already made that. So for -- and the weather minimums were based on 12 years of experience, recent experience, time since last recurrent training, and the purchase and landings and all of that. We've actually got a maintenance -- or I'm sorry -- a matrix where a pilot can fill up that information on a periodic basis to get their prescribed weather minimums, including the ceiling divisibility and the wind limits for their specific operations.

So we've provided tools through our company policies that also provide the framework for the decision-making, so that when we get to those risks -- now not all of those risks are as black and white as that. And that's where we are absolutely -- encourage our pilots to have conversations with senior pilots to understand okay here, this might be a gray area; help me reason through it. I feel like I'm qualified to go do this per company

policies and the FAA. I feel like the airplane's qualified, but I do know that there's more risk here, so how do I mitigate this risk, here's my plan.

Most of that -- most of those gray areas around weather avoidance, because a lot of the other risks that we have through our company policies are mitigated.

Q. Right.

A. We have crew rest and duty periods. We just -- we don't --

Q. Incorporated into the model?

A. That's right. We have -- the weather minimums are prescribed.

Q. Yes. But of course, that is for your employees --

A. Correct.

Q. -- but not for your customers?

A. We have no control over the conduct of our customers when they're -- sometimes we don't have control when they're here. We certainly have no control over our customers when they leave here.

Q. Right.

A. That's their airplane.

Q. What say we have a customer that's exhibiting fatigue-related issues or not feeling 100%.

A. Um-hum.

Q. The decision to take a flight resides with the customer or the flight instructor?

A. That typically is made -- that's usually made as a, you know,

two people, the customer and the flight instructor are going to work together to come up with what the best plan is, right. So we've got to establish what is our overall goal and objective. We both have to understand what that is and then that usually comes down to a conversation between the flight instructor, how we're going to achieve that goal.

There are cases -- we've had cases, the jet training program, it's a 10-day program. There's about 6 hours of training, 6 to 8 hours of training a day, and for some customers when you have 4 or 5, 6 consecutive days of that training, that's fatiguing. And you get to a point of diminishing returns and we have customers that say I want to keep pressing forward, let's keep going, even though their performance is showing nothing is getting absorbed. The flight instructor's tuned into that, we work with management and we find a way to give that customer a break. And ultimately, when the customer comes back, they're fresh, they start learning again, and although they might not thank us when we sort of force that break, when they come back in and they're fresh, they thank us for that.

But we work with the customer. Their voice is really important in that plan. Sometimes our experts can see things that customers can't. And so in the case where somebody's fatigued, they're not feeling well, you know, we have ways we can stop training, go back to the hotel, sleep, we're going to pause, continue next week. We can, you know, fly home with you. That's

another tool that we have in our toolkit to help the customer along the way in those cases.

Q. Okay. So depending on if you're doing the transition or advanced transition, it could be 3 to 5 days --

A. Um-hum.

Q. -- for the completion (indiscernible). Without, you know, giving a number metric -- which you don't have right off at hand, but if you do that's great -- but how often do you feel that there's a successful transition of the full syllabus --

A. Um-hum.

Q. -- and three days for the visual or five days for the advanced IFR --

A. Yes.

Q. -- transition?

A. Yes, roughly for both courses, our course completion rates are roughly 75%. Again, that's -- I'm going from memory here, so please don't hold me to that.

Q. Completion would mean what?

A. Meaning we started and we finished the course --

Q. In?

A. -- in the allotted time.

Q. Is that allotted time in days or is that in flight hours?

A. We look at that in days, so we do have lesson times and for the VFR transition, that's around 10 hours and for the advanced transition -- please don't quote me on this -- but it's 12 to 15

hours of total flight time but we also look at the number of days as well. And the reason that we look at the number of days is our customers, they come here, they've committed to a certain amount of time because we told them. We said training will last approximately three days. We ask them for flexibility so if we don't progress as we expect -- but if somebody -- when they heard three days, they probably planned for three days and they might have stuff happening at the end of training that's sort of driving their desire to get through the training.

So we try and set expectations that we need a little bit of flexibility, because we know that people sometimes take a little bit longer.

Q. It seems like a common theme that if a little bit more time is relevant for a customer, that a ride-along or an additional training session might be done to get the customer to --

A. Yes.

Q. -- their home base.

A. Yes.

Q. Yes.

A. Yes.

Q. How often do you feel like that that is occurring?

A. Again this -- I'm going from gut. I -- this is anecdotal, this is not hard data -- but 10% to 15% of the time that we would --

Q. So 75% of the time you're achieving the results --

A. Yes.
Q. -- within the days and/or hours.
A. Yes.
Q. And then so -- you have roughly 25% out there, so, you know, there's 10%, 15% you're saying that -- of customers being flown home --
A. That we fly home --
(Crosstalk)
A. Yes, we do --
(Crosstalk)
Q. -- it's conjunction with training.
A. And then the other tool that we have at our disposal is to leverage the relationships that we have with the network of flight instructors and training centers. So occasionally we'll have a customer who, in the three days or the five days or however much time they're willing to provide us and that we have available for, we're not going to get done and that's where we work to establish a relationship with a local training partner so that training can continue, and it continues outside of Cirrus Aircraft.
Q. I get the sense in the Cirrus company, kind of ethos, is the adaption of technology. We saw your -- in your training development program upstairs here, you know, everything's high tech. And that you guys are data mining as much as you can to almost real time on how things are evolving for a customer's experience, from the time they arrive, to the delivery of the

aircraft, to the completion of training. Is that a fair assumption that you're trying to monitor that or it's done on a flight by flight basis or a day by day basis?
A. We don't have the capability to monitor flight data on a day by day or analyze the flight data at this time.
Q. What is your expectations of your flight instructors to record the results of each individual mission?
A. Okay. I want -- yes, I just want to clarify that last one. So when I heard data mining was -- I thinking of the flight IQ data that's collected from the airplane.
Q. No, I'm talking more about customers --
A. Yes.
Q. -- rushing through your training experience on a daily basis or flight by flight basis.
A. Yes. Yes, so the expectations that we have with the flight instructors. So, one, in our morning meetings, we meet every single day with the flight instructor team. And part of that, as I mentioned earlier, was to talk about the logistics of the day. So we'll do a round the room and every flight instructor will talk about how things are progressing with their -- the customer, if they perceive that there's going to be any disruptions to what the original plan was and if additional resources are going to be needed, or if they simply need help. If things are not going to plan, that's a good time that we talk about those things. So that's one point where we collect data.

Then we have our supervisors, managers, the logistics people are in the room and part of that conversation. We do have certain records that get tracked as we go through the training. We have, again, there's some flexibility in how we administer the course or how the flight instructor can -- to take the customer through the course, depending on how the customer is progressing. So what we intended to be 100% complete on lesson 1, some of those items might carry forward, right, because we're just simply not able to get to them. And we might find situations where one of the content from lesson 2 is more applicable today because of whatever their forecasted weather restrictions or today the sim might be available, tomorrow we have to fly the airplane.

So there is that level of -- that we afford the instructors. The system, because of that flexibility, in some cases the flight instructor might perform the record keeping towards the end of training. So the goal is that the records, the flight records, are all up to date when we close out the training event with the customer. So the flight instructor, they might track that on a day by day basis, they might sort of close that out with the customer at the end of training. All of that right now, given the systems that we have, is done locally on the flight instructor's iPad. So I don't get to see that work as it's going through the system. Just with the system limitation that we have right now.

Q. Well, you mentioned the iPad and the system limitation. So the information's being collected in electronic format on the iPad

--

A. Um-hum

Q. -- but it's not like on the cloud being stored on a server locally?

A. From -- yes, it's going in -- depending on -- we have a few different forms that they will fill out. So we do have a mission report that's sort of the log of the day events that we have, you know, a half day of instruction, a full day of instruction, how much airplane time, if we have travel expenses. Like we're kind of logging it there.

We also have a system where we're logging flight time for the airplane and the hobs in, hobs out, flight in, flight out, all of that. And then in the learning management system, there is a log, but we don't -- right now we don't require them to track on a day by day basis. We think that's the best practice. What our expectation is by the completion, when you sit down with the customer to wrap up training, if you will, all the lessons are complete and this is our last conversation before, you know, I'm going to -- we're going to part ways, that we complete all of the records at that point.

Q. So --

A. That's the basic requirement.

Q. -- if the customer is showing a deficiency in a certain area, would it be common or not common for that discrepancy to be highlighted on a mission-by-mission basis until completion

standards are --
A. Yes, it is common and it's expected that if things are not going to plan, that if the customer's not performing to the standards that we expect him to be at given where we're out in the course, that we're -- that, one, we've set clear expectations of the performance for the customer. And, two, if we're not meeting those performance expectations that we inform the customer immediately, yes.
Q. Informing the customer, but is it --
(Crosstalk)
Q. -- recorded?
A. Is it recorded?
Q. Is it recorded? Is it part of a documentation process?
A. Right.
Q. Yes or no.
A. Yes.
Q. And that is on the iPad?
A. That's on the iPad.
Q. How does it get off the iPad into a different format?
A. So the iPad that's -- what we're referring to here is the flight assessment tool that we have through the learning management system. So that's a tool that instructors have. They can pull this up on the iPad. It has the list of tasks that we complete for that lesson. It also has the performance completion standards to what level we need to perform. So early on in the

training, a performance completion standard could be that we practice it, right. So we provide opportunity for repetition, and then when we get to perform, they have to actually perform it to within standards without the flight instructor coaching or intervening or doing any of that.

So that tool is on the iPad. They bring that into the cockpit, and they should be checking what level was actually achieved and did we achieve that satisfactory performance or not.

Q. Okay. But is that a locally stored information on the iPad? How does it get into --

A. Yes --

(Crosstalk)

A. It's local while we're not connected to the internet, but then it goes to the learning management system when we get within wi-fi.

Q. Within any wi-fi --

A. Yes.

Q. -- or company wi-Fi?

A. Any wi-fi.

Q. Okay. So hotels? FBO's?

A. FBO's, that's right.

Q. Okay.

A. Cell signal -- we provide cell signal for all of our in-circuit iPads.

Q. And what is -- going back to the original question -- what is

the general expectation that these are being logged on a flight by flight?

A. On a flight by flight, yes.

Q. When you were talking about matching the customer to the flight instructor, you kept on -- since you're higher, you know, in the leadership role, you kept on using the word we.

A. Um-hum.

Q. Can you describe who we is when you're talking about selection of --

A. Who's matching, yes.

Q. Yes.

A. Yes, great -- the person who has the relationship with the customer, like the most knowledge of the customer, is our flight training account management team. So they've been working with the customer to set up the training accounts, they've had conversations with the customer to ask them to collect profile information. Our training account management team works closely with a delivery personnel, so they have a pretty good idea of the relationship that we have. And they also work to sort of build that schedule, you know, what's going to happen in the next two weeks.

Q. Okay. And just as an administrative function, the only thing that came up that I thought might be listed as confidential, I think you actually gave the email address handle for the safety feedback email. I think you referred to it.

A. Did I?
Q. No, you didn't say at Cirrus.com, but you said you got the group list and you identified it.
A. Oh, plus company --
Q. Yes.
A. That would mean nothing outside of --
Q. Okay --
A. Yes.
Q. -- so just for the record, we -- I just didn't want to get that published --
A. Thank you.
MR. MAYER: You could strike that, yes.
BY MR. FOX:
Q. Yes, I just didn't want to get that published on the outside and have you get inundated by, you know, stuff. But you're saying it won't work outside of --
A. No -- yes, if you're --
Q. But it would be easier for us just to redact it.
MR. MAYER: Just redact it.
BY MR. FOX:
Q. So I just wanted to afford you that --
A. Right.
Q. At least I'm looking out for you --
A. Thanks for letting me --
(Crosstalk)

A. Thank you, sir.

MR. FOX: Brannon.

MR. MAYER: All right. Rob, thank you for your time. I have no questions. Thank you. We really appreciate it.

MR. FOX: And, Sabrina, I want to say thank you for giving me the opportunity to get --

DR. WOODS: Yes --

MR. FOX: -- those follow-ups.

DR. WOODS: -- absolutely. It's a team effort.

BY DR. WOODS:

Q. So a couple of close-out questions for me here. Now we're getting to -- now that we've grilled you on how does this place run. Of course, you know, there's been an accident so we want to talk a little bit kind of the circumstances surrounding that. Did you know Chris Jensen?

A. I knew Chris, but I knew him as an employee. I didn't have a lot of interaction with him, one, because of the time that he was with -- at Cirrus was short, but also he's a few layers down in the organization. So the interactions that I had with Chris were -- I make an introduction with all new employees. In fact, I met a few new flight instructors that started with Cirrus this week today. And we just -- I let them know I have an open door policy. I'm here to serve them, our expectations for job performance and expectations for, you know, how they -- you know, how we work together to drive success. That type of conversations.

I had a few interactions with Chris just socially at work, so the hallway passing, handshakes, how are you doing today, is there anything I can help you with, tell me about your customer. Like, things like that, just very generic things, but nothing, like, sort of formal because my -- most of the time is spent with my immediate (indiscernible) reports, and then, you know, they have most of the time with their people.

Q. Did you have an -- were you able to form an impression of his personality at all?

A. Chris was -- yes. So Chris was a very likeable person. Like he was -- he just -- he had a smile, he had positive energy. I think during the interview process, which I wasn't a part of, but I clearly see why the team gravitated towards him, because he's -- he was a natural, outgoing people person. That fits well with -- I mean, as a flight instructor, you -- that is an outward facing position, so that's -- yes. We could tell that he would fit well within the team because of that.

Q. Did his supervisors ever report back to you on his conduct and behavior?

A. No, no.

Q. Okay. And I mean that positive or negative?

A. Yes, positive or negative, no.

Q. Okay.

A. I did not receive any feedback about Chris's --

Q. Okay.

A. -- as he went through the onboarding, I received no feedback about Chris, you know, for his first few customers that had either --

Q. You did not?

A. I did not.

Q. Okay.

A. You know, positive or negative.

Q. I know -- again, you're a bit high up. You probably don't know all the intricacies of the day to day of what's going on. But were you aware of this flight to Texas that was taking place with Mr. Stoneking and Mr. Jensen?

A. I was not aware until we became aware that there was an accident with that airplane, and that would have been that evening.

Q. Okay. So I guess that's a great segue is when did you find out or I guess how did you find out that there had been an accident?

A. I received a text from my director of flight operations. It was that evening, it was just after dinner so probably 5:30, 6:00 eastern time. I probably still have the text that we could look up the exact time. Then at that point, we mobilized to understand who was on the airplane and then we started working to understand what had happened.

Q. So can you -- and I know it's a tragic accident and it might be a little bit difficult -- but can you walk me through what that

looks like? What did you do?

A. Yes, so I -- so upon learning that we had an employee that was aboard the airplane, I informed my boss, my boss's boss and let them know that this was happening so we could start mobilizing resources together. We -- I informed our HR business partner. Her name is Laura (ph.). She was in a tough spot. She was not able to help with her cellphone coverage and all of that. She'd normally be involved with next of kin notification, but she was able to forward me who the next of kin was so we could start that communication.

I asked my director of flight operations with -- he actually had multiple flight instructors working to just try and understand if Chris was okay, what had happened, where they were located, just because he's our employee. You can imagine that that is a difficult thing. It's no surprise that the emergency response folks, they're very limited in what they can -- information that they can pass along. They were working that part of it. I started coordinating with our fleet and schedule team to have an airplane available just in case we needed to travel. So the airplane was -- so that went into motion.

And then with the emergency contact that Chris had provided was his father, so I was able to reach Chris's father, Mike, and start the communication that we know that there was an accident that Chris was involved, we don't know of the outcome. And then I was working with Mike, to share phone numbers of the people that

we've tried to call, that they were not able to release information for -- you know, to us to help guide and direct him so we could find out what had happened.

We -- Mike was -- Mike's a pilot. He was in California. His home is up in -- just north of Seattle. So Mike -- it became very clear that we needed to get Mike to Seattle, so we started working and coordinating how we could provide transportation for Mike to get up to Seattle. We had a sales person out on the West Coast at that time. It was already too late. That pilot had passed their duty period, so we started coordinating with Mike to pick up in the morning to get him up there.

Chris's wife, Lacey (ph.) had landed recently in Jackson Hole, and we started coordinating to get Lacey to Seattle and we also started some coordination. Chris had a dog that was in the kennel, so we started coordinating to make sure that the puppy was taken care of. The dog was only checked in, from my understanding, for one night so we needed to make sure that somebody was there to pick up the dog. And actually Chris's in-laws came to town. I believe they lived in North Carolina. I don't recall which town, but they -- we were able to help facilitate them getting possession of the dog.

So all of that was sort of happening through the evening. Mike was able to reach who he needed to reach in the evening to understand what the outcome was, that Chris had passed. Mike called and informed me, you know, sometime after he learned that.

So that's what happened.

Q. Do you -- does Cirrus have an emergency action plan for this --

A. We do --

Q. -- in the event of this sort of thing?

A. Yes, we do, and so that is something that we -- in the moment it's hard to stop and go back to the checklist. And in some cases when you have people in roles that are called out to perform certain functions, if they're not available you have to sort of improvise and make that happen. But we generally follow the protocols in that, including like part of the emergency response plan is internal communication and external communication. So our senior vice-president of sales and marketing, his responsibility is there. Our HR function in that case I was -- because of -- it was my team member, I assume some of those responsibilities.

The air safety -- I forgot to mention earlier -- the air safety department --

MR. HAIG: Brannon, I think --

MR. MAYER: You called me directly, yes.

MR. HAIG: Called you directly. You were the first call I made, then I called Ravi, then I called Todd, and then -- and that was it, so.

BY DR. WOODS:

A. So there's a bunch of things that the air safety department starts on there for the emergency. So we generally -- I think we

did a pretty good job following our --
Q. Um-hum.
A. -- communication protocols --
Q. Okay.
A. -- and our action plan. So I know you weren't aware of the flight ahead of time, but presumably you've talked with, you know, supervisors, managers and the people who do the scheduling since then. And we did discuss earlier that sometimes it's a common practice that, you know, if the new customer isn't quite there yet or if they're not feeling well, or if the weather's, you know, being disagreeable that in those cases, a flight instructor will help ferry home.
A. Um-hum.
Q. So I guess, after the fact, what were you told about the purpose of this flight?
A. Yes, the purpose of the flight was that -- so first of all, they weren't planning to go home that day. Our flight instructor wasn't planning to go home that day. They showed up, Chris thought it was going to be, you know, a continuation of what they had already started that week, training within Knoxville. When Chris got to work that morning, he found that David was not feeling well. My understanding, Chris, and I believe it was Felipe started coordinating to say what should we do. The determination was let's fly home with David. I know that there was conversations with David about that, and so they agreed to fly

home with David.

Chris had to leave because he wasn't planning to leave that day. He had to leave work, go pack a bag, take care of his dog, and then return and then they departed. That's my understanding of what happened.

Q. So when this situation arises and it's a ride home essentially, I guess from your point of view, what's the expectation that's going on on that flight home? Is it just to ferry a ride or is there instruction that's going to be taking place?

A. Yes -- so that could -- that can take a few different forms based on the circumstances. I had a personal experience. I was picking a customer up at a hotel and I wasn't planning that that person wanted to leave, but when I picked him up at the hotel, they had two bags in their hands. They opened the door, threw the bags in and got into the car, and said, Rob, we got to go home right now, my wife's having a baby. And in that case, I said don't worry about a thing. I will take care of this. I jumped in the left seat. I planned to fly it and jumped in the left seat. That person was clearly not in the mind to --

Q. Um-hum.

A. -- receive training or to be pilot in command. We have situations where customers, you know, they're not progressing through the training as they expected, and the training from Knoxville to the home base is an excellent opportunity to get some

real-world training experience. And also we find that customers, when they're at their home airport, when you take away, you know, having, you know -- and when you add that familiarity, that they can then focus a little bit more on learning the airplane and that familiar environment. So you see the learning starting to accelerate.

So when the customer wants to and is capable, my expectation is that that is excellent learning -- an excellent learning opportunity that we would be providing instruction during that flight.

Q. So when -- this, I guess, is for all then -- all instructional-based flights, who would you presume is the PIC?

A. The pilot in command?

Q. Um-hum.

A. Yes, the person who is qualified in the airplane is sitting in the left seat. That's my expectation. There are circumstances where our customer is not qualified so you got to be the pilot in command due to -- it could be currency purposes, they don't meet FAA currency minimums, it could be because of the certification level. But the pilot in command on that airplane is the person that's sitting in the left seat of that airplane.

Q. Regardless if they've successfully navigated the transition program?

A. That's right, and I think that's important because the FAA does not require transition training for airplanes single-engine

land. No, we do -- pilots have to be flight reviewed and instrument currency for flying in instrument conditions. The flight instructor in that case might have to be pilot in command to satisfy the regulations, but for airplanes single-engine land, if you hold that FAA rating, there is no -- the FAA does not recognize or require any amount of transition training. The customer in this case could have taken the keys to the airplane, gotten in and flown away. We've invested and we've provided this complimentary training because we don't believe that that's the right way to do business.

Q. Can you imagine any scenario where that might not be the case?

A. That -- just to clarify -- that are -- that the pilot in the left seat might not be the pilot in command?

Q. Yes, not talking about -- I know we just talked about -- is at of certain proficiencies or certifications, but new customer coming here. Is there ever a circumstance where that might not be the case?

A. Outside of qualification, certification, I can't think of a scenario. Assuming that they're a rated pilot, yes --

Q. Okay.

A. -- that they're certified to -- by the FAA to be there, I can't think of a case.

Q. So we talked about some scenarios before. What if the person is, you know, ate the wrong $100 burger the day before and has got

the worst gastroenteritis, you know, intestinal issue that there is and is very sick and is not feeling it, and is, you know, obviously debilitated to some degree. And now the whole reason that you're just being ferried home is because they're not feeling well.

A. Yes.

Q. Who's the PIC?

A. In that case, my expectation is the flight instructor's the PIC, that the person who's feeling ill is a passenger at that point and that passenger would not have any participation in the flight.

Q. When do those conversations happen? When should those conversations happen?

A. Before the flight.

Q. Did you ever have a chance to meet David Stoneking?

A. I did not meet David.

Q. So at his delivery, blue carpet situation you didn't get a chance to meet him?

A. No, I did not.

Q. Have you ever interacted with him via email or anything like that?

A. I've had no correspondence with David.

Q. Okay.

A. So for the people that have --

Q. Um-hum.

A. -- were any concerns about his performance brought to your attention before or after the accident was made known?
Q. Not before, but after, my understanding that Chris communicated to Felipe in this case that training was not progressing as they had intended. And, in fact, I believe Felipe also mentioned that he started communication with the local salesperson to see if we could find a local flight instructor, because at that point -- and Chris understood and Felipe understood -- that we would need more -- or David would need more training time to complete the course. So we started looking for a continuity to handoff the training.
A. So you've mentioned that process before. Is that typically the process to handoff to another, you know, certified, Cirrus standard instructor pilot, or has there ever been a situation where a factory instructor pilot has gone with the new customer and stayed for a little while to help ease that transition?
A. Yes, both situations would happen. It is situational and dependent on what the customer needs. So we have situations that arise where the customer has travel, right, where they got to get home because they leave for China for two weeks. Right. So our mission now is, like, we'll work with you, we'll get you home, but then that's where we handoff to another -- a local training partner because there's this time separation.
A lot of situations where the customer chooses to stay in Knoxville, Tennessee and spend two or three or sometimes more days

with us. And if we've got the resources to accommodate that request, then we prefer to do that. We prefer to see the training mission through. And in some cases, we get more efficient with the customer's time where we start training with the customer to the location. We might stay with the customer at the location for a couple of days, but then like I mentioned earlier, where the customer's at a familiar airport where they can focus more on the airplane, less on this new environment, and we see some learning acceleration because of that.

So it's very dependent on what the customer would like to do, what our resources that we have available, and the customer's overall objective, so.

Q. So I know that you said that some concerns over Mr. Stoneking's progression were brought to Mr. Casasfranco's attention by Chris Jensen. Was it ever elevated to more than just hey, not transitioning as fast as we would have thought, you know, this is now the current situation? Was there any more elevated talk than this?

A. No, not that I'm aware of.

Q. Okay. Has a flight instructor ever had or expressed an issue with something a little more hazardous? Like, for instance, a customer demonstrating unsafe acts in flight?

A. Um-hum.

Q. That has happened?

A. Yes, we've had that happen.

Q. So what is your expectation for what that flight instructor should do at that moment?
A. Yes, so at that moment -- so can you -- I mean, are we unsafe in the airplane?
Q. Yes.
A. Yes. So we would correct the situation and once we get on the ground, then the flight instructor would report to their supervisor, and we would start an internal communication about, okay, what happened, what are the next steps, who has the relationship with the customer. Most of the time, those unsafe acts that -- if it's a skill-based issue, those are usually pretty simple because we need more practice and repetition, we might get into a simulator, we just need more time. The ones that concern us the most are unsafe decisions, right. So if somebody's deciding to do something that's not supposed to be done in an airplane, or their decision-making, those are always a little bit more complex, right.

So that's -- I do get involved in those conversations. We work through and understand who the best person is to have what conversation with that customer, and then we respond to that and react to that.
Q. Okay. And I typically avoid yes or no questions; however, just for clarification's sake, when you mean correct the situation, do you mean that instructor takes control of the aircraft?

A. If necessary, the flight instructor should take control of the airplane. If something unsafe is happening, the flight instructor should take control of the airplane.
Q. Okay.
A. And the -- I mean, similar to the relationship that a DPE, a designated pilot examiner, has on a check ride, the person who is taking the check ride that day is the pilot in command. But any DPE who's put in an unsafe situation is certainly going to correct that situation to avoid, you know, damage or harm to themselves and harm to the occupants.
Q. Okay. And I think I know the answer to this question; however, has Cirrus ever denied a new customer, like, access to the aircraft due to some of those unsafe behaviors or unsafe acts until they have demonstrated, like, sufficient proficiency in --
A. Yes.
Q. Okay. I think I have two more questions, but I'll go on and toss it over to Todd again just in case.
BY MR. FOX:
Q. I know there's been a lot of questions about PIC and we understand there's, like, logging of PIC time versus acting as PIC on an airplane, the definition of the PIC. These are all FAA, you know --
A. Um-hum.
Q. -- regulations. That's really not my purpose of my next inquiry. It is a repeat, but I want to make sure that I

understand what your answers are. You originally stated that sometimes we have to escort pilot customers back to their own base.

A. Um-hum.

Q. In the example of an illness --

A. Um-hum.

Q. -- you said it could be also an opportunity for continued instruction.

A. Um-hum.

Q. And that event, is there shared responsibilities for ensuring the safety of flight between the company flight instructor and the customer pilot owner?

A. Yes, so that all -- you know, if there's an illness or fatigue or something like that, there's a varying degree of those conditions, right. That can go from somebody has the "sniffles" to maybe a scenario where you proscribe where it's a gastrointestinal and that person's not capable, and I honestly -- I don't know where we fall on the spectrum. But if we're closer to the sniffles, if that's the spectrum, then the training might continue on as normal, as we normally planned.

If somebody's not feeling up to that, then that comes down to the discussion between the customer and the instructor, and the instructor's making an assessment based on the, you know, what the customer's communicating of how much productivity are we going to have, how much involvement are you going to have. And the

customer's trying to provide a, you know, an honest assessment of what they're able to do. Unfortunately, most people think they're capable of doing more than what they think and the flight instructor has to take that into consideration.

So in this case, the fact that somebody's -- the person sitting in the left seat, I believe we hear that person's voice on the ATC transcript, that tells me that that person is actively flying the airplane. And the determination was made that they were going to be receiving instruction and that they were also going to be flying the airplane.

We look at -- so our flight instructors are absolutely there to provide a safe environment. They're there to educate the person about how to operate the airplane, the auto pilot, the avionics, the engine, the flight profiles, emergency procedures, the CAPS, all of that stuff. But, again, we're not providing training for certificate or rating, and because of that it's not required by the FAA so we're advising the customer. Our flight instructors, they do have more experience in the airplane. In this case, our flight instructor did not have as much total flight experience as the customer, but we're there advising at that case.

Q. Do you have a training element that deals with positive relinquishing of controls, a positive control -- transfer of controls during a flight?

A. We -- so that's part of our normal briefing. I have to look back through our training documentation to see where that's

referenced.
Q. And just from your operational --
A. Um-hum.
Q. -- standpoint, do you feel that your flight instructors are dealing with transfer of controls --
A. Yes.
Q. -- in a consistent way from customer to customer and instructor to instructor?
A. I believe we're consistent with that.
Q. Okay. Could you give an example of what you think a positive transfer of controls would look like during a flight instruction flight?
A. Yes. So if I'm the flight instructor and you're my student, I would say I have control of the aircraft. You would relinquish the controls, I would ask you to put your hands in the air. You would also verbally acknowledge that you have control of the aircraft, and I would then say acknowledge one more time I have control of the airplane. So it's a three-way exchange.
Q. Okay. So it's a -- the flight instructor again saying I have control or my aircraft or some iteration of that.
A. I have control.
Q. And the reaction of the customer, the other pilot, would be to relinquish control and make a physical representation that they are not in control --
A. Um-hum.

Q. -- and then the customer is also going to verbalize that, your airplane.
A. And then the third step, the flight instructor one more time says I have control.
Q. Okay. That's all I have.
DR. WOODS: Brannon.
BY MR. MAYER:
Q. Rob, I just had one thought. You have provided a really good example of a flight instruction that you were giving, where an individual needs to go home and was no longer perhaps fit for flight, whether it's an illness or anything else. In your thoughts, who determines who's fit for flight and who would sit in the left seat?
A. Who determines who's fit for flight?
Q. Yes.
A. So the individual has to make that determination if they're fit for flight.
Q. Um-hum.
DR. WOODS: Is that it?
MR. MAYER: Yes, it's just, you know --
BY MR. FOX:
Q. Have you an example that you can recall where Cirrus has not accepted a flight to return a customer or a pilot to their home base for a medically related reason or any reason? Were you like, no, this is just -- we're not doing this.

A. I'm trying to think of a specific example, but we -- certainly we don't fly airplanes that aren't airworthy, we don't fly in weather that the airplane's not capable of flying. So those types of cancellations would not -- I mean, they happen when they need to happen, so that would not be uncommon. But I don't know if there's, you know, another reason where we would refuse to not fly with the customer.

We do -- we've done some charitable work before --

(Crosstalk)

Q. During the covid pandemic, for example, dealing with, like, a sick customer, because obviously everyone had, you know, heightened visibility to covid at the time.

A. Right.

Q. Can you explain, like, maybe from that construct as an example?

A. Yes, we had covid protocols, like many businesses, many airlines. So we wore masks -- I'm trying to remember, sorry.

Q. No, I know, it's a couple of years ago at this point.

A. We tried to erase those memories. But so we absolutely had covid protocols that we followed. So we wore N95 masks when we flew and so we advised customers of this. We also -- before guests would come on campus or before we would fly with customers, we would ask customers if they had covid-like symptoms or been diagnosed with covid or had been around somebody who had been diagnosed with covid within a certain time period before we fly.

So -- and if somebody checked those boxes then, you know, we would not fly with them.

And if somebody -- like, if we knew that somebody had covid during the time, then we would assist them in quarantining and helping them get testing and all of that stuff. But they would not be invited on the campus. Same thing for all of our employees. If you had covid-like symptoms, the protocol was do not come to work, go get tested, and we had reporting protocols in place.

Q. Did anything change in that regard to -- in the last 12 months --

A. Yes --

Q. -- to those procedures?

A. I apologize I don't know the exact timing, but we have -- yes, as covid has wound down, we've adapted the covid policies to -- right now where we -- we're back to normal operations.

Q. Okay.

A. But I don't recall the timing. We wouldn't have had covid protocols in place this summer. Other than a heightened sense, we're all more aware, right, if you're sick, a heightened sense of awareness that it's going to get tested, but --

Q. Okay, thank you.

BY DR. WOODS:

Q. So somebody approaches you and says I think I want to work for you guys, I want to work for Cirrus. What would you -- this

is like Rob's point of view --

A. Um-hum.

Q. -- what would you tell them about what it's like to work for Cirrus?

A. Yes, I would share -- so I get asked that quite a bit. I'm out, you know, in the field quite often. So Oshkosh, for example, is a common place where you tend to run into a few pilots that may be looking for opportunities, but I also attend career fairs and universities and things like that. So I share my experience that we're a company, we get to fly incredible airplanes, that -- but that's not the reason that I'm at Cirrus. It's fun to be on the leading edge of technology. We have the safety features and the comfort, and these are incredible airplanes to fly.

But I'm -- I was attracted to Cirrus, the reason that I've been here 18 years to this day is because of the culture and the company, and that's a culture of team that I've -- it just -- the team cares for one another. That's an important element for me, that no one person's going to have to carry the entire load, that you can raise your hand and say I need help with something and you have five other people that are willing to stop what they're doing to help.

We have new people coming into the organization, it's incredible to watch. We have people that have experience flying F-18s off of carrier decks and Harriers and F-16s, and commercial airlines and, you know, business jet aircraft. And they've seen

new people come into the organization and it's not -- the new people don't have to, like, earn their badge of honor to even just talk to these people. No, they're welcomed into the organization and that's sort of the culture that has attracted me and kept me interested in this.

There's another element of the culture that also keeps me very interested is that Cirrus in earnest invests in its people and in earnest invests in achieving, you know, a safety performance like no other manufacturer. And programs like Cirrus Embark where we pay for training, the investments that we make into the quality of the training materials. The investments that we make into the team that builds the tools to not just make this one delivery experience, you know, a great experience for the customer, but to make sure that that customer is cared for throughout their entire ownership experience. Cirrus genuinely cares and it puts dollars behind that to make sure that our customers are successful.

We call it the Cirrus life, and we enable that experience for our customers. So, yes, it's about having a premium product that meets all of our quality expectations, that's the best in class for the market that we're trying to serve, but it's making sure that customer is taken care of through the life cycle of that customer. That's what I would share with them.

Q. So we grilled you for a little while now, about two hours. You had some time -- we've interacted with you far more than

anybody else we've talked to today or will continue to talk to. And so you, obviously, in your position and having interacted with us, you had time to think about things and kind of have an idea as to how this week was going to go. So my last question for you is there anything that you thoroughly expected that we were going to ask that we haven't asked or that we haven't covered and that you're surprised by?

A. I honestly I didn't know -- and I, you know --

MR. MAYER: You're the third person who's said that.

DR. FOX: The third person's who's said that.

BY DR. FOX:

A. I didn't know -- I figured that, you know, you are both very smart and very capable people so you recognize that at a level in the organization that the granular details get fewer and fewer. You know, 15 years ago I would have been able to answer flight instructor related questions, supervisor related questions, but today we've built processes and team members, so that's not my day-to-day focus. So I'm not surprised by that.

I also -- I think I'm not surprised just because of the, you know, initial data request that you had that we responded to, so you could kind of see the types of information that you were looking for, and the conversations that you and I had over the phone leading up to this gave me some insight. So I guess I didn't really know what to expect beyond what we've already done, but the line of questions seems pretty in line with what you're

trying to accomplish here, so.

Q. Okay. Do you have any questions for us at this time?

A. I've got a lot of questions, but I don't know if it's appropriate that I ask them. We're incredibly interested in understanding what had happened, because we are a learning organization. And what you guys do to figure out provide those recommendations -- well, one, we sincerely appreciate your efforts to do that. But we're going to be paying very close attention to this. We pay attention to every single fatal accident. We had one of our own on the airplane, so this one is as close as it gets, so.

Q. Understood, understood. All right. Well, that's all I have.

DR. WOODS: Alibis, gentlemen?

MR. MAYER: No.

DR. WOODS: Okay. Well, with that, I'm going to stop the recorder.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Robert Michael Haig
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Maria Socorro R. Abellar
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: DANIEL HARRITY, Factory Flight Instructor Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aviation

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I N T E R V I E W

DR. WOODS: We are recording.

Daniel, is it okay to call you that or --

MR. HARRITY: Yeah.

DR. WOODS: -- you go by Dan or --

MR. HARRITY: -- Dan, whatever you want to call me I'm fine with.

DR. WOODS: Okay. Well, first of all, just thank you.

MR. HARRITY: Yeah.

DR. WOODS: Thank you for being here. We know we're pulling you out of your schedule, and out of what you have to do for the company to come talk with us, and we really appreciate it.

As Rob said, I'm Dr. Sabrina Woods. I'm with the National Transportation Safety Board. I'm a senior human performance investigator. So what my job is, is to kind of do those assessments on post-accident kind of like that man-to-man interface, man-machine interface, and man and environment. Environment is not just like what the weather is looking like out there.

MR. HARRITY: Right.

DR. WOODS: It's like the organizational environment. The Board has been congressionally charged with determining probable cause in aviation accidents and significant incidents.

With that, with me this is Todd Fox. He's actually the Investigator-in-Charge. So what I'm doing is I'm serving as a

consultant to him for this accident investigation. And then your Cirrus party coordinator is Brannon Mayer. And you two just met, right?

MR. HARRITY: Yep.

DR. WOODS: Okay. Perfect. So as a -- we're going to go over title and things like that, but as a flight instructor here with Cirrus, and what I'm told having known Mr. Chris Jensen that's why you're here. Essentially you have a wealth of information. We're trying to collect all the data that's in the information so we can figure out what's going on. This is what we do for a living.

MR. HARRITY: Right.

DR. WOODS: This is very routine to us.

MR. HARRITY: Yes.

DR. WOODS: I get it this is not routine for you.

MR. HARRITY: Yeah.

DR. WOODS: We understand, and respect, and appreciate that. And so with that I'm going to ask you a series of questions. Recognize that I don't know is a perfectly acceptable answer. Don't, like, oh, I got to answer the question because they're asking me. If you don't know --

MR. HARRITY: Right.

DR. WOODS: -- just say I don't know.

MR. HARRITY: Okay.

DR. WOODS: That's fine. We'll move on. If you don't

understand the question, please ask for clarity because we're going to do the same. If we don't understand the answer, I'll be, like, come again or can you explain that just a little bit better?

If you need a break, please do not hesitate to ask us, and we'll time out. We'll do so. Also, if it tends to start going long, I'll check in with you --

MR. HARRITY: Okay.

DR. WOODS: -- on occasion to make sure that you're still doing okay, and that you don't need a break.

This interview is being recorded. We do that to ensure that what you have to say is documented exactly. It also alleviates things like my short-term memory loss, and from having to take notes. So the recording itself will be sent to a transcriber.

MR. HARRITY: Okay.

DR. WOODS: Only the transcription goes in the docket later on.

We told you already that, hey, you are allowed to have anybody here with you as support. Looks like that is not something you have chosen to take advantage of at this time. Is that correct?

MR. HARRITY: That's correct.

INTERVIEW OF DANIEL HARRITY

BY DR. WOODS:

Q. Okay. So with that, if you would, please, for the record just state and spell your full name.

A. My name is Daniel Harrity. Do you want my middle name as well? Okay. D-a-n-i-e-l, and then last name Harrity, H-a-r-r-i-t-y.

Q. Okay. Thank you for that. So getting right into it. First ones are easy.

A. Okay.

Q. How long have you worked here at Cirrus?

A. So I started here February of this year. So --

Q. Oh, okay.

A. -- not too terribly long but --

Q. Okay. So what were you doing before that?

A. I was a flight instructor just a little bit down the road. And then just -- I've always wanted to work at Cirrus. So just started here in February.

Q. And what is your job title?

A. Factor flight instructor now. So --

Q. Okay. Okay. So with that who is your, who is your current supervisor here?

A. My supervisor is Felipe Casasfranco? I think that's how you pronounce his last name.

Q. Okay.

A. Yeah.

Q. Okay. There was a question mark in that answer.

A. Yeah. I think that's how you say his last name.

Q. Okay.

A. I can't remember. It's close. It's something like that, yeah.
Q. So as a flight instructor can you give me, like, a high level overview? What do you do here at Cirrus?
A. Yeah. So in my factor flight instructor role, my goal, my role is to train new Cirrus owners how to fly Cirrus the aircraft. Just get them accustomed, acquainted to the aircraft, if you would. Most -- like pretty much everybody that comes in is already a pilot. So I'm just -- not every aircraft is the same. So I'm just trying to show them like a little, all the little widgets and everything of the aircraft to get them comfortable flying their airplane. That's pretty much my job, yeah.
Q. Did you have SR experience before you came?
A. No. I started here with zero SR time. I came from little 172. So it's a big upgrade for me. And so I kind of know how it is for a lot of customers that come in without a lot of SR time.
Q. Where did you do most of your training?
A. I did most of -- I did all of my training with ATP Flight School out of Louisville, Kentucky, and then once I finished there, I started instructing out of Crossville, which is, like, say about an hour or so away from here.
Q. Before -- I'm sorry. Your, your training to become a flight instructor here at Cirrus where was that done?
A. Oh, it was done here. I'm sorry.
Q. Okay. In the Knoxville facility?

A. It was in the Knoxville location, yes.
Q. Okay. About how long did it take you to finish the program start to finish?
A. It took me, oh, I'm trying to remember. I think it was somewhere around a month maybe, maybe month and a half, somewhere around there. I can't remember exactly.
Q. Okay. So overall how do you rate the training program?
A. I loved it. So like I said it was a big adjustment for me. And so, like, I would just tell my supervisor, hey, I feel like I need more time. And there was never any questioning it. They're, like, okay, well, we'll put you with CFI, and we'll just let you go fly just to get you more comfortable with the aircraft. It would -- to me I always felt like we never compromised on anything. Like, because I wasn't comfortable with the airplane, I wasn't ready to fly solo, and even though my CFI said I was, and I said I wasn't, they still, like, put me with another CFI, and gave me time to go fly, and get comfortable with the aircraft. So --
Q. Okay. So the training program itself how well do you feel it prepared you for the job that you have today?
A. How well? I think I kind of knew what I was, like, doing. I guess, yeah, I think it prepared me pretty well for what I was doing. A CFI job is a CFI job for the most part. So --
Q. If there's anything that you would say, hey, you know, that training program it could have done X, Y, Z better --
A. Um-hmm.

Q. -- is there anything like that that you can tell me about?
A. I'd say just more along the lines of -- this has nothing to do with -- it's just like what comes off the top of my head is just, like, like, P-card stuff, how to bill everything at the end of the day. That's kind of the most confusing part of the job sometime. So I'd say that's probably, yeah. Just because there's so many different scenarios and stuff. That's really about --
Q. So dealing with some of the administrative tasks?
A. Yeah.
Q. Okay.
A. I think so.
Q. Okay. So, like, let's say one of your buddies comes up to you, and says, hey, man, what's it like working for Cirrus, like, I want to know a little bit more about that; what would you tell them?
A. I'd -- so my -- like I love it here. It's absolutely why I -- love everybody that I work with. I would highly recommend this job to anybody. Like, I'd recommend it to any of my friends.
Q. But why. Can you pick --
A. Why?
Q. -- one quality example as to this is the thing that --
A. Yes.
Q. -- makes me want to --
A. I think --
Q. -- come to work every day.

A. It's the culture. It's the culture here for sure. I love, like I said, I love everybody that I work with, all my supervisors, the management. They all have an aviation background and so, like, they, they get it. Like if I tell them I don't feel comfortable flying that day, they're not going to, like, force it or anything. They're not even going to second-guess it. They just, okay. But, yeah, the culture, the people.

Q. So that's a great word. That's a great segue. Talking about, like, the safety culture. How would you describe the safety culture here at Cirrus?

A. To me it's topnotch. It's like out of everywhere that I've been, like, we have a standard that we hold ourselves to, and I feel very proud to, like, call myself a CSIP now because I know the standard that I was held to to get to this title. And, yeah, and so, like, you know, every, like every day we have a morning meeting, and we talk about things have come up and, like, things that we could do better like -- and nobody ever gets -- there's no getting in trouble for anything that's happened. Not that anything

-- anyways. Not that anybody's like repercussion -- any repercussions for what you've done or anything like that. It's just more or less, like, hey, how can we do things better in the future, right? And so, yeah, I love that.

Q. So if you did have a concern or an issue, what's the process for reporting that?

A. For me typically it's just going to go directly to my supervisor. I've -- yeah, just go directly to my supervisor, and then it kind of -- he kind of takes care of it from there, and then, like, we go up the chain of command. So --
Q. And I guess how well would that -- like, let's say you're bringing a problem. How well is that received on the other end?
A. Like they receive it very well. Like I, like I said they all have been in my role as well. So, like, they understand like things come up, and, like, it's aviation, and, like, you know, stuff happens. So, yeah, I'd say they receive everything pretty well.
Q. Okay. So going back to, I guess, with safety culture, does data regarding accidents and incidents that happen out in the Cirrus community does that filter down to you at all?
A. Somewhat. I mean, we have, we've had a couple meeting, but like company-wide meetings that talk about some of the accidents and stuff that have happened. We don't really ever go into, like, detail about it, but just a general overview. This is how many accidents have happened this year, right? I don't remember the number, but, yeah, so that does kind of trickle down to us as well. But not into, like, detail or anything like that.
Q. How often would you say that happens?
A. I'd say so since I've been here maybe two or three times since I've been here. So, I guess, since I've been here since February I would say every couple of months or so, every two or

three months.
Q. Okay. Okay. Do you know how that, I guess, how does that information actually get packaged and disseminated? Is it word of mouth? Are there -- is it more formal, like in standup or --
A. Yeah --
(Crosstalk)
Q. -- bulletin --
A. -- actual, like, the ones that I've, I've seen as far as, like, this is how many accidents have happened this year, it's in a meeting, right? Like, usually broadcast to -- the company, right? Or at least all of the pilots are in there. I don't remember the specifics of who all was in there, but, yeah, it was in a more formal setting. It wasn't just, like, oh, hey, this plane there was an accident on this plane a week or so ago. It wasn't anything like that. It was, it was definitely, like, a lot of information being put out, and that was just one of the things that we covered that day in that meeting.
Q. So talking about performance, who do you feel is responsible for your performance overall?
A. I feel like I am.
Q. Okay. So who is responsible, I guess, above you for --
A. Okay.
Q. -- ensuring that you're performing --
A. Yeah.
Q. -- to standards?

A. I'd say my supervisors, supervisor for the most part. They get feedback from our customers, and that kind of tells them how well we're doing. We log everything in LMS, which is kind of our training syllabus, if you would. And so, yeah, if I'm not making sure that everything's getting logged, and, like, making sure all my reports done by the end of the week, like, he's going to come and say something to me, like, hey get -- make sure you get those reports in. Like, we need that to happen.

Q. How often do you log that information in a weekly basis?

A. I log -- it's a, like, I keep my stuff up-to-date pretty much at the end of every day, and then once the customer is gone depends on, like, did we finish all the training? Did we have to finish all the training for their insurance purposes? But I keep my stuff pretty much up-to-date every day.

Q. Is there a standard that Cirrus expects of you for logging that information?

A. They want it done by the end of the week, by Friday typically.

Q. Okay.

A. So there's -- I mean, obviously, if a customer extends into Saturday or whatever that, then they just want you to be done within, like, 24 hours of the -- you, you finishing with your customer.

Q. Okay. Okay.

A. That's not like a --

BY MR. FOX:

Q. Are we talking about the administrative Cirrus paperwork?

A. Yes. Yes.

Q. Explain to Sabrina and I and Brannon the flight logging, like the individual flight logging capabilities you have. How do you do it? When you do it?

A. Yeah.

Q. What information would you put into those?

A. Yeah. So the individual flights I would, again, back into LMS, right? Because we have X amount of lessons for this transition, right? So customer comes in. They get three days of transition training (indiscernible) basic VFR transition training. And then in each of those there's like five or six lessons, and then so, like, for yesterday for example all I did was do ground. So I would log the grounds, and I would say what we covered. And then for the fights per se, like, I would write the total time that we, we flew all of our legs. And then I would just write in, like, I would debriefing a normal student, right? Flight was good or flight was not good, but I would elaborate a little bit more than that, right? Like we covered steep turns. They were within standards. Radio communication. This is just an example of what I'm getting you guys. But radio communication needs a little bit of work. Just kind of, like, the student the same way that I would in person, like, verbally, right? I would kind of just elaborate that in the notes as well. So, like, I log everything

in LMS to answer the question.
Q. What frequency is that supposed to be?
A. I do mine at the end of every day. I don't know if there's -- they just want -- they want LMS done by the end of when you're done with your, your client. So for me I think I heard it was they want you done within, like, 24 hours. But I think now they're kind of, like, pushing a little bit more to kind of keep it up-to-date, like, right? Like in the morning meeting the other day Felipe my supervisor was, like, you can do -- you can, like, complete the task in LMS literally when you're done with that flight. Like it takes five minutes to do it. So I think they're kind of pushing for us to do it a little bit more frequently.
Q. Do you feel there's any instances where -- you made an inference that those type of tasks were (indiscernible) the completion of the training versus on a daily basis?
A. I guess the whole course overall is what I was referring to (indiscernible). For example, like, a mission report as far as, like --
Q. Exactly.
A. That's what I was -- I guess at the end of the training --
(Crosstalk)
Q. -- that's the --
A. -- referring towards that. As far as the actual training syllabus is something that I keep up-to-date every day.
Q. Okay. Thank you.

MR. FOX: Sorry, Sabrina.

BY DR. WOODS:

Q. So do you know anything about -- or can you tell us about the process of how -- a new customer is coming in how you guys are paired together?

A. I don't know. I think this all has to do with scheduling based off of -- because we don't deal with that. It's just they look at my schedule, and they look at the delivery schedule, and whoever is available they kind of just pair those. Unless the customer has a specific CFI that they're requesting. But 99 percent of the time we don't know the customers at all before they come in here. So we reach out probably a week or so prior --

Q. That's what I --

(Crosstalk)

A. -- establish that --

Q. -- about how, how far in advance --

A. Yeah.

Q. -- do you know their name, and do you reach out?

A. Yeah. So the schedule changes so much. Like I know who I'm flying next month, but I'm not reaching out because that changes kind of on a weekly basis. So about a week out is kind of a little bit more stable, and that's when we start to reach out and establish that connection; and this is where we'll meet, this is kind of the game plan. Do you have any questions or concerns? And kind of go from there.

Q. So can you give me an overview of Cirrus has set forth expectations. What are the expectations for how you should interact with a new customer?
A. You're putting me on the spot. So we have service essentials. Don't tell anybody, but I don't -- cover your ears because I don't know them right off the top of my head. But, yeah, we have our service essentials that we kind of like are guiding principles. Greet everybody with a smile; give them a fond farewell. Those sort of things. So that's kind of our standard per se for those, for those interactions with the customers.
Q. Okay. So that's kind of, like, that customer service --
A. Um-hmm.
Q. -- the service in customer service --
A. Um-hmm.
Q. -- that you want to develop. But let's go with actually your role as an instructor. What are the expectations for how you should conduct yourself specifically in that capacity?
A. Okay, yeah. So kind of the same as I would as any other CFI role, right? I'm here to kind of just help just -- we'll call them the customer or the student -- kind of fly their airplane. And if they're not up to par, like, I have to be the one that kind of lets them know that they're not up to par, and then kind of help them kind of -- like I said, we only have them for so many days, and so let's start talking about training afterwards, right?

Let's get you home, and then, like, find training for you there. But, yeah, so, like, a lot of it is, I guess, making sure that the customer is competent in their aircraft, I guess, is, like, my role as the CFI here. And then if they're not, then kind of suggesting or kind of, like, help guide them towards, like, getting some more training after they're done here, after their three days here.

Q. So I guess what quality control measures are in place for how well that customer is doing?

A. Yeah. I guess it, it really does -- there's a lot of on the CFI itself because not -- it just -- they have to have a lot of faith in me that I'm making the correct determination at the end of the day. Because they can't, like, my supervisor can't be in every single flight with me. I can go and talk to him, express concerns, and he can kind of give me guidance on, like, what to, like, what he would recommend doing from there. But, yeah, a lot of it does come down to me, and if it's, like, you know, he might join in on a meeting or something that I would have with that client, and if there's two sides of the story, they might swap out CFIs or something that day to kind of get a second set of eyes, and see if it, if it's me or if it's the customer.

Q. Okay. So I mean that is a great segue. So if you were, if you are having overwhelming --

A. Right.

Q. -- concerns about customer performance, sounds like you would

talk to your supervisor.
A. Um-hmm.
Q. Then -- I'm sorry. Again walk me through what might happen then.
A. Yes. I definitely, like, lean on my supervisor quite a bit, but -- for all these scenarios that pop up, but, yeah. So, like, he kind of will give me feedback on things to try and recommend, like, hey, have this conversation with them. Say that goes well, then good. Say it doesn't, then, like, we could potentially start working on trying to get another -- now this hasn't actually happened, but, like, I have heard of it happening, right? Like getting another CFI involved to kind of get a second set of eyes. Not, like, I don't mesh well with every single client that I have, and so, like, maybe our personalities just aligned, right? And so, like, we would try to get somebody else that could, yeah, finish the training for them.
Q. So let's say even that they've now switched to another instructor they're simply not getting there.
A. Yeah.
Q. Like this is not working out at this time for whatever reason. Maybe they're just not grasping the maneuvers, the material, maybe they're not feeling well.
A. Um-hmm.
Q. I guess at that point what happens? What are some of your options? Because it's, like, okay, you've been here for three

days. Maybe you've even been here for four days.
A. Yeah.
Q. You can't be here anymore.
A. Right.
Q. Then what happens?
A. I don't know. I don't know the answer to that.
Q. Okay.
A. Because I haven't had that scenario.
Q. Okay.
A. So --
Q. Okay. And you -- your leadership has never discussed with you that, hey, in these circumstances these are --
A. No --
(Crosstalk)
Q. -- tools available to you?
A. No. Just because there's so many different scenarios that could pop up. I mean that would be a really long discussion.
Q. Okay.
A. I'd probably never retain all of it anyway. So it's kind of, like, on a as, as needed basis.
Q. So what about, like, now you're actually in flight?
A. Okay.
Q. You're out there. You're noting that your customer is demonstrating unsafe flying practices.
A. Yeah.

Q. What do you do?
A. As a CFI, I mean, it's more or less just, like, hey, I think we could do things better. Like let's work on that again. Kind of in flight is not really the time or place to have that conversation. I'm there to kind of make sure that we get on the ground safely, and then that conversation happens on the ground typically, right? It's in a less stressful environment. And then, like, in the nicest way possible tell them they're just not up to standard, and then these are the things that we can do to work on it. And then that's what we'll work on next flight.
Q. Have you ever had to intervene in flight with a customer who might be about to engage in an unsafe --
A. No. I mean, I, I've had -- we call it, like, say controls of the aircraft, but not -- I haven't had that happen here. It was whenever I was doing primary flight training for example. Like teaching somebody how to land an airplane for their first time. Yeah, I've had to take over controls there, but not while I'm here at Cirrus.
Q. Have you heard of anybody else in that scenario?
A. Not here, no.
Q. Okay. So are you prepared --
A. Yes.
Q. -- in that instance should the situation arise?
A. Yes.
Q. And how do you feel management will look at that decision?

A. They, they, I, I feel like they would support us 100 percent. They have our back.
Q. Okay. So when you're in this instructor role during the transition time, who do you feel -- and this is your opinion because I'm going to ask you a two-parter. Your opinion, who is the PIC in that instance?
A. I was told, like, I'm the PIC.
Q. Why is that?
A. Why? It's because at the end of the day if anything happens to the aircraft it's on me. Like I'm the one teaching the client how to fly their airplane, like, as a, as a flight instructor, like, I'm the pilot in command.
Q. Do you have that conversation with your customer prior to flight?
A. Yes.
Q. So they -- there is a, I guess, a detailing of the expectations prior to taking off in that aircraft?
A. Yes.
Q. Okay. Do you -- does Cirrus happen to have a stance on that?
A. Not that I -- I don't know.
Q. You don't know. Okay. So I'm going to stop here for a moment. I do have so more questions. We're going to a little bit more kind of personal interaction questions. But before I do so, I'm going to hand it off to Todd.
DR. WOODS: Do you have questions?

MR. FOX: Yeah. And I appreciate you allowing me to interrupt because I just wanted to keep it on that one topic just as long as we needed to versus having to backtrack to it. So thank you, Sabrina, for allowing me to do that.

BY MR. FOX:

Q. You say that you were brought in in February 2022.

A. Yep.

Q. You referred to yourself as a factory flight instructor. And how many Cirrus customers have you had?

A. So I didn't start as a factor flight instructor. I started as a club instructor. So teaching the internal employees how to fly. I started factor flight instruction -- I've had, I think four clients so far. This week is my fifth client as far as being in this factor flight instructor role and doing the transitions.

Q. Can you give us, like, a month if -- able -- a month and a day that you began customer --

A. It was --

Q. -- operations?

A. Can I look at my calendar real quick?

Q. I mean, is it like two months ago?

A. Yeah. It was. It was right at two months ago.

Q. Okay.

A. That was when I started.

Q. So in the last two months this is your -- you're in your fifth student --

A. Yes.
Q. -- or customer?
A. Yeah.
Q. Because the reason I was asking how many you've had is because you indicated earlier in the interview that you've never run into the situation where you hadn't completed a transition program either with 3 or 5 or --
A. Right.
Q. -- day --
A. Right, right.
(Crosstalk)
Q. And you were able to achieve all this -- all the training elements within those?
A. Yes.
Q. And so they were issued a certificate at the completion of that?
A. A certification of completion. It's just on LMS. It just shows 100 percent complete.
Q. Okay.
A. But they're also able to see that on their side as well.
Q. Okay. So you have not -- like you said you've never been in that -- I just wanted to --
A. Yeah, correct.
(Crosstalk)
A. I haven't, no.

Q. -- that. Okay. So and how do you approach -- she was talking about, like, how you approach -- Sabrina that is -- approached you or asked you how do you approach a -- or as a professional flight instructor and stuff like that. How do you determine what a new customer who comes to you with -- I'll do two scenarios.

A. Okay.

Q. One with 0.0 hours in the Cirrus like you did.

A. Yeah.

Q. We'll start with that scenario. How do you approach that student, and do you ask them, perhaps, what they would like to get out of this 3 to 5-day --

A. I --

Q. -- training?

A. Yeah.

Q. And I, I don't want to put words in your mouth. So I want you to take that scenario.

A. Yeah. So that is always a question regardless of the amount of Cirrus -- or time that they have. It's what do they want to accomplish with this training. And then from there, like, I try to set reasonable expectations. For example, if they have zero time in a Cirrus. Or is it zero time in a Cirrus, and I kind of would want them to elaborate more on that. What kind of avionics do they have the -- have experience with? I guess I did, I do recall there is one customer -- this we'll kind of come back to,

but there is one customer that I did not -- right now that I remember, I did not finish the transition with, but it was because he wasn't a pilot. And so I, I can't.

Q. Yeah.

A. And so, so for that example, right, I kind of really try to take it slow with them, spend some time in the Sim just getting them accustomed to the avionics that we have. I try to do a lot of ground work up front just to kind of, like, get them comfortable with the avionics. We have we call a hot bench. It's just, like, two screens and a keyboard basically, kind of a (indiscernible). But we're sitting at a normal chair. And so I try to spend some time with their -- in there with them in the least stressful environment possible. But, yeah, to answer the question, like, yeah, what do you want to get out of the training, and then try to set those reasonable expectations. Like, okay, well, this is what I, I think is -- we should probably do. And if you have, like, any feedback while we're doing the training, I'd love to hear that.

Q. So I'll put in the second scenario.

A. Yeah.

Q. But then we'll group them both together.

A. Okay.

Q. Second scenario is you have a 2,000 hour pilot --

A. Um-hmm.

Q. -- commercial rated, instrument rated per IFR, IPC --

A. Yeah.
Q. -- going through using your words, like, what do you want to get out of this training --
A. Yeah.
Q. -- explain that scenario from that comment of what would you want to get out of --
A. Right. So what do we want to get out of this training? They might fly a Cirrus every single day. But at the end of the day I still have to check my boxes, make sure that they're up to standards. So I'm, like, you know, you know, if they have insurance requirements depending on what they actually need as far as, like, does this course have to be completed or not, right? Like I don't have to complete the course at the end of the day because if they don't have to have it for insurance purposes, and they fly up to standard, like, we don't have to spend every day doing every single maneuver. If we do it once, they're done. At the -- you see what I'm saying?
Q. I do.
A. Yeah.
Q. So my question would be do you rigorously follow a syllabus and flights in a syllabus?
A. It depends on the customer. For example, the 2,000-hour pilot that has this very current doesn't need any of this stuff, no, I won't.
Q. How do you get your check boxes?

A. I don't. Like until we'll, like, do our steep turns or slope flight and stuff like that. But I don't -- I won't do every single lesson plan because they don't have to have that. Does that make sense?
Q. It does. I just --
A. Yeah.
Q. I'm asking you.
A. Yeah, yeah, yeah. So I don't have to -- they don't need that transition required, requirement because they have all of this other time. They've flown a Cirrus. They don't need this transition. They're just taking it because they want to fly with the CFI for the three days and the title training at the end of the day. So --
Q. So grouping those two scenarios together, a private pilot with zero hours, and a Cirrus and a commercial pilot with 2,000 hours in some type of aircraft you would say that the customer experience is different for both those -- transition training?
A. Yeah. I mean, I have to tailor it to the specific customer. So --
MR. FOX: That's all I have questions at this point.
DR. WOODS: Brannon.
MR. MAYER: Yeah.
BY MR. MAYER:
Q. Thank you for taking time today.
A. Yeah.

Q. Just a couple thoughts, questions. Prior to coming to Cirrus you said you were an instructor.

A. Um-hmm.

Q. Could you kind of give us a little background on your total flight time --

A. Yeah.

Q. -- and the students that you have signed off?

A. Yeah. So --

(Crosstalk)

Q. Go ahead.

A. Yeah. So I soloed a very small -- I instructed a very small, like, Part 61 school. A lot of students would come through, and never -- come through and come back, right, and so never finished their training. I signed off one student went for his check ride, and then I can't remember exactly how many students that I would -- I soloed there, but, yeah, and then I came here around 700-ish hours. I don't remember exactly where I was at, but right around 700 hours or so.

MR. MAYER: Thanks.

DR. WOODS: Anything else?

MR. MAYER: That's it.

DR. WOODS: Okay.

BY DR. WOODS:

Q. Daniel, what are the memory items for a loss of engine power situation?

A. Air speed, best place to land, then you run your checklist depending on the altitude that you have. So air speed and best place to land are the very -- the first two things that I look at.
Q. Okay.
A. Depending on my altitude, and my, and my own takeoff -- yeah, I, when we -- I guess let me backtrack a little bit, and, like, break it down a little bit more, right. What phrase of flight am I in? Am I in takeoff or landing? My air -- my altitude is my number one concern. Above the CAPS altitude. If I'm above the CAPS altitude, if I'm in this range, depending on the aircraft 500 feet to 2,000 feet or 600 feet to 2,000 feet, I'm going CAPS immediately. No questions asked. If I'm above that and in cruise, it's air speed, then best place to land, then checklist, and then declare based off of that. Do you want me to elaborate? Like the checklist is -- more okay. So fuel selector I'm going to swap tanks. My boost pump is going on if it's not already on. Make sure (indiscernible). Then I'm going to check my alternate air source, and then I'm going to cycle the mags. Those are my quick checklist, and then I'm going to actually reference the checklist once I've kind of established, like, a quick get the aircraft under control, see if I can quickly get it restarted, and then run a more, like, detailed checklist.
Q. Okay. So what's your expectation for flight instructors in this position should occur with a new customer?
A. An engine failure with a new customer?

Q. Uh-huh.
A. Yeah, that's a tough question. I, I -- I guess I hopefully had that conversation beforehand with your customer, right? Like I'm going to be the one that pulls CAPS or you're going to be the one that pulls CAPS, right?
Q. Yeah.
A. For me it's, I -- to me I feel more comfortable being the one that pulls CAPS.
Q. Okay. Because that was -- the point is who makes --
A. Right.
Q. -- who do you think would be making the determination --
A. Right.
Q. -- in that position?
A. Right.
Q. And you're saying in -- for you it would be you are the --
A. I would, I would --
Q. -- making the determination.
A. -- prefer that, right? I mean, I can't control what the customer does. If they reach up and quickly pull the handle, there's nothing I can do about it.
Q. Yeah. Okay.
DR. WOODS: So to go to -- did you want to back up on that one?
MR. FOX: Yeah, so -- thank you for giving me that opportunity.

DR. WOODS: Yeah.

MR. FOX: I think it just makes it more procurrent.

BY MR. FOX:

Q. So you, you correctively, you know, said, hey, an engine failure is a good question, but where am I type of thing. So let's go through just a couple scenarios. Let's start 8,000 feet, VFR day, loss of engine power. You've done your memory items. You've done your checklist items.

A. Um-hmm.

Q. You are in forced landing.

A. Yeah.

Q. Explain what you are doing now from, like, 8,000 down.

A. Yeah. So we're just establishing best glide. We've run our checklist. We've declared an emergency. Say if we're -- if we can make a runway we're going to, we're going to go for the runway. I'm not -- it's very -- it's based off of the pilot's skill; how comfortable they feel, right? I'm not going to pick a 2,000-foot runway to try to do a forced landing on, right? So, like, for example, depending on the type of airport that I have nearby it's going to make, make me determine, like, okay, at what point am I going to try to put this aircraft on the ground, like, on a field, an airport, or am I going to pull CAPS. So my decision 2,000 feet above the ground. All right. If I don't feel like I can safely make a good runway, I'm going to pull CAPS at that point.

Q. So would you say your troubleshooting continues from 8,000 to 2,000?
A. I wouldn't say the whole way down. I mean, I'm going to run the checklist, and if it doesn't restart, like, I might try it a couple more times. But at a certain point, I'm just going to focus on making sure the aircraft is secured, my passengers are briefed on what's going to happen in the coming stages, right?
Q. So let's say that's -- all those tasks have been completed repetitiously --
A. Yeah.
Q. -- 5,000 feet.
A. 5,000 feet?
Q. Are you waiting 'till 2,000 feet?
A. Yes. I would wait a little bit longer because I don't want to -- for me personally I don't want to spend five minutes in the air not that it's going to take that long but to descend, but I would rather get a little bit low to the ground, pull the parachute, allow it to have a successful deployment versus -- and not drift 20 miles. That's a bit of an exaggeration, but, but, yeah, I would pull it lower than -- like I said, the 2,000 -- roughly around the 2,000 feet AGL, if I had to pull the parachute, and I was given that amount of time to make that determination, yeah, I would wait 'till I was around the 2,000 feet or so.
Q. All right. Next scenario. Your VFR day on an ILS out of (indiscernible) or inbound runway in sight, one mile from runway,

engine failure.
A. What's my altitude? I mean one mile?
Q. Yeah.
A. I don't know exactly what my altitude is at one mile, but if it's below the 600 feet and 22, 22 turbo I'm not pulling CAPS. So if it's below my, if it's below my CAPS altitude, I'm not going to pull CAPS.
Q. So when you say -- what's this -- I know that there's different numbers, but let's use the 600-foot.
A. Use 600. Okay.
Q. So you're saying if you were at 800 feet --
A. I mean, yeah. So if I'm --
Q. It's --
(Crosstalk)
A. Yeah, no, no, no. Yeah. So, yeah. So at 800 feet I'm going to pull CAPS because I, I know the glide of the aircraft, and it's not going to make it. These airplanes --
Q. One mile?
A. Yeah. They don't glide very -- they don't glide like a 172.
Q. Exactly.
A. So, yes, 800 feet I'd pull CAPS. If I'm below the 600, and there's no other, as we preach survivable outcome, I'll pull CAPS. Like if, if all I see in front of me is a quarry, and there's no way that I can navigate away from the quarry, I'll pull the parachute. Does that make sense? Now, if there's a field, that's

a survivable outcome to me, all right, versus a quarry. I guess that's what I'm getting at. Below the 600 I don't have --

Q. So let's, let's --

(Crosstalk)

A. -- survivable outcome --

Q. -- just put a nuance on it. You are at 550 feet, engine failure, VFR day, and you have an open field in front of you.

A. I'm going to try to put it down in the field, and I'm not going to pull CAPS.

Q. What occurs if you're at 1,000 feet five miles from an airport?

A. 1,000 feet, five miles from an airport I'm in the CAPS altitude range, right? There's that 600 to 2,000 for pulling CAPS.

Q. So there's no decision about --

A. Right.

Q. -- terrain --

(Crosstalk)

A. Yeah.

Q. Or --

A. No.

Q. -- the availability to land?

A. Right. That's correct.

Q. I get the impression that you make a decision if there's an available runway to land on --

A. Um-hmm.
Q. -- versus a field --
A. Right.
Q. -- above a certain altitude. But when you get at or below 600 feet, it's less about the availability of a field --
A. And more about survivability at that point.
Q. Was that a fair?
A. Yes. Yeah.
Q. Okay. Base to final you hear stall warning going off.
A. I haven't -- is my engine still burning?
Q. Yeah.
A. Okay. Well, then it's a go-round scenario, right? So all the things that we've practiced when we're training, right? So full power, maintain -- so slightly lower, you know, the airplane hasn't quite stalled. So full power, get out of the stall scenario, and then you're going around.
Q. Base to final the airplane stall warning alarm goes off. You're in the left turn towards the runway, and the aircraft banks and pitches down to the right away from the runway.
A. I'd have to be in that scenario to know how I would react. I don't, don't know exactly.
Q. How do you recognize an aerodynamic stall on the Cirrus?
A. Part of it is the stall warning horn, but it -- I guess I don't really understand that -- how do I recognize the aerodynamic stall?

Q. Or that you were in an aerodynamic stall.
A. Yeah. I mean your stall warning horn is the first indication, and then loss of lift. I mean, the nose starts to just drop. Doesn't -- it's not dramatic or anything like that. You can kind of hold the nose up pretty well. Yeah, I, I guess I don't really know how to elaborate on that one very well.
Q. You have experience as a flight instructor demonstrating --
A. Um-hmm.
Q. -- not only stalls, but have you done spins with students?
A. I haven't taught spins with students, no. And we don't do them in a Cirrus. We're not approved for those.
Q. In your capacity as a flight instructor before Cirrus --
A. Um-hmm, yeah.
Q. -- have you demonstrated an aerodynamic spin?
A. As a CFI, no.
Q. But as a CFI candidate?
A. Yes, I have, yes.
Q. Do you recall what the indications of an aerodynamic spin were at that point?
A. Okay. So you're -- okay. So I see where you're going. In a spin in the Cirrus, I mean, it's CAPS immediately. If that's where you're kind of trying to lead that question to, yeah.
Q. How do you know you're in a spin --
A. Yes. I see what you're saying, yeah, yeah. You, I mean, you, you have one wing drop out from under you or --

Q. Airplane doing something other than what you're expecting it?
A. To an extent, yes, but --
Q. Okay. I think we can move on.
A. Yeah.
Q. Okay. At the conclusion of --
A. Base to final -- I mean, the -- regardless if I pull CAPS or not this probably is kind of almost a moot point at that.
MR. FOX: Okay. Brannon.
MR. MAYER: No. Thank you for your time. No further questions.
BY DR. WOODS:
Q. Okay, Daniel, so did, did you know Chris Jensen?
A. I did in the short amount that we were interacting with each other. I think he was only here, like, three months or something like that. We did hang out four, maybe four or five times during that time.
Q. All right. So I guess what would you kind of -- how would you describe your relationship with him? Was it purely just acquaintances? Would you consider yourself friends? Or were you just like co-worker?
A. I would definitely consider us friends, and kind of, like, the beginning of a friendship.
Q. Okay. How would you describe his personality, him as a person?
A. Very caring guy. Very -- just a goofball. Definitely the

best word I can use to describe him. He is kind of just -- everybody, like, kind of, like, gravitates with -- a lot of people gravitate towards him because he has that personality, and he's a funny guy, and he seems very genuine and sincere when he's talking to you.

Q. If he -- so let's, like, say your grandmother wants to learn how to fly a Cirrus --

A. Yeah.

Q. -- and for some reason she doesn't want to pick you because that's my grandson, and that would be awkward.

A. Yeah.

Q. Would Chris be the type that you'd be, like, he'd be a good guy to match with grandma?

A. Yeah. I would say that, yeah.

Q. Okay. Have you ever flown with him?

A. I have not.

Q. Do you know -- I guess, if you haven't flown with him, do you know anything about, like, his flying techniques or anything like that?

A. No.

Q. Did you ever hear the guys talk shop?

A. No.

Q. Okay. No problem. For the customer, Mr. Stoneking, did you ever meet him?

A. No.

Q. Did you ever interact with him at all?
A. No. I never interacted with him. I was around him for maybe 30 minutes, and that was about it. But no conversation was ever exchanged between us. We were kind of just sitting there listening to a mechanic talk. That was about the extent of that.
Q. Okay. Did Mr. Jensen ever voice concerns about Mr. Stoneking?
A. No, not to me.
Q. Okay. Or in that -- I know you have a morning, like, standup. Was anything ever --
A. I --
Q. -- brought to that?
A. No. I don't think I was ever here that week. I think I was out doing other things. So I wasn't in the morning meeting.
Q. Okay. When did you find out about the accident?
A. Shortly after it happened. Yeah, I don't remember the exact time, but it was shortly after it happened. Someone like one of our CFIs called, and asked, like, well, they just told me that, like, the plane that Chris was in was in an accident.
Q. Um-hmm. And, I guess, what kind of emergency actions happen after that sort of, like, when that -- what happened at Cirrus? Did -- were there meeting? Did -- was everybody brought together?
A. Yeah. The next morning we had a meeting in this room, and that when they broke the news to us that Chris had passed away.
Q. Take your time.

A. And then -- but then from there, like, I mean I left, but I do know that they didn't let any flight training happen the rest of the day or that weekend. Like they didn't let anybody fly. From what I remember, I think they put a, like, a stop to all flying, like, across our fleet. Anything less than however many hours. I don't remember the exact or I don't remember the specifics because it wasn't, it wasn't really a concern of mine.
Q. Afterwards with your managerial staff, were there, were there any conversations about concerns over kind of that, that customer interaction with Chris or concerns about the purpose of that flight?
A. No, not that I'm aware of.
Q. Do you know why that flight was taking place? Like what the purpose of that flight was?
A. From my understanding is the customer wasn't feeling well that day, and so they wanted Chris to escort him home. I don't -- that's the extent of what I know.
Q. Okay. That's fine. So understandably shut down kind of business for the day. Do you remember when you resumed flying again or when kind of that customer and flight instructor interactions started back up again?
A. I think it was very, like, subjective to, like, the relationship that people had with Chris, how much they were affected. I don't remember exactly when flight training resumed. Maybe, I think, it was, like, next, the next week, the following

week. I don't remember. I don't remember the specifics behind it, but it was very subjective on how the, how us as the CFI felt, what was our personal relationship with Chris. Like, for me, I wasn't ready to fly. So I didn't fly. But for somebody that met Chris one time, and they're in a different department all together, that's a different story, right? They're not going to be as affected emotionally as, like, for example someone that has a friendship with Chris.

Q. And did you feel comfortable making that decision or was there pressure --

A. No.

Q. -- for you to perform?

A. No. I felt completely comfortable. I take as much time as I need pretty much.

Q. Okay. And did you have any interactions after the fact with Chris' family or, I guess, with his family?

A. Yeah. I mean, they -- whenever they -- I don't remember how long after the accident was, but the following week, I think, is when kind of they came into town just to kind of see Cirrus. And they needed to go to his apartment and take care of things. I did run into them. Like they wanted to meet me because, like, I was one of the people that did escort Chris' body back to Seattle. So, like, they wanted to meet me, and, like, they came for that. So it's, like, we -- just kind of hugged them, and that was kind of the extent of our interaction. And then I did go to the

funeral, and then -- but it was also a very brief interaction. Nothing -- it was more just like, you know, I'm so sorry for your loss, these things. Just kind of just be there for them.

Q. Understood. So, obviously, in this sort of event, and this is a tight knit group. This is a family.

A. Um-hmm.

Q. Sometimes there's the families that you're born with, and there's the families that you get to choose. I understand that there, there are going to be conversations. You want to know what's going on. You want to be involved. So, I guess, what kind of conversations have you heard of or been a part of after the fact?

A. Not really -- yes, everybody wants to know what happened. From the Cirrus management side there hasn't really been anything that's relayed to us. The only thing that kind of came out was after the NTSB report they just kind of talked about the NTSB report to us, like, fuel flow went to zero. We don't know why. That's kind of about the extent of it. And as far as, like, just like a more personal level, like, I haven't been involved in any of those conversations because I don't want to be, like, speculative at all. We have no idea what really happened. So, like, let's wait 'till the NTSB or FAA finish with their investigation. Because we don't know. We weren't there. So --

Q. In all your experiences flying with, with students, and with the customers here at Cirrus have you ever had a student

inadvertently maneuver the fuel mixture control knob to cut off?
A. No.
DR. WOODS: Okay. I have one or two more questions, but I want to make sure I go around the room again one more time.
MR. FOX: Yeah.
BY MR. FOX:
Q. Yeah. So real briefly. You indicated that you've been -- you were hired on in February 2022, but only for like a couple months had you had customer (indiscernible) responsibilities.
A. Correct.
Q. It seems like maybe you and Mr. Jensen would have almost been at the same time period for you to -- because if you only had five, five students --
A. Yeah.
Q. -- as of today. He was already on his fourth student.
A. Right.
Q. So I'm trying to figure out this overlap of your experience with him as a (indiscernible) facing customer.
A. So are you saying the same time our roles kind of overlapped?
Q. Yeah.
A. Is that what --
(Crosstalk)
Q. Is that fair to --
A. I think I --
Q. -- say that you guys came in at the same month?

A. No. He was -- the crash happened September 1st.
Q. Right.
A. I think it's now November. So I was kind of starting my role as the factory -- as a factory flight instructor at the time of the crash. You see what I'm saying? Two months from -- two months back was about the time that I started. And so I was just going, like, getting spooled up, if you will, of doing the factory flight --
Q. Okay. So would you --
A. -- position.
Q. Would you -- you're saying that you had customers?
A. No. I -- we did not.
Q. So you were doing your transition --
A. Exactly, yes.
(Crosstalk)
A. Yes.
Q. Okay. That's what I wanted --
A. Yes, yes, yes.
Q. I was trying to get the, get the timeline. So you were in Felipe, Felipe's -- is that --
DR. WOODS: Felipe.
BY MR. FOX:
Q. His, his supervisory role at that point was transitioning you from --
A. Correct.

Q. -- a flight instructor of the club to --
A. The factory flight instructor.
Q. Factory.
A. Yes.
Q. Okay. So you didn't --
A. I think it was that week actually. I don't remember the exact date, but I believe it was the same week that Chris passed away was my first week as a -- on paper factory flight instructor.
Q. Student.
A. Correct. I was doing my --
(Crosstalk)
Q. -- so you and Chris --
A. -- transition --
Q. -- wouldn't have had an opportunity to talk about customers --
A. Correct.
Q. -- and stuff like that?
A. Correct.
Q. And that's going back to Sabrina's question. Who -- when the NTSB preliminary came out, and you guys did your, like, kind of, like, safety debrief, like, or standup or whatever.
A. Right.
Q. Who actually briefed that, that material?
A. I believe it was Rob Haig.
Q. Okay. Was that in a format that you found useful or did it

cause --
A. I think to some people --
Q. -- questions?
A. I think for some people, yes, but for me, like, I didn't really want to hear it. Like I still haven't read the NTSB report, for example. I just don't want -- I'm not ready to hear it, and I'm not ready to read about it. So --
Q. Okay. I just was wondering if that was --
A. Yeah.
Q. -- for the organization --
A. I think, I think --
Q. -- not for you?
A. Yeah. I think for a lot of people they wanted to kind of know, like, what's going on, right? But at the same time they can just read the NTSB report if they really want to know.
MR. FOX: Okay. Brannon.
MR. MAYER: I don't have any other questions. Thank you very much for your time.
MR. HARRITY: Yeah. Absolutely.
MR. MAYER: Sorry to have ask all these questions.
MR. HARRITY: Yeah. I mean, I just, I want to help anyway that --
MR. FOX: And, again, if you need to walk outside, get fresh air, come back, that's totally up to you.
Go ahead, Sabrina.

BY DR. WOODS:

Q. I promise, I promise the worse is over.

A. Okay.

Q. So, really, my final question is just you've probably known for a little while that we were calling you in.

A. Um-hmm.

Q. Mostly it's because we did learn that you did have some interactions with, like, Jensen, the man. Unfortunately, I will never have a chance to meet and get to know him.

A. Right.

Q. So I'm relying on you to help me get to know him. But because you've kind of had that time to know that we were going to talk to you, is there anything that you anticipated we were going to ask you that we haven't?

A. No. I, I just -- no, no.

Q. Okay. You're kind of just like I'm just going to take it as it comes.

A. Yeah, exactly, yeah. That's just how I am. I'm, like, there's nothing -- they're just going to ask me whatever they want to ask me. I'm just going to answer as best that I can. So, okay. I'm not going to, like, try to prep for it or anything like that. So --

Q. Okay. Do you have any questions for us at this time?

A. I do, but you probably can't answer them. So --

DR. WOODS: Okay.

MR. FOX: We can do it off record.

DR. WOODS: Well, at this point let me close out the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Daniel Harrity
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Katherine Motley

_____

Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: JAYE KIMBERLY HAZELWOOD, Passenger on Cirrus SR22

APPEARANCES:

SABRINA WOODS, PhD, Human Performance Investigator
National Transportation Safety Board

LADD SANGER, Attorney
Slack, Davis, Sanger, LLP

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I N T E R V I E W

DR. WOODS: Okay, Kim, again, thank you so much for taking the time to talk to me. So, you know, the National Transportation Safety Board, we're charged with determining probable cause in aviation accidents and significant incidents. I am a human performance investigator with the Board and as kind of a witness and a victim with this accident, you have wealth of information that will hopefully help us figure out what happened here so we can maybe make measures to ensure that, like, something like this doesn't happen again.

I completely understand that conversations like this are kind of routine for us investigators; we do them all the time. But I absolutely recognize that it's not routine for you and that this has been a traumatic experience. So, please, during the course of this, take the time you need. Don't feel like, you know -- don't ever feel like you're being rushed. Absolutely take the time you need and if you need to take a break, please do not hesitate to just ask and just say hey, I need to take a moment and we'll give you all the time you need.

So, as I said earlier, this interview is being recorded. This is to ensure that what you say is documented perfectly and exactly. Otherwise, you know, if we don't record, essentially, I am paraphrasing what I think you said and it just tends to lead to misunderstandings and we want to avoid that. We want to get your words with clarity. This recording will be sent to a transcriber

and so, that person kind of writes everything down that was said and then we retain the transcribed copy only. We destroy the recording itself and only the transcription -- so, essentially, the written version of what was said goes with the docket. Are there any questions about that?

MS. HAZELWOOD: No.

DR. WOODS: Okay, good. So, for the record -- just to go on record, if you would please state and spell your full name?

MS. HAZELWOOD: My full name is Jaye Kimberly Hazelwood. First name, J A Y E, middle name, Kimberly, K I M B E R L Y, last name, Hazelwood, H A Z E L W O O D.

DR. WOODS: Okay, and you have chosen to retain representation for this interview, correct?

MS. HAZELWOOD: Correct.

DR. WOODS: And -- okay, Mr. Sanger, if you would please, for the record, state and spell your full name?

MR. SANGER: Ladd, L A D D, Sanger, S A N G E R.

DR. WOODS: Excellent. All right, thank you for that, both of you.

INTERVIEW OF JAYE KIMBERLY HAZELWOOD

BY DR. WOODS:

Q. So, Kim, how this is going to go is I'm going to kind of just move you through your experiences. I'm not going to interrupt until I sense that you're kind of done telling me what you have to say. So, just to kind of get a general idea about your aviation

background and history, can you tell me a little bit about that? How much experience do you have in aviation? Are you a pilot yourself? What's your background?

A. I am not a pilot -- excuse me, I am not a pilot. I have been a passenger with David for maybe a couple of years.

Q. Okay.

A. That's the extent of my experience.

Q. Okay, have you never been in charge of the controls yourself? Have you -- has he ever shown you kind of the general operation of the aircraft?

A. He speaks freely about what he's doing. But I've never been in control of the aircraft ever.

Q. Okay, how long have you known David?

A. A little over -- well, four years.

Q. Okay, and how often would you say you get to fly with him?

A. Maybe once or twice a month.

Q. Okay, and in those flights, does he seem comfortable flying the aircraft with you?

A. Yes, very much so.

Q. And how about you, do you enjoy flying with him?

A. I do, I always enjoy it.

Q. Good. Have you ever had any concerns in the past about flying with him?

A. Never.

Q. Okay, so taking possession of a new aircraft, that's a pretty

exciting event. So, what would you say his level of excitement was about going to get his new SR-22?

A. We were both excited. We waited over a year.

Q. Did you make the decision to purchase together?

A. No.

Q. Okay, but he was excited and I guess you were probably excited for him as well?

A. That's correct.

Q. Did David talk a lot about the process as the time finally drew near and what he needed to do to get ready to go get the aircraft?

A. No, not really.

Q. He didn't talk to you at all about, like, what training he needed to take or how you guys were going to go about getting to Knoxville or anything like that?

A. No, we just planned for the hotel stay and made the commercial schedule to get there.

Q. Okay, did he ever express to you any concerns he had about the upcoming trip to Knoxville?

A. No, not that I can recall.

Q. No? Did he ever indicate, like, oh, I don't really feel like they're giving me information or that I'm prepared for this? He never said anything like that?

A. No.

Q. Okay, so what were your expectations for your role in this

trip?
A. I don't really think that I had any expectations. I was just happy to be there and join in.
Q. What did you think you would get to do while there?
A. I didn't really have any expectations, so I don't really know what I can say I thought we would do.
Q. Okay, so no one from Cirrus -- you didn't have any personal contact with Cirrus prior to arriving? They never said, like, hey, we have this, you know, friends and families of new owners, you know, program we would like you to join in? No one talked to you in those kinds of terms?
A. No.
Q. How about once you arrived, did anybody offer you, like, any sort of friends and family program?
A. No, they did not.
Q. Okay, so I'm going to break up kind of the once you've arrived into two sections. So, we're going to talk first about what happened in the days leading up to the accident and then we'll talk about the accident itself as a separate entity. So, I guess just in your own words, kind of walk me through -- you've arrived in Knoxville, tell me about those first couple of days before the accident and how that process went for you?
A. I'm sorry, could you repeat that again? The first couple of days, what?
Q. Yeah, so not the day of the accident, but, like, the first

couple of days because you were there in Knoxville for, I think, two to three days, correct?

A. No, we arrived on Sunday night -- or Sunday afternoon, I believe, and checked into our hotel and I believe we went to have dinner that evening with Matt Quillen (ph.), and Gabby, and another Cirrus plane owner who was taking delivery, and David, and myself. We went to have dinner on Sunday night with those folks.

Q. Okay, and then -- so, the time I'm talking about -- because the accident happened on the 1st of September, so that was three days in between Sunday evenings and the 1st of September. So, if you could walk me through -- like, that Monday, you know, you get to see the aircraft for the first time and then what happened on Tuesday and Wednesday?

A. Okay, so we arrived on Sunday, I believe it was August 28 and had dinner as I just described, and on Monday morning, we went out to the aviation center and met with some people, chatted, I believe. I guess it was around -- sometime around breakfast time. They drove us over to the delivery center and had a beautiful presentation of the beautiful plane and I believe we went out on an acceptance flight with Ryan, I think his name was. I think he was a family member of the founder -- or the owner of Cirrus. So, that was a -- it was a short flight, went well, and we came back and I don't think I could describe, really, what happened for the rest of the day. I don't really remember.

On Tuesday, I believe we met Chris. I think it was the first

day we met Chris, who was going to be the instructor pilot. We -- I believe we did some whiteboard and discussion time. I think -- I don't remember what -- exactly what day that occurred, that could've been on Tuesday, it could have been on Wednesday. I don't remember. I think it was probably on Tuesday. We did a little bit of time in the -- sort of a -- behind a screen that was sort of -- I guess it technically wasn't a simulator, but Chris put David through some scenarios to help prepare for the CAP system.

Then we went into another small setup behind the screens where he let us feel the tension on what it would feel like to pull the CAP system, you know, how heavy -- how much weight that you have to put into it so that we had a feel for it. I'm sure we went for a flight or two that day; then we finished. I don't know really know that I could describe the rest of the day. I was a participant, you know, I tried to understand, but I'm not a pilot, so there's a lot of technical speak that I can't honestly say that I understand. But I just wanted to, you know, hear what was being discussed and participate as best I could.

Then, let's see, I guess on Wednesday, we -- I believe we did -- we went out on a trip where Chris asked if there was, you know, any particular place that we wanted to go. I think there was a little bit of weather on Wednesday, so there wasn't a lot of places we could go, so we just kind of went away from any bad weather and tried to get in some practice and some time in the

plane. I think we -- I remember -- I don't remember where we stopped. We had lunch with a friend of Chris' and we weren't there for maybe an hour, hour and a half, got back in the plane, and we came back to Knoxville, and then we probably would've gone back home to the hotel.

Q. Okay.

A. Went and had -- yeah, so that's about all I remember. I think that Wednesday night, David kind of was not feeling a hundred percent, so on Thursday morning, he called Chris and told him that. So, they decided that we would try to go home that day instead of Friday, which is what the original plan was.

Q. Okay, excellent, thank you. So, I'm going to go kind of rewind you back again to that first day and ask some more specific questions. So, the first day, delivery, you get to see the aircraft, it's exciting, you take the acceptance flight. So, how do you think it went after that first day? Essentially, how -- what were your impressions on how that first day aircraft delivery process went?

A. Well, it was super exciting. We were both really happy with the way the plane looked. The delivery method was really exciting, you know, they presented a couple of gifts and, you know, it was -- I thought it went really well. I don't recall having any reservations, I just thought it went well.

Q. How do you think David felt after that first day? Was he equally pleased with the results?

A. Yes, I think so.
Q. Okay, so then the second day, you get to meet Chris Jensen. What -- I guess what were your first impressions of him?
A. He seemed nice, he seemed knowledgeable, and any questions that he might've had, there were lots of other Cirrus people around that we spoke with. But I thought that he was a delightful young man.
Q. Excellent, so you flew a couple times that day. Do you remember for that first day in those sets of flights who was actually flying the aircraft?
A. I don't really know. I was in the back seat the whole time. I can't honestly say I would know. Maybe it was back and forth. I really can't say.
Q. Okay, no problem. No worries. So, you're uncertain about who was flying, but can you at least confirm where was everybody sitting on that first day? Obviously, you were in the back seat, but --
A. David was --
Q. Oh, I'm sorry, could you repeat that?
A. I just said obviously, you said you were in the back seat, so I guess, where was David and where was Chris?
A. David was in the left seat, Chris was in the right seat.
Q. Okay, and how much of the cockpit can you actually -- could you actually see from your vantage?
A. Well, on that day, I was sitting behind Chris in the right,

back -- right of the back seat and I must admit, it was hurting my neck to try and look around, so I couldn't see much.

Q. Okay, was everyone wearing their seatbelts for those flights? Can you remember?

A. I can't say about what was -- who was seatbelted in the front seat. I know I was seatbelted in the back seat. (Verbatim).

Q. Okay, so after the first day, you're done for the day, you go eat, how did -- how do you feel it went? Did -- your overall impression of those first couple of flights, was it good, was it kind of neutral?

A. On the first couple of days?

Q. The first day -- just the first day of flights. Not the acceptance day, so Tuesday we're talking about.

A. Well, I mean, I think the general impression was it went well. It was new for David, he liked to, you know, take off, and fly, and land well. So, he -- you know, it was his first flight, so he wasn't as pleased as he wanted to be, but he was learning. But it went well.

Q. Did he express to you his --

A. It wasn't rough, it was --

Q. Oh, sorry to interrupt. Did he express to you how he was feeling after the experience. Like oh, I need to work on this or man, I wish that would've gone better. Did he say anything like that?

A. Not really that I can recall specifically. You know, he

liked to have really good landings and I think maybe one of the landings might've been a little rougher than he might've liked. But it went well, generally.

Q. Could you tell if he felt uncomfortable or comfortable flying the aircraft that day?

A. He said he was comfortable. There was a lot to learn about the new buttons.

Q. I like the way you put that. Okay, what about the process itself? Did he express any concern about the aircraft like it wasn't what he expected or it was exceeded expectations?

A. No, he was really happy with it. We both were.

Q, What about with Mr. Jensen? Did he express -- again, this is the first day, did he express any concerns about Mr. Jensen like either that he was not getting enough information or maybe he was getting too much information?

A. I don't know. I can't -- I guess, you know, maybe -- well, I don't know -- I can't think of anything that he might've said specifically one way or another. I believe he felt okay, but I can't say anything specific that would've created a concern.

Q. Okay, I just figured since you were very familiar with Mr. Stoneking -- it's just sometimes we can tell when somebody is upset, or disturbed, or, you know, a little bit perturbed by something. So, I guess what I'm asking is did you ever get that sensation from David during that first day?

A. Not really, no. I -- you know, I think he felt okay. I

don't think that he was supercharged. I know he wasn't -- you know, didn't have an air of any disappointment. But he seemed okay.

Q. Okay, and after that first day -- I know you said he wasn't feeling a hundred percent a little bit later, but what about that first day? How did his health seem?

A. I'm sorry, what day was this?

Q. Tuesday.

A. Oh, he seemed fine on Tuesday.

Q. Okay, so now we're moving onto -- I know I said first day, apologies for that. So, actually, we're moving onto the third day, which would be Wednesday. Similar line of questioning, so you go back up again, do a couple of training flights, how did David seem then about his -- the performance or how his training sessions were going?

A. About the same. You know, I think he was feeling a little bit better, realizing that he still had some things that he wanted to learn. But he felt good. I think we all seemed to have a good day on Wednesday.

Q. Did David ever talk to Chris about some of his own concerns about his performance and what he needed to learn more about that you ever heard?

A. Nothing that I ever heard.

Q. Okay, and did he specifically tell you anything like oh, when we get back home, I need to work on XYZ or anything like that?

A. No, not that I can recall.
Q. So, back to your perception of their interactions in the front seat, did -- how talkative did Chris seem to be? Did he seem to be providing good instruction or was it mostly quiet between them?
A. I guess it felt normal to me, you know, there was questions asked and answered and some instruction delivered and received.
Q. Okay, did Chris ever indicate in those -- again, first two flying days meaning Tuesday and Wednesday -- did Chris ever indicate that anything was wrong with the aircraft?
A. No, there was no indication.
Q. Okay, did he ever indicate that he had to take control of the aircraft in order to land properly or navigate away from weather or any other situation like that?
A. No.
Q. Okay, and then on that Wednesday, you alluded earlier that by the end of the day, maybe David wasn't feeling the best. How was his health about then?
A. He was feeling fine throughout the day. It was overnight that he started not feeling really well.
Q. Oh, okay, so now we're going to move to that Thursday, which is the accident day. So, you said Mr. Stoneking, he woke up, he wasn't feeling well, and you believe he had a conversation with Chris essentially saying what?
A. I did not overhear the conversation, so I don't have any

details on that other than, you know, he just -- I just know that he wasn't feeling well throughout the night and we discussed that, you know, we would go ahead and try to go home rather than try to focus on training.

Q. Understood. Okay, so I know you didn't overhear the conversation, but I suppose what I'm trying to figure out is at what point -- what was the decision and who made the decision that Mr. Jensen was going to fly back with you?

A. I really -- I don't have an answer for that. I don't know how they worked it out.

Q. Okay, do you know the purpose of why he was flying back with you? Was it for him to fly you back or so you could just get in a couple more instructional points on the way? Do you know?

A. I guess it was just to get us back to Houston.

Q. Okay, so for the first -- well, I guess -- you know what, let me just let you, in your own words -- so, now we're on Thursday, this is the accident flight. I know you had two legs of the flight; can you just walk me through -- again, in your own words, what happened from when you woke up and decided that, hey, it's time to just go on and go home to the actual accident?

A. Well, I only remember once it was determined that, you know, Chris was going to be taking us back -- or he had agreed to take us back. He -- I remember he -- you know, David said that he had to get some additional time to board his dog because there was hope that Chris would stay for maybe a couple more days to have

some further instruction on the Houston side with Chris. So, it took Chris a little bit longer to get to the aviation center because he was managing, you know, his dog. So, David and I were working on packing the plane and readying to leave. We checked around the plane as we, you know, were taught how to do. Chris came in, I don't even remember if we ate or not. It seems like it was around lunch time, but I'm not -- I can't be certain of the time that we left.

We flew -- we were going to fly to one -- we had originally a different -- one stop point, but I don't recall what that was. I think some weather turned up in that location, so we decided -- I say we decided -- they decided that we would land in Monroe, Louisiana and refuel there. We were in Monroe, Louisiana, I don't know, maybe 30 -- maybe 40 minutes or so. I don't know, 30, 40, 45 minutes. I don't recall. I remember going into the building and having a cup of coffee. I might've had some chit chat with Chris and David a little bit. Then it was time to go, so we got back in the plan and I decided to sit in the center seat that leg so that I wasn't breaking my neck to see because I like to watch the landings.

Everything seemed to be fine. I think we were deviated a couple of times to get us around some questionable weather spots. Everything was -- seemed fine to me. One thing that I've learned about the landings is that you look for the four lights along side the runway. You look for the two reds; you look for the two

whites. I do recall seeing that and then I recall Chris saying watch your airspeed. David said that he gave it a little bit of gas. He said usually when that happens, it doesn't take much, just give it a little bit of gas.

Right at that time, Chris said he was taking control of the plane. David said okay, put up his hands, and I don't know how much time passed. I suppose it was pretty quickly. I know that they said something about full throttle. He was giving the plane gas, but it wasn't responding and I remember David saying oh shit and I know we were losing altitude. I could see the treetops and I remember Chris making a left turn and then he said God help us. Then I remember hearing the plane begin to hit the trees and I don't remember anything else until I woke up, fortunately, and I remember looking down. I don't know what angle we were, but I was -- I believe my hips probably were maybe four feet from the ground -- three, four feet above the ground. I could see outside the plane and I could see some grass or debris. I, during the flight, had kicked off my flip flops, so I was barefooted and I remember looking down and my -- just a minute.

Q. Absolutely, take your time.

A. Oh, gosh. My right leg had -- was -- between the knee and the ankle was fractured two of -- both bones were fractured and my leg was not in proper alignment. So, oddly enough, I reached down and put it in place. I realized that if I didn't feel that, then, clearly, I was likely in shock. Soon after, I heard David call my

name and I don’t know how many times he called my name before that. I just said I’m here, I’m okay. I have a broken leg, maybe two, and I can't unfasten my seatbelt. So, he came and managed to get to my left side and I was able to put my arm around his shoulder and he reached over and unfastened my seatbelt and I tumbled out. He pulled me away from the plane and managed to get a bystander to help pull me away from the plane and laid me down on a driveway.

There were a few folks from the neighborhood who were very kind and, you know, asked if I needed a drink of water, or a blanket, or something. David -- you know, I suppose he had seen Chris at the time. I did ask, you know, where Chris was. I was just so happy to see David. He said that he had seen Chris, I guess, up on a porch -- I guess a mobile home porch where we had crashed near by or into. He said he didn’t look good and wasn’t sure if he was going to make it. I remember looking up in a tree and I said see the parachute. I don’t know how it got that way. I don’t recall anyone deploying the CAP system.

I know that I had a pretty big knot on my upper, left forehead. So, I -- at the time, I didn’t think that I’d lost consciousness, but apparently, I did because I really don’t remember hearing the initial sounds of the crash to the silence and waking up other than hearing David call my name. I remember hearing some screams from some folks in the neighborhood, I imagined, who were -- well, obviously, traumatized from, you know,

hearing the crash. I don't know how long it took for the ambulance to arrive or any initial responders. I don't know how long that took.

I know that when they did arrive, David was pointing them where he thought, you know, would be helpful. He pointed out where Chris was and he tried to get someone to Chris as quickly as possible. He would go walk them up near the crash site and then would come back to me, so he was back and forth several times. I remember some firefighters arrive and I remember him saying something about, you know, you're going to need a chainsaw to get access to Chris. There were some nice people who brought me something soft to put my head on. I don't remember the order in which we left the site, but they (indiscernible) a ride from the site to the hospital. It seemed like it took forever. But, you know, then there was the experience in the hospital.

Q. Yeah.

A. So, that was what I recall from the crash.

Q. Thank you. I know that was difficult and as for after, I have plenty of information from, you know, the first responders and things like that. So, I won't have you go into any more detail about that. I do need to ask some clarifying questions about the events leading up to actual impact, however. So, you're seated in the back and you were in the middle seat. Obviously, your seatbelt was on. I don't suppose you know if either, again, Chris or David's seatbelts were on?

A. The only reason I know that David's seatbelt was on was because he told me that when he woke up, he had to take it off so that he could get out of the crash site.
Q. Okay.
A. I don't know if Chris had his seatbelt on or not. I can't be sure.
Q. Okay, and so to the leg of the flight -- the flight from Tennessee to eventually ending up in Louisiana because you had to divert, do you happen to know -- were you awake the entire time of that flight, or did you take a little nap, or anything like that?
A. No, I did take a nap. I was in the right seat, behind Chris, and I just got sleepy. So, I had this beautiful, new Cirrus blanket, so I covered up and took a nap.
Q. Were you all wearing headphones?
A. Yes.
Q. Okay, do you happen to know if those headphones were noise cancelling?
A. I don't know. I -- they were Bose headsets.
Q. Okay.
A. And -- yes, I believe they were noise cancelling, but I can't be sure. I don't know the difference.
Q. So, just on that first leg now, do you recall any conversations between David and Chris about the operation of the aircraft, or was there any instructions given, or anything like that?

A. There were questions asked and answered. That's all I can say.
Q. Okay, did you happen to have any conversations with Chris or David during that first leg?
A. You know, I really don't recall if I did or not. Maybe I had a quick couple of words every now and then, but nothing of any importance. If I did, I don't really recall.
Q. Okay, no worries. So, again, just that first leg, how did they seem to be interacting with each other? Did it seem to be a pleasant environment or was it just kind of, you know, fairly, I guess, stoic and sterile? Did either David or Chris seem put out at all?
A. No, it was very pleasant and professional.
Q. Excellent. Okay, thank you. So, you get to Louisiana, you're there for maybe 30 to 45 minutes, getting a little bit of light refreshment, and then you take back off again. So, kind of similar questions from that now -- the flight from Louisiana to Texas. Do you happen to know -- I know you said you didn't before on the training flights, but do you happen to know who was flying the aircraft at this time?
A. I don't know that. I know that autopilot is used a lot.
Q. Okay, do you know if there was a point at which autopilot was no longer being used?
A. I don't know that.
Q. That's okay. So, how -- now, this is the second leg from

Louisiana to Texas, again, how was that cockpit environment? Did they seem to be interacting okay? Was, you know, everybody comfortable up front?

A. Other than -- yes, it seemed so to me. I know that soon after we took off, Chris said that he, you know, wished he would've used the restroom and he -- you know, David offered him the little portable device that he uses if he ends up needing to relieve himself. But Chris didn't want to use it. I could audibly hear him groan a couple of times, but it was -- it seemed to be still professional interactions throughout.

Q. Was he fidgeting at all or, like, you know, moving from side to side or anything like that?

A. I really can't say what, you know, his physical mannerisms, you know, or what he was doing up there. I couldn't see, but I could just hear him groan a couple of times.

Q. Okay, and how did David seem to take this?

A. I guess he seemed to be indifferent. He's comfortable using the little device and offered it a couple of times to Chris, but he didn't want to use it.

Q. Okay, so on that second leg, you're not entirely sure who was flying, although, you said autopilot was used quite a bit. Did you happen to see either man manipulate any of the controls up front in the cockpit?

A. I guess they probably both would have been doing that somewhat. The things that I can remember was the -- I guess the

richness -- I'm not going to use the correct term, but to make the fuel more rich because I understand that when you're breaking in a new plane, that it needed to be flown at a 75 percent power. I don't know, I'm not going to say it right.

Q. It's all right.

A. It needed to be 75 percent above. That's all I remember. I guess it was the richness of the fuel, so I know that they would probably both have talked about that and manipulated it from time to time.

Q. Do you remember what that lever looked like during that flight?

A. A little bit. I think it was, like, a little slide. I think it had a red handle just to the right of the throttle.

Q. And do you remember if the slide was up, or down, or in the middle?

A. I can't say what position it was in. I really don't remember.

Q. Okay.

A. I don't really recall ever looking.

Q. And what about the throttle itself? It moves in the same general directions. Can you remember if it was up, or down, or in the middle?

A. At what point in time?

Q. So, let's go with -- we're talking about the second leg, let's go with shortly after takeoff, you're now at cruise, do you

know about where the throttle was?
A. No, I don't really understand what the -- you know, the position is on the sliding mechanism. I can't tell you what position it was in throughout the flight.
Q. And I do mean just visually, like, was it up, you know, towards the nose of the aircraft, was it kind of in the middle of its slide, or was it all the way to the back, like, closer to the people sitting?
A. I really don't have a good answer for that. I don't know that I would notice.
Q. Okay, what about when you're now getting prepared for landing, do you happen to have looked over and seen or had any idea of where that control was?
A. No, I'm not a pilot, so those observations are lost on me.
Q. Okay, and so now you are getting prepared for landing, do you happen to remember any of the conversation between Chris and David about that preparation for landing?
A. Nothing is coming to mind. I don't really remember anything. It seemed like it was -- everything was comfortable and that's what I remember.
Q. Okay, did they -- do you know if they talked about the approach plates at all or did they do a pre-flight landing checklist?
A. I really don't remember.
Q. Okay, so you said at some point, Chris told David to

essentially throttle up, correct?
A. He said to watch your airspeed.
Q. Oh, okay, and David's reaction to that was?
A. To move the throttle forward.
Q. Okay, and I apologize for that, I'm putting it in action speak. But you're correct, I wanted to get exactly what was said and what the reaction was. So, thank you for that. Then -- so, after he throttled forward, did you notice anything different about the aircraft or was it how you had expected in your past -- you know, previously flying with David, did he react how you were expecting?
A. The plane did not respond to the gas that he gave it.
Q. And how did you know that?
A. I'm sorry, I didn't hear that.
Q. How did you know that the plane was not responding?
A. It just -- I guess it didn't -- it just didn't respond in the way you would expect the plane to respond and Chris took the controls immediately.
Q. Could you tell that it wasn't responding or did you deduce that through their actions?
A. I deduced it from their reactions.
Q. Okay, so there was nothing you could hear or see that made you recognize that?
A. No.
Q. Okay, so Chris takes control of the aircraft, do you happen

to remember anything that he did? Again, this is the cockpit controls. Did you see him, you know, maneuver anything, or push any buttons, or pull any levers, or anything like that?
A. I'm pretty sure that he pushed the throttle and said it was not responding. I believe it was in full throttle and he -- David said oh shit and, you know, it seemed like there was a bank left and, you know, the trees were so close and clearly, he realized we weren't going to clear them and he said oh, God, help us, and I knew we were in trouble at that point.
Q. Did either gentleman say anything to you like brace, or get down, or brace for it, or anything like that?
A. No.
Q. Okay, is there anything to you that stood out that was going on in the cockpit in those last few minutes, I guess, that I haven't already gone over and just that it stood out to you. I guess let me determine if it's important or not. If there's something that just made you go huh, I've never seen it like that before or that's interesting?
A. No, not -- I guess I probably wasn't ultimately paying a lot of attention at that time, so I don't think I can recall anything that seemed unusual.
Q. Okay, and I guess is there anything that I didn't ask that you're surprised about like I thought for sure she would ask this, this, and this, but I haven't done so?
A. I -- honestly, I couldn't be sure. Not that I can think of.

Q. Okay, so you've obviously been through a very traumatic experience and for that, I do extend my condolences. I know that you are physically on the mend and I know that you have probably talked at length with David about this after the fact. So, I always like to invite people -- so, what do you think? I recognize that you're not a pilot, I recognize that you don't feel you know as much as maybe some of the others, but it's always good to get that -- in a lot of ways, your opinion is actually even more objective. So, what do you think happened in that whole scenario?

A. It's really hard to say. You know, it's just the engine didn't respond as I would've expected it to and that David would've expected it to. I would've thought it would've been, you know, a landing just like it had been in previous days and I don't recall ever being really afraid. I just guess I envisioned that -- when I realized we were in trouble that we would land somewhere other than the runway and it wouldn't be smooth. But I didn't think it would be as violent as it was. I had no idea.

Q. Yeah, have you ever been in any sort of position like this? I mean, obviously, not to this degree, but in any sort of emergency or engine -- you know, the engine's not responding as you thought it would with David before in a previous aircraft?

A. No, I've never been in any situation like that ever before and certainly never with David.

Q. Do you know if he's ever been in that situation without you?

A. Not to my knowledge.
Q. Okay, he's never told you, like, you know, there I was stories?
A. No, he's never shared anything like that with me. I don't believe that he has experienced anything like that.
Q. Okay. All right, Kim, I guess at this point do you have any questions for me? I'm recognizing that there are some things -- this is an active investigation, there are some things that I will not be able to disclose, but if I can, maybe I can answer some questions for you.
A. I can't think of any questions at this time.
DR. WOODS: Okay, that is not a problem. So, at this point, I'm going to go on and stop the recording.
(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: FATAL CIRRUS SR22 G6 ACCIDENT
NEAR DAVID WAYNE HOOKS MEMORIAL
AIRPORT IN HARRIS COUNTY, TEXAS
ON SEPTEMBER 1, 2022
Interview of Jaye Kimberly Hazelwood

ACCIDENT NO.: CEN22FA405

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

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UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: CHRISTOPHER JOHNSON, Manager of Flight Operations Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance
Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aviation

BRAD BROWN, Attorney
(On behalf of Mr. Johnson)

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DR. WOODS: Again, thank you for coming down. I know this has completely disrupted your schedule, but we really appreciate it. My name is Dr. Sabrina Woods. I'm from the National Transportation Safety Board. I am a senior human performance investigator. My job and my role is to essentially go in and just kind of find out about like human-to-human interaction, human-to-machine interaction, human-to-environment interaction.

The NTSB, if you don't know, we've been congressionally charged to determine probable cause in aviation accidents and significant incidents. So that is why we're here.

To my left, this is Todd Fox. He's actually the investigator in charge of this, so I'm serving as like a subject matter consultant for him. And then this here is party coordinator on this event, is Brannon Mayer, who you just met.

So you've been brought in because you are -- well, we're going to actually get your proper title because titles have been changing around a bit on us, but it sounds like you are like the director of flight training. Am I in the ball park?

MR. JOHNSON: Manager of flight operations.

DR. WOODS: Okay. So essentially because of your role, you have a wealth of information to help us kind of fit together all the information that we need to be able to determine what the Cirrus process is like, what the people are like, how is it supposed to go, because that helps inform our decision.

We do this all the time, so we -- I totally understand. This is very routine for us, however, it's not routine for you. We are disrupting your day right now and we appreciate and respect that. As such, please just be aware that I'm going to ask you a series of questions, we all are, if you don't know the answer, "I don't know" is a perfectly acceptable response.

MR. JOHNSON: Okay.

DR. WOODS: Don't feel like -- the pressure, like, oh, my gosh, I have to come up with an answer. If you don't know, you don't know.

MR. JOHNSON: Okay.

DR. WOODS: If you don't understand the question, please ask to clarify it and we'll do so, because like I'm going to do the same. If I don't understand your answer, I'm going to be like, can you please give me a little more detail --

MR. JOHNSON: Absolutely.

DR. WOODS: -- or whatever. If at any time you need a break, by all means just, again, just let us know. We'll take time out and we can do so, and I'll also check in with you on occasion as we go longer to see if you need that break.

The interview is being recorded, as you saw and we talked about a little bit more. That's just to ensure that what we capture from you is perfect and exactly what you said. The recording will be sent to a transcriber and then that transcription is what will eventually go in the docket.

MR. JOHNSON: Okay.

DR. WOODS: So are there any questions about that?

MR. JOHNSON: Nope.

DR. WOODS: And you understand that process?

MR. JOHNSON: Yes.

DR. WOODS: Okay. Perfect. So for the record, could you go on and say and spell your complete name?

MR. JOHNSON: Yes. So my full name is Christopher Andrew Johnson, and it's C-h-r-i-s-t-o-p-h-e-r; Andrew, A-n-d-r-e-w; and Johnson, J-o-h-n-s-o-n.

DR. WOODS: And is it okay if I call -- what would you like me to call you, I guess? Chris?

MR. JOHNSON: Chris is fine.

DR. WOODS: Okay. Chris is fine?

So, Chris, you're allowed one person to be with you during this process to give you support throughout it. Do you have somebody today that you would like to be that person for you?

MR. JOHNSON: Yes, I do. Brad.

DR. WOODS: Okay. So with that, Brad? And this is a reminder to both of you, this is an investigative interview. This is not a legal deposition, so please note that anytime if you want to seek counsel with your counsel, you have the right to do that. However, Brad, I ask that you please refrain from answering any questions on Chris's behalf or interrupting or, you know, asking questions of your own. Just as a reminder, you represent Chris's

interests and not that of Cirrus. And so, again, just for the record one more time, please state and spell your full name.

MR. BROWN: Brad Brown, B-r-a-d, B-r-o-w-n.

DR. WOODS: Thank you for that, sir.

INTERVIEW OF CHRISTOPHER JOHNSON

BY DR. WOODS:

Q. So Chris, so first, one more time, what is your -- like what is your job title here at Cirrus?

A. It's manager of flight operations.

Q. Okay. And when did you get hired into that position?

A. So I started the manager position in December of 2022, and prior to that I was a supervisor of flight operations.

Q. How long have you been with Cirrus?

A. Coming up on 6 years.

Q. Okay. And so you were in those two positions. What positions have you held before that?

A. Prior to the supervisor role I was a factory flight instructor and that's what I started at the company as.

Q. Okay. And you started here in the Knoxville facility?

A. Yes.

Q. Okay. And so you've been in this position since, you said, about late 2020 -- I'm sorry --

A. 2021.

Q. -- 2021? Okay. So can you give me please just a high level overview of what does your day to day look like? What do you do?

A. Yeah. So the -- my day to day is basically managing working with our instructors that are currently working with customers or any flight missions that they're working. It's a lot like the supervisor role. So I work with all the new hires that come (audio malfunction), any customer escalations. I will handle airplane issues, you know, at delivery. I'll work with the instructor and the customer to make sure that the customer is taken care of for training purposes, assistance with scheduling. And then another piece I do is kind of recruitment for one of our training programs that we do.

Q. Okay. So before we kind of break down like what you do and talk about that a little bit more, let's go kind of macro level and talk about Cirrus as a whole. How in your opinion -- describe for the me the safety culture here at Cirrus.

A. I think the safety culture is an outstanding culture, airplane and personnel-wise. I mean, you know, between the airplane having a parachute and everything, it's fantastic. Then we have our -- you know, the personnel-wise, everybody looks out for everybody in a sense. You know, if somebody sees something that's -- you know, could be questionable, they stop, say, hey, what's going on; let's talk about it.

And then there's always the support for help. If we don't understand something, we always have somebody that we can reach out to, we can talk to, we can ask questions, you know, whether it's a weather question or if it's just a small question as far as

like administrative, trying to figure out filing a flight plan, there's always people that are there to assist. And so, I think, you know, the team dynamic really helps with that because you can bounce -- we're able to bounce questions off of everyone and help each other out in any given circumstance.

Q. So it sounds like when you say everyone, everybody, that you're talking about from the point of view of the factory flight instructors, correct?

A. Factory flight instructor all the way up to higher management.

Q. Okay.

A. You know, if I have a question that I don't understand or that's been, you know, brought to me that I don't understand, I can take it all the way, you know, as far as I need to, to find the answer. Whether that's to, you know, the director of flight ops, my boss, or on to our chief pilot, I'm able to walk right in the door and say, here's the question, let's talk about it, let's get to the bottom of it, figure out, you know, the answer and why we're getting these questions.

Q. And who is your boss?

A. My boss is Matt Manifold.

Q. Okay. And he's the director of flight operations?

A. Correct. Yes.

Q. Okay. So what do you see as your role specifically in that safety culture?

A. So the -- I meet with the -- I'm one of the supervisors, managers that meet with the pilots every morning. So, you know, we do a lot of training and teaching in our morning meetings. You know, anytime that there's a season change or anytime that there's something new that's been brought to the table, we'll present that to our team. Like right now we're doing winter operations. Now it's winter in Duluth, it's starting to become winter here, so it's a refresh. And so I'm one of the ones that will be up teaching that, talking through it, answering questions and making myself available for, you know, maybe our younger pilots that haven't seen winter in Duluth, Minnesota yet. And so we're able to sit down and talk about it before they've seen it real world.

Q. Okay. So you said that you get together with the supervisors, so like --

A. So myself and the supervisors get together with our instructors every morning.

Q. So, I guess, if you're talking about a hierarchal structure, are you the same level as the supervisors, a little bit above, a little bit below?

A. A little bit above. Right now, like on the org chart, same level.

Q. Okay. Do you have people that report to you?

A. I do. I have instructors that report to me.

Q. So are you then not -- are you considered a supervisor as you consider the other supervisors?

A. I wouldn't -- I mean, like my title's manager but I do have supervisor duties as far as with the instructors.
Q. Okay. And so for the instructors themselves, where do you see they fit in the safety culture?
A. I think they play a huge role in the safety culture because they're the ones that are, you know, out teaching it and working with it daily and ensuring that our customers are safe in the aircraft and safe when they leave here. And so they're the ones instilling that type of training within our customers and, you know, teaching the right way. So that way when our customers do leave the training environment to go back into their home environment to fly their daily missions, they're the ones that are passing that information along and that knowledge and making sure that they're going to be safe. So I think they play a huge part in that.
Q. Is there a formalized process -- let's say right now you have a concern. You see something out there, you just don't like it, you want to elevate it. I guess what is the process? Is it formalized for bringing that to attention higher up?
A. You mean like a safety concern --
Q. Yeah.
A. -- if I was to see something? We do. So on -- or we have like a safety reporting system.
Q. Okay. And where is it housed?
A. It's on our internal website.

Q. Okay. So anyone have access or just your level and above have access?
A. No. All employees of Cirrus.
Q. And then who does that go to? Where does that information go?
A. So it goes to a higher level, I want to say to our safety team.
Q. And where's your safety team located?
A. All of -- so we have our direct safety here and as well as Duluth.
Q. Okay. So then what happens?
A. I'm not 100 percent sure.
Q. Okay. I'm just saying do you have an assurance that when you send off concerns that it's actually being looked at and responded to?
A. Yes.
Q. Okay. A part of that safety process, how often are you involved with reviewing accident and incident data from Cirrus products?
A. Frequently.
Q. Like can you give me a ballpark? Is it daily, weekly, monthly?
A. Monthly.
Q. Okay. And how does that information get to you?
A. So we have our -- we have a Wednesday group meeting that

items are discussed and then we also have a big group meeting that's presented from our safety team.
Q. At what level does that information go? Does it go all the way to the bottom, does everybody know about it, or does it kind of stay at your managerial/supervisor level?
A. So the Wednesday morning meetings are presented to our whole pilot group, to all instructors. And then our monthlies are passed to us and then we bring those topics up in our meetings with our instructors.
Q. Okay. So overall, who is ultimately responsible for flight instructor performance?
A. All of our flight operations leadership, whether that's supervisors, managers, directors, and chief pilot.
Q. That's a lot of people to be responsible. So I guess if you're talking about individual, like you said you have three or so flight instructors directly under you, are you responsible -- the only person responsible for their performance or --
A. No. So I'll hold their performance and if there's something outside of my, you know, my capabilities, something that I can't handle or I need advice on, then I'll go to my boss and ask for assistance, how would I handle this situation, what's your recommendation?
Q. Okay. So you do a lot with the training side, so I guess new hire, right?
A. Um-hum.

Q. First of all, how involved are you in the hiring process?
A. Very.
Q. Okay. Are you before HR or post-HR?
A. So I would say both.
Q. Okay.
A. So right now -- I'll kind of just walk through the process.
Q. Please.
A. We are presented from our recruiters the applicants or, you know, the people that have applied, and we'll go through the applications and pick out our top candidates. And then we'll do initial phone calls. I like to look at it as a three-step interview process. So we'll do initial phone calls, whether -- it could be myself, just a one-on-one conversation with the applicant, or myself and one of the other supervisors calling, talking through experience, talking through resume, you know, the culture at Cirrus, life at Cirrus.

And then we'll take our notes, talk about it, decide if we want to move to our second step, which is a conference call, team call, where it could be myself, a supervisor with some of our instructors. And a lot of the same questions during that time, but then we'll start talking more scenario-based questions. You know, if you had this issue, how would you handle that? If, you know, if you had a difficult customer, how would you handle that? And then we'll talk through experience as well and then give a chance, really just kind of open the floor to the applicant to ask

instructors. You know, tell me about working at Cirrus. How do you like Cirrus? How do you like Knoxville? You know, just kind of -- so that way they can get a, you know, a good idea of this is a place that they want to come.

And then we sit down, we talk as a team. If we like the candidate, if we decide that we want to move forward, everybody, you know, has a say-so in that. Because we really want to build that team dynamic. You know, because we're all in a room together multiple times a day, and it could be that I work with a customer and then I pass -- you know, an instructor works with that same customer. So we want to make sure that we all are able to work together.

If everybody's on the same page and we decide that we want to move forward, then the next step's the interview -- or the in-person interview where the applicant will come to Knoxville. And then we'll go through like what we call our avionics training or our hot bench. We'll talk about some of the -- you know, the G-1000 and just kind of give them an idea of the system that they're going to be flying.

And then we'll do a short flight where it's an instructor or the current hiring supervisor or manager working with that applicant. Go out to the local area, usually probably about an hour and a half flight, where we'll talk about, you know, different things of the airplane and looking at their flying ability. Then we'll come back to Knoxville, have the flight

portion finished up.

Then we'll go to a panel interview where, you know, it could be, again, myself, supervisors in the room with instructors, and we will ask the instructor applicant to teach us something. Pick something -- and we'll kind of help them pick, you know, because we don't need a 2-hour ground brief. You know, what we're looking for is, you know, what their teaching ability is. Can they communicate effectively, can they get up on a whiteboard or can they teach off a piece of paper, and then can we ask questions and they answer the questions. And then we'll again talk about, you know, life at Cirrus. Because the way our schedules work it could be, you know, a different instructor that's in the room than it was on the conference call. And so, we like to see different things from everyone.

And then once we're finished up with the panel interview, then we'll take the applicant out to one of the local restaurants, let them see the area, because the odds are they probably airlined in so they haven't had a chance to see Knoxville. So we'll see the local area, have lunch, and then that'll finish up the interview.

Then we'll come back as a group, again sit down, talk about everything that we saw during the panel interview, during the flight, is this a candidate that we want to move forward with. And if it is, then we'll pass everything over to HR and let them start working on all the pre-screen, you know, pieces, the

background checks, all that stuff, prior to making an offer.
Q. Okay. So start to finish, about how long does that process take?
A. Three to 4 weeks.
Q. Okay. So you've -- can you give me a high level explanation of the type of contracts in which people are typically hired under, new factory flight instructors are hired under?
A. So it's all just training contracts.
Q. Okay.
A. So just the cost of training or any relocation.
Q. And is that -- it's however long it takes to recoup the cost of training or is that like a year base?
A. It's a 12-month training contract.
Q. And that's fairly standard?
A. Yes.
Q. And then what happens once that 12 minute -- or 12 minute -- 12 months has lapsed or it's at that point --
A. They're not under any training contract any longer.
Q. So now it's salaried?
A. Um-hum. So they're a salaried employee, but then it's just -- then it just moves to just straight salary.
Q. Okay. So offer's extended through HR, let's say it's accepted. Now we're going to go through kind of two different pathways or scenarios.
A. Okay.

Q. So it's understood that Cirrus has been hiring individuals with zero SR time. Correct?

A. Yes.

Q. So I guess now I've got to get this person ready to be a flight instructor. Can you talk me through that process?

A. Absolutely. So we'll just kind of start from day 1 that the instructor shows up and starts a new job. Day 1's all orientation with HR, benefits, safety, all that kind of stuff. And then day 2 is where then they'll come over to flight operations and we'll start working with them.

And pre-day 1, they've had all our online -- we've assigned them online training. They've had a chance to go through their self-study pieces, go through videos. We make ourselves available to check-ins, because there can be times that it's 30 days from the time that they've accepted till they start their new role. And so it gives them a chance to start working through the self-study pieces, looking over things, so that way when they do show up and start training with us, they've already had some knowledge. They've been able to look over some things.

Then day 2, they'll be assigned an instructor and we'll sit down with them, we'll talk through the process, make sure that they have everything set up to be successful, and then they'll start working training. Our training onboarding for a new factory instructor is 6 to 8 weeks long.

So the first week to 2 weeks is what we call our company

check. And what that is, is it'll go through the -- the new instructor will go through the training course called advanced transition training, which is VFR and IFR training. So they'll be trained under visual flight rules and instrument flying conditions. And that's going through ground presentations where the instructor that's working with them will teach them the systems and everything that's set up in the training course that's on our Cirrus Approach. That includes simulator training, emergency procedures, and then flight lessons.

Flight lessons will go through everything from, you know, just basic flying skills all the way through landings, maneuvers, and instrument approaches. And we like for the -- the idea is for the new hire to see everything they could possibly be seeing with the instructor on board before it's seen real world. So whether it's weather or, you know, anything -- system malfunctions, any emergency procedures that we can be seeing as pilots, you know, we've seen it in the sim, we've seen it in the airplane as well.

So that's the first week to 2 weeks. And then after that, we'll start looking at -- in our onboarding checklist we call it ferries. So, and what that is, is where we'll assign the new hire, our new instructor to travel to Duluth with one of our instructors and they'll give him one of the new production airplanes and they'll fly from Duluth to Knoxville. So that way they can see that full procedure as well with an instructor on board before they start doing it on their own. And the purpose of

that is more experience in the airplane, you know, being able to fly the airplane, see, you know, again real-world situations. So that's usually week 3 and 4.

And then after that, then they'll go through shadowing, is what we call it on the checklist. And what that is, is where they're sitting with now an instructor, a customer, and theirself. So they're going to sit and see an actual training event from start to finish with that instructor and customer. So that way they can see not only the teaching part of it, but the procedure part of it, how, you know, we make our initial phone calls to our customers, how we set expectations with our customers all the way through the training piece of it and then all the way to finish up paperwork as well.

And then -- they'll do that for 2 weeks and then then they're back with us for what we call CSIP training, and that's our Cirrus Standardized Instructor Pilot, where now we've taken that instructor and we're going to teach them how to teach in a Cirrus. And that's a 5-week -- or 5-day course. And they'll go through -- the syllabus is on our Cirrus Approach, and they'll go through and all the systems that we teach to our customers, now they're going to be taught it again, but not only taught it but how to teach it. So here's some of the places that, you know, customers get hung up and here's how to work through that. So they'll all be taught that, and that's 5 days. That includes flying, again simulator time.

And at the end of that, then we have an evaluation, where we're going to have a senior instructor or a supervisor fly with the new instructor and go through all the stuff. They're going to teach it back to the senior instructor or supervisor and make sure that everything's -- we've dotted our I's and crossed our T's, everything looks good. And then once that's completed, that'll complete out the course, and then they're moved on to -- you know, they've finished all their training, then they're moved onto the full flight line, whether it could be customer training or corporate missions.

Q. So, I guess, if they're coming in with a decent amount, let's say 20, 25 hours of experience, does that process shorten up at all?

A. I mean, it can shorten --

Q. And, if so, where?

A. Yeah, absolutely. So it can shorten up a little on the front end of the training through the advanced transition and company check, but it's not going to shorten -- it's not going to shorten it by weeks by no means. Because, yes, they have a little bit of time, but it's not going to be enough -- they're going to just have a grasp of the knowledge. And so then we're just going to tack onto that during those training courses. Because they'll still complete the exact same training courses, it just might take a day less just because they already understand a piece of the systems or how to fly the Cirrus.

Q. What's your turnover rate look like right now for flight instructors?
A. Right now -- I don't know exactly. Probably average one a month just with airline offers.
Q. Okay. So let me actually back up that question. I should have asked first was about how many flight instructors are there right now?
A. So on the SR we have 14 budgeted head count and we have 12 currently.
Q. And that's here in Knoxville or --
A. Here in Knoxville, yes.
Q. Okay.
MR. FOX: And you said SR?
MR. JOHNSON: SR.
BY DR. WOODS:
Q. How many on the -- just out of curiosity, on the Vision?
A. I don't know the number exactly.
Q. Okay. So you have room for 14 but right now you have 12?
A. Um-hum.
Q. Okay. So is your input matching your output?
A. Yes.
Q. Okay. So are you -- in other words, you're bringing in people at a fairly steady rate?
A. Correct.
Q. Okay. And do you yourself still interface with new

customers?
A. I do from time to time, at lunch.
Q. Okay. Oh, okay. But not as an instructor?
A. Not as an instructor, no.
Q. Okay. How involved are you in instructor like recurrent and annual training, check ride, certifying, things like that?
A. So I don't do the training unless there is a concern or something that comes up, and then -- but normally it's all of our instructors that handle that.
Q. Okay. What quality control measures are there in place for a new hire progressing through this entire dynamic training system?
A. So we have -- with our HR department we have 30, 60, and 90 day check-ins. So whether -- in each phase it could be meeting with direct supervisor, director, and then to our department head, vice -- you know, our vice president. So they sit down -- they have, you know, a sit-down with them and they'll talk, how's training going, how's life at Cirrus going, and questions like that.
Q. So what if a new hire is just simply struggling a bit and just not quite there yet, not getting it by the end of this -- you know, some of these markers for where they should be? What happens then?
A. I guess let me ask a question back. Like during the -- like their initial training?
Q. The initial 2 weeks, yeah.

A. So during that 8-week span, we just extend it out. If someone's struggling, you know, then we're just going to hold them whichever phase that it's in and continue to work with them and make sure that they have everything that they need to get to that next step and finish up.
Q. Have you ever seen it to where an individual just doesn't get there?
A. Not in my time here, no.
Q. Okay. So there's no like, sorry, it's not me, it's not you?
A. I have not --
Q. It's not me, but it's you and --
A. Thankfully, I have not. No.
Q. Okay. So you just keep working with the individual until --
A. Yes.
Q. -- they meet a certain success rate that has been established?
A. Yes.
Q. And that's written down?
A. Yeah, the completion of the course and the standards to the course.
Q. Okay. What was the longest you've seen a person take to completely progress through the process?
A. I don't know the answer to that. That would just be a guess.
Q. Okay. No, and I want your experiences. So if you don't know, you don't know.

So you got instructor, they're ready to go, they're now ready to be a part of the forward-facing part of Cirrus, new customer. What's the process for how like a new owner coming in the door, a new customer taking delivery of their aircraft, gets assigned to a flight instructor?

A. So we have our -- a scheduling team that handles that. And then, as flight operations managers and supervisors, we'll sit down with our schedulers once a week and go through the schedule for the following week, if you will. So we'll make sure that, you know, if there's a customer traveling outside of Tennessee going home -- company went homes, we call them, that that instructor is able to travel that week. You know, if they've told us, hey, I really need to be in town for my kid's Christmas party, cool, then we'll make note of that. And so we'll sit down with our schedules and vet that. So between leadership of flight operations and our scheduling team, work with that to make sure that the instructors and customers are scheduled correctly.

Q. And you said that happens about a week out, a week in advance?

A. Yes.

Q. Are there any considerations taken for the experience level of the instructor instructing and the experience level of the new owner coming in?

A. Yes, there is. So if there's certain insurance requirements, then we'll make sure that the instructor/customer are paired up to

correctly so that way they can work through those requirements. Or if there's like a -- we have a lot of returning customers that request instructors, and so we'll do our best to accommodate those requests the times that -- if, you know, the instructor's still working on the platform that that customer is training on.

Q. So what quality control measures are in place for the new owner and their performance?

A. So our training course. So the completion of the training course. Each training course has a set of, you know, completion standards. And so -- and it's backed up by our flight operations manual and the procedures based in that. And so, you know, as the customers continue to progress through their training, then they'll work through the lessons in the training course and upon completion of that would be the finished product, that they have been fully, you know, trained in that course.

Q. Okay. And that is to be done -- so the online portion, what is the expectation for when that's supposed to be done by?

A. The -- can you rephrase that?

Q. So there is -- you have the experience that's an online portion, a series of computer-based training.

A. Oh, like the self-study.

Q. The self-study piece. When is it -- what's the expectation for when that should be done?

A. So the -- there's not. We like for the customer to have it started prior so that way they have -- we have something to build

off. If not, then we'll sit down with them and work through each training module and self-study with them and make sure that there's an understanding of it and it is complete.

Q. So when you say we, who exactly is doing that, though?

A. Oh, sorry. The instructor to the customer.

Q. Okay. So this is the communication between the instructor and the customer to set up how the week is going to go?

A. Yes. So the instructor does a week callout and -- they'll call the customers, and it's questions of, you know -- you know, to really set the expectation for the week. You know, if we know that the weather's going to be bad here, maybe we'll work with the customer to fly out of Knoxville, go to South Carolina if the weather's going to be better down there that day. So it'll help set that expectation and get an idea of what the customer's wants and needs are for the week. And then we'll also talk about, you know, where are they staying, so that way we make sure that they have everything that they need, do they need a ride to the office in the mornings, things like that. And so that's done a week out.

Q. So what if the instructor's just having a lot of difficulty with the customer, a new owner? They're either being stubborn or difficult or maybe they're just not getting it and progressing like they should. How do they elevate or voice that concern? How does the instructor do that?

A. So we have our morning meetings every morning at 8 o'clock and it's a round the room with all instructors. And so a lot of

times I'll lead that meeting or one of the supervisors will lead the meeting, and that's where a lot of those discussions happen. You know, how's your customer doing? You know, where are they at in the process of training? How's everything with them going? When do you see them completing training? When do you expect them to depart Knoxville? And that's -- also that way we can, you know, find that -- you know, find the problem and then work a solution together prior to it getting escalated with the customer unhappy now that they -- you know, because they want to go home. If the weather's too bad and they're not capable, you know, that way we can get ahead of it so we can make plans to help that customer meet their expectation.

Q. So you gave one example of weather. Could you please give me a couple more examples of what are some of the techniques or what the tools at your disposal to make it right?

A. Yeah, absolutely. So, you know, if the weather's bad, then we can sit down with the customer. The instructor will maybe talk to them and say, hey, this is -- you want to leave on Thursday, the weather's supposed to be this, you need to get to Texas, let's -- maybe we leave Wednesday morning. The instructor flies home with the customer. We do that a lot. We make -- especially at this time of year.

And then it could be that the customer's not 100 percent in the airplane and so they've worked through their training days, now it's towards the end of the week, the customer's ready to go

home, they have, you know, a wife they have to get back to. And so it's the same thing, we'll talk to them -- maybe the instructor pulls, you know, leadership into the conversation to help, you know, address the customer and address their concerns and talk over the issues. And then we'll, you know, provide our options.

And those options can be either our instructor flies home with them and then introduces them to their local CSIP, their local instructor there. Or we'll fly in their -- if they have a CSIP in their area that they like, we maybe fly that instructor into Knoxville, help them get set up, so that way they can fly home, continue training on the way home, and then once they get home, then they can train on their own schedule. Those are the two types that we offer and those are usually the ones that, you know, that our customers take us up on.

Q. How often does that happen? Have you seen it happen?

A. I have. I don't know exactly how often, but it's a common --

Q. Okay. So, I guess, what is the expectation for how a flight instructor should handle a customer who's demonstrating unsafe flying practices?

A. So unsafe, then they bring it to leadership's attention and then we'll help address that concern.

Q. Are you considered part of that leadership?

A. Yes.

Q. Okay. So what about an instructor in flight? You've been an instructor in the past. You're in flight, you see the person to

your left is demonstrating some unsafe flying practices. What do you do?

A. Well, as an instructor I want to -- you know, if it's unsafe, I want to take over the controls. I want to talk to the customer and determine, you know, what's going on? Why are -- you know, get to the bottom of it first, figure out why are we doing this, like, what was your thought here? And then work to resolve the issue, talk through the different procedures and practices of why we don't want to do that and show them and demonstrate the correct way, and then maybe they practice it back to me, maybe they -- you know, we work together and we continue, you know, working towards that until they've achieved what we're looking for, you know, the correct standard.

DR. WOODS: Well, I have been talking for a very long time. I have more questions, but I'm going to go on and let others in the room ask a few questions.

So Todd?

MR. BROWN: Can I ask --

MR. FOX: Yes.

MR. BROWN: Oh, I'm sorry.

MR. FOX: Yeah, go ahead.

MR. BROWN: It just -- I mean, as an employee you have confidentiality restrictions and stuff that you sign. The training stuff, the 6 to 8 week program that you went through, is that something that's internal that would be considered

confidential under your provisions or not? Just -- I just want to make sure so we can at least designate it as a confidentiality section if it's proprietary sort of training for those internal structures.

MR. JOHNSON: I don't know if I know that answer.

MR. BROWN: Okay.

MR. JOHNSON: I don't know that answer.

MR. BROWN: Okay.

MR. FOX: Are you asking if the content is protected or the timeline?

MR. BROWN: The timeline, sort of the 6 to 8 sort of --

MR. FOX: Because I don't think the content is generally, I mean --

MR. BROWN: Agenda. Agenda.

MR. JOHNSON: Yeah, I would say the content itself, because that's all online and that's the same type of stuff that's provided to our customers.

MR. BROWN: Right.

MR. JOHNSON: But, you know, I would want to lean on Rob and on Matt if our timeline is confidential.

MR. BROWN: Yeah. Well, I just -- because we just need to let, for the record, to be noted so they can -- because this is going to be put in the public record, have that redacted or not.

MR. JOHNSON: Okay.

MR. BROWN: So, you know, I don't know how the procedures --

if you wanted these to be decided now or is that something that we can take up with Rob.

MR. FOX: No, not -- it's nothing that's decided now. It's one of these things, as we pre-briefed, you ask and answer and then we'll highlight it and then we'll discuss it after.

MR. BROWN: Okay. We'll just note it and highlight it so we readdress it. Thank you.

MR. FOX: Do you need a break real quick or are you good?

MR. JOHNSON: No.

BY MR. FOX:

Q. So Sabrina is the lead questioner and I'm just going to -- like she doesn't have a pilot background and I do, so some of the things that I can bring to the discussion like it's more pilot specific. And she does have a lot of important questions for you after we're done here, and then we'll follow up with a couple other follow-up questions.

Just to reiterate something. You indicated that you're the manager of flight operations and you gave us four major areas that you work with: New hires, was the first one you said; customer escalation/scheduling; and then you said recruitment, and you said for our training program.

A. Um-hum.

Q. When you look at those, are they evenly -- are your duties evenly -- is your day evenly distributed amongst those or are you more heavily weighted towards one of those four on a day-to-day or

even week-to-week basis?
A. Appreciate it. So perfect world even, but then in time of maybe like a customer escalation, then, you know, I'm going to shift focus to that and then I'll come back to my normal day-to-day.
Q. And that would be true probably also for new hire, right --
A. Correct.
Q. -- because you don't get a new hire every week?
A. Correct.
Q. You get it maybe once a month.
A. Correct.
Q. We've been working with other people that -- certain interviews to kind of get like a top-down organizational structure of, you know, how Cirrus has management and supervisors and stuff. And early this morning we were talking to Shaun and he was referring to Chris -- I can only imagine it was you -- and Felipe as kind of like the supervisors of Team A, Team B, Team C, and that they all have pilots underneath them. And Sabrina addressed that earlier. But you also carry the distinction of being the manager of flight operations.

Can you give us where that distinction -- describe how that distinction is different for your job duties versus a supervisor of flight operations, Shaun or Felipe.
A. So the difference would be -- I'm not really sure because we do the same -- a normal day-to-day is the exact -- can be the

exact same. I do -- I can make some more decisions, you know, whether -- like, for example, as we're hiring folks, I'll be helping Felipe approve maybe the pay that we're going to offer the instructor, as the manager.

Q. Okay. What about day-to-day flight operations? Any distinction between you and other supervisors?

A. I would say no.

Q. Do the supervisors themselves have interaction with customers in a flight capacity like a flight instructor?

A. They can, yes. It's not a normal -- we're not working as a factory instructor. Their role working with the customers could be, you know, more of in working with CSIP and going through and helping with the evaluations.

Q. Okay. And then of those roughly 12 to 15 -- or 14 spots for flight instructors, we have indications that we have factory flight instructor and then I think that you said, if I'm clear, senior instructor or something like that?

A. Correct.

Q. How many senior instructors do you have?

A. So right now we have two.

Q. And are they under you as a supervisor? Are they dispersed between the group of three?

A. They're disbursed.

Q. Okay. Can you explain the rationale for having three supervisors in operations versus having it, you know, flight

instructors report to a supervisor who reports to a director like orientation? Is the workload there that you have enough duties for each of the supervisors or is it like a coverage issue?
A. No, the workload's definitely there. So I would say, you know, the best -- it's over workload.
Q. Okay. So we've been fortunate to get a copy of the online training and we've, you know, looked at some elements. Agreeably, we haven't done all of them. But it's our understanding that 3 days are typically set aside for a transition training, either transition perspective plus VFR or, you know, VFR and IFR or something like that. Is that correct?
A. So we do the 3 days set aside for the VFR portion and then 4 to 5 set aside for the IFR. So the difference is the transition or advanced transition. And so the advanced transition does take a little bit longer so there's more days.
Q. Like 4 or 5 days?
A. Um-hum.
Q. And is that scheduled out as part of the factory week visit, like when the customer comes to the factory the 4 or 5 days?
A. Yes, it is.
Q. So how often, on average, are you completing -- a delivery week customer, how often are you transitioning through the whole training syllabus to the completion standards?
A. I don't know the exact percentage, but it's often.
Q. Would you say a majority of the time?

A. Yes.
Q. So is it -- like would you say it's less than one customer a week is not completing the standards?
A. I can't really speak on the exact numbers, but I know, you know, just from working the escalations or working, you know, the concerns or issues, that, you know, that there is majority completion.
Q. And would you say the completion standards that are being addressed are well documented in like a form like a PTS, if you're a flight instructor?
A. It is. And with -- all of the procedures and everything that's to be completed within the transition training are documented in our FOM and then the interactive FOM on Apple Books.
Q. And how are the completions of each of the individual tasks, let's say aerodynamic stall power on versus aerodynamic stall power off, how are those individual tasks identified as being successfully completed?
A. Yeah. So it's all marked in the logbooks or tach sheets that's within Cirrus Approach. So each file lesson has the number of tasks, going through all the different tasks, and then it's a completion -- completed or noncompleted task that the instructor would complete.
Q. But you don't work from a syllabus for each individual flight, so there's got to be an accounting -- if you have 24 items that need to be addressed by the end of the week, what process do

you have to ensure that those 24 items are completed?
A. Yeah, so within the transition training course itself there's multiple flight lessons and each flight lesson will hold different tasks. So flight lesson 1 might just be a flight from Knoxville or, you know, Point A out to the local area, work through a list of tasks, and then return to -- you know, back to where the flight originated from. And so each lesson will break down the different tasks and then, you know, as you get deeper into the training course, then it'll continue on with landings. You know, lesson 2 might be on landings, and so then it'll have the different type of landings to be completed within those.
Q. So this is electronically tracked for completion standards?
A. Yes.
Q. So when you get to a situation where you're at the end of the week, if you get 3 days or 5 days depending on if you're doing the IFR or advanced training, does the computer automatically tell you as the flight instructor that you've reached at the end of the lesson, got checkmarks on everything or --
A. So if the training course is completed, yes, it'll -- you know, you'll be through all the lessons. And then once everything's been logged, checked off, the customer's done their, you know, self-study because that's a percentage of the training course itself, then it'll generate a completion certificate.
Q. Okay. So if you went out and did lesson 3, which was, let's say, an ILS approach or steep turns or something like that, and

the customer doesn't satisfactorily reach the PTS standards or whatever standards you address but does everything else fine for that flight, how do you loop back and make sure that that individual element is satisfactorily like --

A. It'll leave that lesson open. You won't be able to close it out.

Q. Oh, you wouldn't be able to close it out?

A. Correct.

Q. And are your flight instructors completing that level of documentation immediately following each flight or is it at the end of a day or at the end of the week?

A. So the lesson are to be completed at the end of the flight.

Q. At the end of the flight. And that is entered on like a laptop computer or --

A. iPad. All the instructors are provided iPads to --

Q. And is that iPad conducted via network to like a server or something like that or is it locally stored on the iPad itself?

A. So the Cirrus Approach is all online. It's provided. So they have an app that they work within. And then so WiFi or data would --

Q. Well, the reason we ask is we have a company-issued iPad as part of our investigation; however, access to it is restricted by password, right?

A. Um-hum.

Q. So we're trying to get an idea of a customer's previous

flights, have they been recorded? Because we haven't been given any, you know, level of documentation to maybe close out the complete training envelope picture. So it is your understanding that following a flight, you can be sitting in Louisiana with your iPad and you enter it, and it's electronically going through the cloud server somewhere where somebody at Knoxville like yourself could pick up some, you know --

A. My understanding, yes.

Q. Okay. So it's not like you have to sync up or anything like that?

A. No.

Q. Don't have to be like a WiFi -- okay.

MR. FOX: Brannon?

BY MR. MAYER:

Q. I just wanted you to go over your flight history. Go back again and explain in a little more detail to us when you started your flying and when you started at Cirrus and your experience in all the different models of aircraft we have.

A. Yeah, absolutely. So I started flying when I was in high school, soloed in high school. I graduated, went to flight school in Florida. Went -- finished private there, went instrument through CFI within their training course. In that flight school we had Cirrus, we had SR20s. So I started flying SR20s in flight school.

Upon completion of flight training, they offered me a job

there, but then I was offered a flight instructor job back -- closer back home, actually in Tennessee. So I came back with -- you know, moved back home and started instructing at the flight school there. I worked there as a flight instructor for a few years and then moved on into the charter world.

I flew Part 135 for a couple years and -- out of South Carolina. And then when Cirrus announced the Knoxville location -- I'd always been interested in Cirrus, but not good with cold, so I wasn't moving to Minnesota. And so when they offered Knoxville, I applied for the role as a factory instructor for the SR side. And then moved here and started off as a factory instructor and flown all models: SR20, SR22, SR22T, as well as some of the earlier Avidyne models, and as well as type rated in the Vision Jet.

Q. What's your total time?

A. 3900.

Q. How much in the Vision Jet?

A. About 100.

Q. Very good. Very good. Thank you.

A. Um-hum.

MR. MAYER: That's all I had. Thanks.

BY DR. WOODS:

Q. Okay, Chris. So we talked a little bit about what happens when a flight instructor says, hey, I'm having this difficulty with this particular new customer for whatever reason. What about

the opposite? What if a customer feels that they are not getting what they need out of the process, out of the program or out of the flight instructor?

A. So there's, you know -- they have multiple contacts that they talk to. A lot of times it's their sales rep. And so that's where the sales rep maybe will give me a call and say, hey, Chris, Customer X is not really happy with their instructor, you know, here's what's going on, can you work to get -- you know, see what's going on? So I'll sit down with the instructor, kind of share -- you know, talk to them, see their side of it, and then I'll have a meeting with the customer and, you know, kind of discuss and see if we can come up with a solution to meet their expectations, meet their needs, and to continue on with their training.

Q. Has that ever happened in the past?

A. Yes.

Q. So you've got a little bit of experience dealing with that, then?

A. Yes.

Q. So what if they're already gone? What if it's -- you know, now I know that there's a survey process. That survey comes back and you realize like, oh, there was some difficulty here. Do you document that information somewhere or do you -- I mean, what do you with it?

A. So if I get a survey back that's not -- you know, maybe that

they mention the instructor, they're talking about their training, then I'll reach out to the customer and, you know, get a little bit more detail and, you know, have a chance to ask questions and really dig into where the concern was, what was the issues, and get a little bit more from them, you know, what was listed on the survey.

Q. Okay. And then, I guess, where do you -- what do you with that information? Where do you put it?

A. Like the information that's given to me like after I talk to them?

Q. Yeah. Um-hum.

A. So I'll put it into our customer tracking system.

Q. Okay. So what if they had mad grievances against this flight instructor? Does that go into any sort of like file -- do you keep files on individual flight instructors? Do you -- is there any way that you record their customer satisfaction rate?

A. Yeah, I would make note of it because that's going to go directly towards their performance review for the year.

Q. How often does -- oh, so it's an annual?

A. Um-hum.

Q. Okay.

A. We do -- it's annual overall with quarterly check-ins.

Q. Okay. So, I guess, did you know Chris Jensen?

A. I did. Yes.

Q. So what is your relationship to Chris Jensen?

A. So I did his initial phone call for the hiring process, as well as help really get him through the hiring process, the interview process, and bringing him in as an instructor.
Q. Were you involved in the training process at all with him?
A. I was not.
Q. Okay. What were your first impressions of him as a person?
A. As a person, I thought he was very outgoing, had a great personality, and that was one of the things that stood out because that's what we look for. We want people that can sit and work with our customers, that they can, you know, really have a conversation. He was able to do that. He could sit, talk to that -- you know, he'd sit with all of us and we could talk about anything. So, you know, great personality, outgoing, very likeable and easy to get along with.
Q. Okay. Is it typical for Cirrus to hire individuals with so little or no SR time?
A. Yes.
Q. Okay. So you would say -- I guess out of your applicant base or your new hires, what's the percentage about those with, you know, prior Cirrus time in any iteration versus no?
A. I'm not really sure of the percentage, but, you know, we do open it up to folks that are instructors that don't have any Cirrus time, and we'll work with them to get them trained.
Q. So you didn't work with him at all during the -- during his training process, but did you get any feedback on it?

A. I did. You know, we'll just follow up to make sure that we're on track and moving forward with the training and following the checklist in place, make sure that, you know, we have an understanding of how the training's going.
Q. How did it seem like he was moving through that process?
A. From my understanding, everything was good.
Q. Okay. Who would you check in specifically with for that?
A. The individual instructors that were working with him.
Q. Okay. Do you happen to remember who they are?
A. I don't. Without going back and looking, I don't.
Q. Understood. No worries. I know you have to deal with a lot of people.
Do you have any idea like where his performance is at? Was it about average, the average, you know, person, or was it a little bit below average or above average in how he progressed through the training program?
A. No. I mean, he was -- I would say average because he was able to complete our training course.
Q. I understand that, but you did indicate that we're going to work with him as long at it takes to complete --
A. Right.
Q. -- the training course. So I guess that's where I'm talking about was that average or below or ahead?
A. I'm not -- I don't know.
Q. Okay. That's fine. Have you ever had a chance to fly with

Mr. Jensen post, like now he's a full upgrown flight instructor?
A. I did not.
Q. Okay. Upon the interview process, did you have any concerns about him being able to perform for Cirrus going forward?
A. I did not.
Q. Okay. So I'm going to do what's going to feel like an abrupt shift on you. Were you aware at all beforehand of the flight that Chris Jensen was taking with Mr. Stoneking?
A. As in did I know that it was scheduled?
Q. Yes.
A. So yes, because it was briefed in our morning meeting that morning.
Q. Okay. From your knowledge, what was the point of that flight?
A. To help the customer get home safely and -- you know, back to their home, get their airplane where it needs to be, and -- you know, at the completion of their time here in Knoxville.
Q. Why did he need help with that?
A. I don't remember exactly.
Q. Okay. But was that something that would've been discussed in that morning meeting?
A. It would have been, yeah. And, you know, then we'd ask, you know, was it weather, was it performance, and really got to the bottom of it.
Q. So in that situation where one of the flight instructors is

helping a new -- a customer get the aircraft back, I guess what would you expect to happen on that flight? Is it just, hey, this is a ferry flight, sit back and enjoy the ride, or would you presume that instruction was taking place?

A. It would all depend upon the customer's expectation of it. If they're tired, then we're going to make -- you know, whatever makes them feel comfortable. But if it's a training flight, then they would be working together to get the aircraft home.

Q. When should that conversation happen?

A. It would be briefed prior to the flight.

Q. Okay. So in a circumstance where it is an instructional flight and the customer's taking instruction, who would you presume is the PIC?

A. Who would I presume is the PIC? I would say that both are working together as pilot in command.

Q. Okay. If you were in this position, would you have a conversation about that?

A. Yes.

Q. When?

A. Prior to the flight.

Q. Okay. And how would that go?

A. We'd talk, you know, talk about the roles, you know, pilot flying versus pilot monitoring and pilot teaching.

Q. We talked a lot, again, about setting expectations, what are the expectations, and then like what are the quality control

measures for those. During the process of Mr. Stoneking's time here was it ever brought to your attention that there could have been a performance issue in that transition training?

A. No.

Q. Okay. So you do not -- nobody ever had that conversation with you? Like said, hey, you know, we need to do these extra steps to help this individual through the process?

A. No.

Q. Okay. Have you ever seen a new customer denied like access to the aircraft pending the outcome -- like performance or maybe unsafe practices in the aircraft, until they were able to demonstrate proficiency?

A. Not that I know of, no.

Q. That's fine. So abrupt switch on you again. I'm going to have you dig back into your flight instructor experience. When should or if, should a flight instructor take control of the aircraft?

A. Prior to anything that could turn into a hazardous outcome.

Q. Give me an example, please.

A. You know, if we're on landing and if -- perfect example for me would be we're coming in for landing and the winds are outside of the customer's ability and they're not comfortable, then that might be where I have the conversation with him well prior to making that decision and talking through what we're going to do and what the next steps are going to do and how we're going to

handle that. So that's -- you know, I would want it well before we get there, before we ever let get into that hazardous situation.

Q. Okay. Can you quote for me what the memory items are for a loss of engine power?

A. So for the SR?

Q. Um-hum. 22.

A. 22? Yeah, so -- rephrase the question again. Sorry.

Q. So what are the memory items in an emergency situation for a loss of engine power?

A. Loss of engine power, then I'm going to go through and check my fuel system, so my mixture, fuel pump. Prior to that, I'm pitching for best climb and want to start looking for a place that's safe. So best climb, place that's safe, whether it's away from mountainous terrain, away from a town. And then as I'm working through that, I'm going to be checking my mixture, my fuel pump, my throttle, make sure that my magnetos are still on, and all -- you know, monitoring my altitude and my airspeed, make sure I'm at my best climb speed and that I'm staying -- you know, I know exactly where I am within my parachute range. And then if I get through my memory items, nothing's look good, then I'm going to my air restart and that's the time for me to -- prior to CAPS altitude.

Q. So I guess what are the parameters for the decision to deploy CAPS?

A. So if no air restart or if I get through my memory items, nothing happens and I'm starting, you know, to get closer to that, then that's where I'm going to deploy the parachute.
Q. At what altitude are you making the decisions by?
A. I want to make it well above 3,000 feet above ground level.
Q. Now is that your personal or is that Cirrus standard?
A. So that's kind of -- you know, that's my personal. It's a little bit higher, but that's what I'm looking for.
Q. Okay. So what do you teach to if you were to be the flight instructor in this position?
A. Yeah. So I always look, you know, on the err on the side of caution, so -- you know, as I'm teaching that. And, you know, it is altitude dependent. So if we had been maneuvering around -- we briefed that prior to the flight, you know, what the flight's going to be, what the altitudes that we're going to be at, and then prior to departure, we're going to talk to the CAPS altitudes and what we're going to -- you know, whether it's -- where the engine failure or the malfunction happens, we brief that so that way it's, you know, forward memory and we're able to work through that.
Q. Is there a Cirrus standard for that, though? I know what your comfort level is.
A. There is. Yeah, it's listed in our FOM.
Q. Do you know what it is though?
A. Yeah. So -- I do. So it's 600 feet, and then our -- 2,000

feet.
Q. So again, what would your expectation be? You know, you're flight instructor sitting in the right side, you got your new customer sitting in the left side, you're in this situation right now, who's decision is it?
A. So at the end it's going to be the instructor's decision. Like if -- you mean in like a situation of an engine failure?
Q. Um-hum.
A. Yes. The instructor who's more experienced.
Q. Okay. So the assumption is because the instructor's more experienced that ultimately the determination that, hey, it's CAPS time, it's go time, that would be the instructor. Now is that simply -- is that related to PIC duties or is that just because I'm the instructor and my job is to ensure ultimately the safety of the occupants on board?
A. The instructor's the ultimate safety of everybody on board.
Q. Okay. Are you aware of any accidents or incidents -- because you say that you guys talk about this and that -- kind of that accident and incident, that does flow down and it's something that's discussed. Have you ever heard of an accident or incident that there was that -- that they were within that envelope and the CAPS system wasn't deployed?
A. Not that I can remember. Not that I'm --
Q. Okay.
A. No.

DR. WOODS: Okay. I have like two more questions, but I'm going to go on and hand it off again.

First, sorry, checking in with you. Are you okay?

MR. JOHNSON: I'm good.

DR. WOODS: You good? Okay.

Todd?

BY MR. FOX:

Q. Yeah. So you indicated that you did the initial telephone interview and helped Chris -- Mr. Jensen go through the, kind of like the hiring process to the HR. Then you said that you did not participate in his flight training --

A. Correct.

Q. -- or monitoring of his flight training beyond is he on track to become a flight instructor?

A. Correct.

Q. Do you know where his flight training was accomplished?

A. So I know a piece of it was in Florida, at our Florida location.

Q. Okay. So explain who the Florida individuals are and where they are in the Cirrus organizational diagram for supervisors.

A. So the instructor -- so Florida has its own director as well as, you know, instructors. And so it would fall under our Florida location. And then that was who Chris worked with through a piece of his training.

Q. And that decision to send a new hire to Orlando, how was that

decision made?
A. So it was -- yeah, it's a joint decision and a lot of it was schedule dependent.
Q. Typically is that an uncommon thing for a flight instructor to receive company flight training towards becoming a flight instructor outside of the Knoxville area?
A. No, not at all.
Q. Would you say it happens more than 50 percent of the time?
A. Did you say 50 percent?
Q. Yeah, fifty, 5-0. Sorry. I'm losing my voice.
A. I can't put a percentage on it because it's all just schedule dependent. It's, you know, the availability at the time of training.
Q. So, and correct me if I'm wrong, all new hires are assigned to senior flight instructors for company indoctrination training?
A. So -- yeah, so they're -- we assign them with the more senior instructors, the ones that have seen and done it.
Q. Okay. You explained that there's kind of like a -- I think you said three phases of the flight instruction phase, the first one being going out basic maneuvers, this is how we fly Cirrus.
A. Um-hum.
Q. Then it transitions into a let's build time in the Cirrus product doing company-related flight. And then the third one was how to teach the Cirrus CSIP program --
A. Correct.

Q. -- and advanced. Did I get that all correct?
A. Correct.
Q. Is it three or was it four sections?
A. It's four. There's a shadow piece in there.
Q. The shadow piece is in between the --
A. It's right prior --
Q. -- company flying and the --
A. It's after ferry, before CSIP.
Q. Okay. Yep. And you indicated the CSIP training was designed to demonstrate the knowledge on how to teach other CSIPs, correct? Or is it --
A. No, it's to -- it's how to teach in the Cirrus.
Q. Teach in the Cirrus. So the first part of the program is going through more or less the CSIP program, even though they're factory pilots, right?
A. No. So the first part of --
Q. The elements, like the transition training, correct?
A. Yeah. So the first part is an instructor that's already went through all of it, they've been working with the customers, and they're going to sit down and work with the new hire and train them everything that they need to know about Cirrus and make sure that they're safe and comfortable in the airplane.
Q. Phase one, right?
A. Phase one.
Q. Okay.

A. So that's the advanced transition training as well as our -- what we call our company check or company training. Then Phase 2 would be the ferry and the time building. Phase 3's the shadowing, where they're watching training happen. And then Phase 4 is where they're going through -- the new hire is going through the CSIP program and being taught how to teach in the Cirrus.
Q. Is there any new hires that skip the fleet management, you know, flying back and forth from Duluth? Will they skip that section and go to shadowing right away or do some people sit in the ferry section a longer time before they go into the shadowing?
A. No. So it's laid out, spelled out. The only time that it could change is like what you're saying is if, you know, maybe the week that they're going to ferry is -- we don't have any airplanes to move. So we might shadow there and then just trade the week off. So they'll still complete the full course, it'll just -- we just move the week.
Q. And are you aware of any instances where a flight -- a new hire flight instructor has been -- it's been suggested by a training pilot or senior pilot to gain more time more than normal or maybe go into the fleet airplanes flying executives and ferry flights and repositioning flights of personnel and aircraft?
A. We have given, you know, more time in certain situations.
Q. Where it's recommended by a flight instructor doing flight --
A. Um-hum.
Q. Okay. How often does that occur where that request is made

at a lower level?
A. I mean, it's a rare -- again, I can't put a percentage on it, but, you know, it does -- it is a piece, you know, that we'll have -- sit down and have that conversation. Like, yep, we want to give them more time. Because we're building, you know, comfort and confidence as well with that.
Q. Okay. And again, we're doing memory items of everyone. So let's say you're on an ILS approach in VFR conditions in an SR22. You're at 1500 feet inside the outer marker, runway in sight, and you're about a mile from the runway. Walk us through -- and if you need me to repeat that, because I threw a bunch of figures at you, but --
A. Yeah. I mean, I --
Q. 1500 feet, mile from the runway, ILS in VFR conditions, and you have an engine failure.
A. Um-hum. So the -- it'd be CAPS immediately.
Q. Because?
A. Because I'm within my, you know, my range of my CAPS immediate altitude.
Q. Which is?
A. So above 600 feet and below 3,000.
Q. Okay. 3,000 being your personal?
A. Um-hum.
MR. FOX: Okay. Thank you.
DR. WOODS: Brannon?

MR. MAYER: None for me.

BY DR. WOODS:

Q. Just two more questions. When were you made aware of the accident?

A. The night that it happened.

Q. And I guess -- I lied. A couple more questions. So how are you made aware?

A. I had an instructor reach out to me and ask me if I heard about an incident.

Q. Okay.

A. And I hadn't at that time. And so then started digging into it and -- because it was all over the news by this point. So I just started looking into it and then, you know, found out that it -- you know, who it was and what had happened.

Q. Okay. So last question I do have, which might seem unusual is: In your experience -- so your experience as a flight instructor, have you ever had a new owner, a new customer inadvertently maneuver the fuel mixture control knob to cutoff?

A. The mixture control?

Q. Um-hum.

A. To the cutoff position? No, I can't say that I have.

Q. Have you, I guess, heard tell of anybody else saying the story? Like, you know, I know instructors get together and talk --

A. Yeah.

Q. -- like, hey, man, this guy tried to kill me the other day.
A. No, thinking back, I can't say that -- no, I don't.
Q. Okay. All right.
DR. WOODS: No alibis?
MR. FOX: I actually just have one, possibly two, and then I want to give Brannon an opportunity.
BY MR. FOX:
Q. Going back to engine failure scenarios, doesn't matter where you are, you're above -- I mean, over the ground. But let's say that you're at 5,000 feet and you have an engine failure. How long do you do troubleshooting?
A. Well, let me ask this. What's -- it's all going to depend on conditions at the time as well. You know --
Q. Yeah, VFR.
A. VFR?
Q. Beautiful day.
A. So then, you know, I'm going to troubleshoot if everything's time permitting, so -- and that time being, you know, based on altitude.
Q. Right. So you're starting at 5. So tell me what happens starting at 5,000.
A. Yeah, so starting at 5,000 I'm going to run through my, you know, engine failure in flight memory items, finish up the checklist there, monitoring airspeed and my altitude constantly making sure that everything's good as I'm working through my

issues. If I still have plenty of altitude, then I'll start looking at an air restart checklist. But then as I start, you know, getting closer to my CAPS altitude, then that's, you know, where I'm, you know, constantly asking myself, you know, if we have (indiscernible). And then as I get to it, if I still haven't, you know, successfully restarted or, you know, comfortable with the restart, then I'm deploying CAPS.

Q. Would that occur ever above 3,000 feet?

A. Yeah. I mean, if the prop falls off, you know, if my prop's gone, that's the purpose of my engine failure, then absolutely.

Q. That's a great example. Is there any troubleshooting for you, with your limits, below 3,000 feet?

A. No. It's CAPS immediately on engine failure.

Q. Okay. What happens if you are assured a landing?

A. No, I'm still pulling CAPS. We're never assured a landing.

Q. Okay. So half mile from the airport, 2,000, 1,000 feet with the CAPS deployed?

A. Yeah.

Q. No right answers, from the standpoint I'm just trying to get a sense of what your --

A. No.

Q. -- answers would be, like what do you teach, so -- or what you would expect a student to do in that situation.

A. Yep. It would be to pull CAPS.

Q. So the decision to pull CAPS is based on the scenario of a

loss of engine power and below a certain altitude?

A. Um-hum.

MR. MAYER: Runway assured. You can add that probably to your thinking as well, I would say. Not assume altitude --

DR. WOODS: That's what he said.

MR. MAYER: No, I'm adding it into your discussion.

MR. FOX: I did that scenario. I said runway assured and he said, yeah, still pulling CAPS.

Well, let me if there's confusion --

BY MR. MAYER:

Q. Would that -- would runway assured be another factor you'd consider?

A. I would. I mean, and especially in a teaching environment. Because now that we've had an engine failure, there's so many other factors that's been thrown into the mix. And so when -- and so then I'll take that kind of the way, the runway maybe is not assured anymore but, you know, CAPS is. That's our one definite that we can hold onto and so that's how I'm going to teach it.

MR. MAYER: That's all I had. Thanks.

MR. FOX: Did we make that question -- any confusion on how that question was posed during those scenarios? If so, I would like to make sure we get it right.

MR. JOHNSON: No, I think I'm good.

MR. FOX: So, again, runway assured, meaning typically I would have -- at glide speed I could reach the runway. You're

below that minimum threshold, your personal and also what's trained at Cirrus, it's going to be a CAPS deployment?

MR. JOHNSON: Correct.

MR. FOX: Thank you.

BY DR. WOODS:

Q. So now that we've grilled you for an hour and 15 minutes or so, is there anything we, like we didn't ask you that you thought we were going to ask? Like, you know, I'm going to prepare for this, I know they're going to ask it, and then we didn't?

A. No. I don't think --

Q. Okay. All right. Was there any preparation? Did you feel any apprehension coming in here?

A. I think -- I mean always.

Q. Okay.

A. But --

Q. Okay. I just wanted to make sure.

DR. WOODS: So with that, I'm going to go on and stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Christopher Johnson
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Kay Maurer
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	
FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022	Accident No.: CEN22FA405

Interview of: NATHAN KILMER, Fleet Administrator

Former Factory Flight Instructor
Cirrus Aircraft

via videoconference

APPEARANCES:

DR. SABRINA WOODS, Human Performance Investigator
National Transportation Safety Board

TODD FOX, Investigation-in-Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aircraft

BRAD BROWN, ESQ.
Appearing on behalf of Nathan Kilmer

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I N T E R V I E W

DR. WOODS: Okay. The recording has started. Again, Nathan, thank you so much for taking time out and for dodging jury duty to come talk with us. So just --

MR. KILMER: I'll dodge it.

DR. WOODS: So just in case Rob didn't tell you, my name is Dr. Sabrina Woods. I am an aviation human performance investigator with the National Transportation Safety Board.

We are investigating this air accident that happened last year, and part of the reason that we do this is, of course, the Board has been Congressionally charge with determining probable cause in aviation accidents and significant incidents. But ultimately what we're trying to is, of course, you know, trying to effect positive safety change, trying to figure out what happened, so that if there's something we can put in place, we'll make recommendations for change in the future. We can make aviation safer.

So with me is the actual investigator-in-charge for this accident. So I kind of report to him. I'm consulting for him, and that's Todd Fox.

And, as I said earlier, you have a party coordinator. So he's kind of like your Cirrus liaison in the accident investigation process. That's Brannon Mayer who -- Brannon, I don't know if we're supposed to be able to see you. I cannot see you. I just see the helicopters in the background but I mean,

that's fine. I don't know what your setup is like, but just so you're aware, we can't see you.

MR. MAYER: How's that?

DR. WOODS: There you go.

MR. MAYER: All right.

DR. WOODS: All right. So, the main thing, as an employee of Cirrus, and somebody who has flown with Chris Jensen, you have a wealth of information that can possibly help us advance the case.

We do this for a living. Conversations like this are kind of routine, but I recognize that it's not routine for you, and you might be a little bit taken aback. So with that, we're going to ask you kind of a series of questions. Just take your time and take what you need to answer those questions. Recognize that I don't know is a perfectly acceptable answer to a question. Don't feel like, oh, I have, you know, I have to respond. I have to come up with something. That's not the case here.

If you don't understand the question, please feel free to ask for clarification. And, we're going to do the same. If we don't, you know, completely understand your answer.

Hopefully, this will be fairly quick. We're going to try to keep it to an hour. However, if you do feel like you need a break, just don't hesitate, let us know. We'll stop, and we'll give you time to do that. So.

As I said earlier, the interview is being recorded. That's to ensure again that what you have to say is documented perfectly.

The recording will be sent to a transcriber. They're a professional transcriber, and it's the transcription that goes into the docket.

Are there any questions about that?

MR. KILMER: No.

DR. WOODS: Okay. So just for the record, if you would please state and spell your full name.

MR. KILMER: It's Nathan Eric Kilmer, K-i-l-m-e-r, and it's N-a-t-h-a-n.

DR. WOODS: Thank you. And as I told you earlier, you're allowed one person with you during the interview process. Cirrus has afforded you legal counsel, but I want to make sure that you're aware that the one person you're allowed to have, that is at your discretion. So at this time, are you okay with having Brad as your legal counsel for this interview?

MR. KILMER: Yes.

DR. WOODS: Okay. And, Brad, it's been a while. How you doing?

MR. BROWN: Good.

DR. WOODS: This is an investigative interview. Not a legal deposition. Please note that at any time the interviewee can seek your counsel. However, please refrain from asking or answering questions on his behalf. As a reminder, you're present in the interest of the interview -- the interviewee and not that of Cirrus. And for the record, would you please state and spell your

name?

MR. BROWN: Sure. Brad Brown, B-r-a-d, B-r-o-w-n.

DR. WOODS: All right. Thank you for that.

INTERVIEW OF NATHAN KILMER

BY DR. WOODS:

Q. So, just to start I guess, Nathan, can you tell me like what is your, what is your duty title and what is your job there at Cirrus?

A. Well, it's changed since the incident we're talking about. I'm in fleet administration now --

Q. Okay.

A. -- moving airplanes and people around. So. I was a factory flight instructor when the incident happened.

Q. Okay.

A. Or I guess, actually no. I was a factory flight instructor when the training happened. So I was in the process of entering fleet administration when the incident happened.

Q. And when were you originally hired into Cirrus?

A. May of 2020. Is that right?

Q. Okay.

A. '21.

Q. So May 2021.

A. Correct.

Q. Okay. And so you are -- you're currently doing something different. I guess how long were you a factory flight instructor?

And then what did you transition into after that?
A. I was a factory flight instructor until I think about August 15th of last year, somewhere around in there.
Q. Okay.
A. And so a year and four months, something like that. And then what did I transition to? Is that what you said?
Q. Um-hum.
A. Now, I'm a fleet administrator. So I'm in charge of like bringing the airplanes down from Duluth, go out and putting the ferry schedule together, all of that, moving airplanes and assigning pilots to them, that kind of stuff.
Q. Are those the only two positions that you filled at Cirrus?
A. Yes.
Q. Okay. And so I guess your -- your time as a factory flight instructor, can you give me high level overview of what your duties and what your functions were during that time?
A. So when a customer buys an aircraft, we would spend three to five days, kind of depending what they needed, with them transitioning over from what they had previously been flying into the SR series. That was most of my job. We have some internal missions, that kind of stuff. You're assigned to ferries, bringing them down from Duluth. Mostly transition training though.
Q. Okay. And I guess if somebody, like your best friend came up to you on the street and asked you what is it like working for

Cirrus, what would you tell them?
A. Other than I love it, yeah. I love it. So I've been flying Cirrus for 20 years now, not working for the company, but I have a passion for the product. So I like what I'm doing. I want to stay here. So I just, you know, love it.
Q. Okay. And what did you do before you came to Cirrus then?
A. So I went to college at Embry-Riddle, graduated and then that was right after 911. So there was some bouncing around there, but then I worked for a wealthy individual. He owned a few -- a couple Cirrus at the time I worked for him, and I captained his yacht. So that's what I did. Flew his airplanes and captained his yacht. It was an interesting job. It was a young man team.
Q. So I guess then how did you find out or how did you even know to apply to Cirrus?
A. I actually found out about the position, a friend of mine bought a G3 turbo-normalized Cirrus. And I came down with him for his Embark training, and while I was here, toured the -- toured it and ended up speaking to a man, Jim Bair (ph.), and then turned in my resume. And that -- well, it was, well, like three months later or something like that, they called me down and accepting a position.
Q. Okay. So I guess doing that training, on an average how long would you say it -- well, first of all, I guess how long did it take you from like the moment you were hired to being like a full up round factory flight instructor working with customers?

A. I'm thinking back now. So the company check during transition, and I was on ferries, I want to say it was a month to five weeks.
Q. Okay.
A. I'm thinking like that. I did -- I had to do -- I went out west. Yeah, something like.
Q. And you did have experience before, correct, in the aircraft?
A. Correct, yeah.
Q. Okay.
A. Yes. Yeah, not in the brand new G6 aircraft, but I had a couple thousand hours of Cirrus time by the time I got here, 1200 or 1300 or some. I don't know what it was exactly back then. I'd have to go back and look at my logbook.
Q. Okay. So I recognize the function, the forwarding facing function of working with customers, but there's also that interior function which is I guess training those that are coming behind you, correct. About what time during your time as a factory flight instructor did you start working with kind of the new hires that were coming on board?
A. I think it was right at the one year mark, pretty close to that. So when I was hired -- I'm trying to think. You know, probably about the one year mark almost exactly.
Q. Is that typical or were you a little bit -- were you faster because you had previous Cirrus experience?
A. No, I definitely was not faster. We didn't have as much

turnover just a year ago as we do now. So -- or a couple -- I guess a couple of years ago. I don't know what is typical to be honest with you.

Q. That's fine. So you mentioned the turnover. Is there like a reason behind that or are you aware of why the turnover might be so high?

A. I think it's standard in our industry right now. You know, COVID had slowed -- I got hired right on after or during COVID, and it's such weird times. I wouldn't even want to speculate, you know. So.

Q. Understood. It's hard to get kind of baseline when things are different working environments.

A. Yeah. I came in, in the middle of COVID, and I don't think -- I honestly don't think anywhere anything was even normal. So I don't, you know.

Q. Okay. No problem there. I understand that. So pivoting just a little bit, a little bit more about kind of the environment working there. First of all, in your own words, tell me what safety culture means to you?

A. Safety culture. That is I believe -- I'm trying to think of a correct word -- the steps, processes that are put in place throughout the workplace. I'm trying to think of a way to -- I want to say it eloquently other than -- well, I'm not an eloquent person.

Q. Your own words is perfectly acceptable.

A. I think it is the culture that's put in place from, you know, upper management all the way down through how any organization approaches daily tasks.
Q. Okay. So given that, then tell me about the safety culture at Cirrus?
A. We're very safety first here. Safety is working internally and with customers. Everything that we do has a safety mindset to it. I'm -- when I was signing off customers, I would not -- the same as any flight instructor, I would not sign a customer off if I did not feel comfortable signing them off. You know, we have processes put in place with our LMS system where, you know, we can verify we've done the steps to get to where we are comfortable to sign them off, yeah. Just like any larger companies. This is the first larger company to be honest with you that I've worked for. We have a whole safety division here. So it expands beyond just aviation safety. It expands into -- we have a whole manufacturing facility. That's a whole different type of safety, but we have safety officers that are walking around, Safety Mike. You know, I see him at least three or four times a week walking around, talking to people and that kind of stuff. So.
Q. And I know you mentioned the customers in your LMS program, but does that extend to when you're training new hires as well?
A. Yes, it does. They follow the same basic layout that a customer does, the (indiscernible) transition training. Then we put a layer on top of that, company check, company training. Then

you generally do a right seat check depending on where you go. And then on top of that, you would have then CSIP training before we spend any time with customers. So it's like customer plus at least two more training elements. And then obviously we have the types, you know. So there's type specific training, SR20, the 22 normally aspirated and then there's the turbos. So with the customer, we can focus on what they specifically are in.

Q. If you did have a concern, let's say if there was something going on in the day-to-day operation that you just didn't care for, you felt was unsafe or otherwise being proved, is there a process set in place for you to bring that to somebody else's attention?

A. There is. We have pretty open communications with our supervisors. We also have a -- like a -- sort of like a NASA form we can fill out, and that encompasses not just aviation, but anything that we might see around the building, that kind of stuff, too.

Q. Have you ever filled out one of those forms?

A. I did actually.

Q. And I guess did something come of it or I mean did you have --

A. Yeah, we had --

Q. -- confidence that it was being looked at?

A. Yeah, we actually had a discussion about it like a week later.

Q. Okay.
A. I think we had a group discussion. So.
Q. What about communication I guess coming down the chain? Like, for instance, accident or incident data involving Cirrus aircraft, do you ever get told about that kind of information or does it come up?
A. Yeah.
Q. And if so, I guess what, in your words, do you have those conversations?
A. So flight ops has a monthly -- well, actually I guess it doesn't come from flight ops. It actually comes from Chris Slater (ph.). There's a monthly kind of review of that. Flight ops does a weekly broad view, and anything -- any incidents would get brought up generally in that. And then we do a morning meeting every single morning. So a half hour morning meeting on the (indiscernible) side.
Q. And you talked a little bit earlier about kind of some of the quality control measures that are in place to train new hires essentially. Like you talked about, you know, the different I guess course work that they have to do and the right seat check, things like that. So I guess what if there is a new hire who just needs a little longer than others or isn't performing as well as one would expect in a certain amount of time? What is the process for when that happens?
A. Actually I can't speak to what would ultimately happen I

guess if they never got up to standards. But, I have seen -- when I started, there was a gentleman, I think a week before me, and took -- I don't, I don't know what it was, an extended length of time to get through his advanced transition and company check. So they -- we always -- like it's -- if you know -- and personally if you don't feel comfortable, they're not going to -- everyone, they are brought up to the standard. So -- and then I don't know how to describe it. I've never seen anyone let loose or anything like that. It's just been current, you know, retraining until you get to the standard. So I haven't been here long enough to say, but I'm sure some people probably didn't get to the standard, but I don't --

Q. So even the person you were referring to before, did that individual finally meet the standard?

A. Yes.

Q. Do you happen to know some of the -- sorry. Go ahead.

A. My lights went out.

Q. Okay. Do you happen to know like I guess what are some of the tools available to help get a person up to standard? Is it just like more sim time or just simply more time flying or are there any set tools in place to help an individual?

A. We have -- yes, and they make all the tools that we have. This is, I guess, an instructor's dream job. We have amazing sims here that are free for us to use as long as we want at any time. We have hot benches which are basically the full avionics in the

aircraft, but I never heard any -- like if you want to be with an instructor, you want an instructor with you for three more weeks, because you don't feel comfortable, that's something that's not an issue here. So obviously we have -- the LMS is great. All the learning that Patini (ph.) has and the programs he puts together are really amazing. There's a ton of tools available here, and the support is here, yeah.

Q. Okay.

A. Yeah, I think if you wanted to go to anything, as far as, you know, self-learning, we have all the tools available here.

Q. So let me pivot a bit then to you have a customer who may not be advancing quite as they should or is just really struggling upon taking receipt of the aircraft. Same tools are in place or how do you deal with that situation?

A. Obviously the customer is not going to have the advantage to stay in our sim for an extra week if they wanted to, that kind of thing. But we have lots of tools in the field. We have CSIPs in the field. We -- I myself with customers flew them home and spent an extra weekend with them. I think I spent 10 days with one guy in the field. Those tools are available. Obviously all of the learning documents are made available to our customers.

Q. So I guess how do you coordinate that? I'm presuming you just don't take off and go home with an individual.

A. No. So we have a morning -- like I said, we have a morning meeting every morning. Our supervisors check in generally

individually. Like we kind of, you know, who are you working with? How's it going? (Indiscernible) through the morning meeting. And, if you don't want to be public about it, you can go talk to your supervisor at any time. And then we coordinate with -- if -- well, I guess we're going down the road of this person needs more time. I'll just go with that road. Then generally we coordinate with the customer. Our supervisor will -- if we -- if the supervisor feels he needs it, then we'll talk and a sales rep, and there is some different options there, right. We can fly them home, turn them over to a CSIP and get extra training that way. If we have the ability, we can go home with them, provide a couple extra days of training, that kind of thing. So there's a couple different routes there. But, no, we pull generally our supervisor into that, you know, discussion.

Q. Okay. So when you're working with a new customer there at the Knoxville facility, for those flights, in your opinion, who is the pilot in command?

A. The customer is the pilot in command.

Q. Why?

A. Well, generally as a rule, we don't train -- we don't do training for anyone who doesn't have at least a private pilot certificate. And we train -- we aim the training -- so if we're doing a VFR transition, a VFR only, to get them basically to the level where they would be able to fly home. So I'm acting as the pilot in command doing everything the entire time, I'm not going

to be able to get the customer to that position I guess. That doesn't sound right.

Q. I guess let me back up one moment. In your words, define pilot in command.

A. So pilot in command is the person who is the sole manipulator of the controls.

Q. Okay. So I would see that as the pilot flying --

A. Correct.

Q. -- for sure. But pilot in command takes on more I guess a larger role in terms of overall responsibility for the progression of the flight.

A. Correct.

Q. So then I guess let me rephrase it. Who is ultimately responsible for that flight while flying with a customer?

A. I don't feel comfortable answering this question.

Q. Okay. I'm not trying -- I promise I'm not trying to stump or like trip you up. I'm just trying to figure out when you're working with a customer, like who do you feel is essentially in charge overall? But, we can certainly move on. Not a problem. I promise.

So at what point would you -- you're working with a customer. You're going out. You're running through whatever LMS has set up for you to run through. At what point would you intervene when working with a customer?

A. Are we talking about the grand scheme of what I feel like

I've gain in the week that they're not going to get to where they need to be or are we talking about on an individual task?

Q. I mean real time in flight, is there any time you would feel like you would have to intervene and take control?

A. Yes. Any time that the flight was in danger or we were in danger of breaking a FAR. If I was to demonstrate a maneuver or something to the pilot, I'd be taking command at that point in time.

Q. Outside of demonstrating a maneuver which is for training purposes, have you ever been in that situation? Have you ever been in a situation where let's say the customer was about to, you know, bust an altitude or bust an airspace or something like that, and you had to take over?

A. Yes.

Q. Okay. So I guess quick walk through that process. Just what would you do or what did you do?

A. So in front training, it's generally, you know, my controls, your controls, my controls, check there, and that's generally what it is. So my controls, I verify that I have the controls and then restate that I have the controls. I may have to explain why that happened then after you're correcting. You definitely have to explain why that happened after you're correcting what was going on. Yeah.

Q. What if it was an emergency situation, like for instance you had a -- like a catastrophic bird strike or there's something

mechanical on the aircraft? Who's in control then?
A. So in -- generally on the briefing we will state who has the control of the aircraft in the state of emergency.
Q. And that briefing is before presumably --
A. Before takeoff.
Q. Okay.
A. It's part of our takeoff briefing, yeah. I'm just thinking about an emergency like -- generally, you know, we're providing tasks. So the flying tasking, radio tasks, that kind of thing. So I would say generally it's going to maintain with the customer, but that's also depending what emergency and where it happens.
Q. Okay. In that pre-brief, do you typically have a discussion about CAPS deployment?
A. Yes, every -- before every takeoff.
Q. And should an emergency situation arise to where CAPS would be required, who would you anticipate be the one to do that in that training scenario with the customer?
A. So I think my standard answer would be the customer, but I think I'd have a really hard time not reaching up there and pulling the CAPS if we were at 700 feet myself instantly. So.
Q. Understood. Completely understood. Self-preservation is a thing. I understand. So I've been blah blahing for exactly 30 minutes. So I'm going to take a little time out, and I'm going to hand it over to Todd because I know he has a few more questions on this specific category. And then we'll see if Brannon has

anything to say, and then we'll come back to me. So thank you again, Nathan.

DR. WOODS: Todd.

MR. FOX: Yeah.

BY MR. FOX:

Q. Thanks, Nathan. Can you hear me okay?

A. Yes.

Q. Yeah. Okay. And again, just like Sabrina said, there's really nothing to be worried about when we, when we do this interview. You have a wealth of information. We're just trying to access it. So I know this kind of sounds like a FAA check ride, and you've got to, you know, source the best answer or the most correct answer. If you need to take a pause and say, give me a moment for the answer, we totally understand. Again, we're really trying to get the information from you. It's not meant to feel like an inquisition or -- and make you feel uncomfortable.

So I just want to ask a couple follow-up questions based on Sabrina's questioning. You had mentioned that you have more than 1,000 hours of Cirrus SR time before you were hired as a company flight instructor at Cirrus. You indicated that you had worked with a wealthy individual who owned several Cirruses. But, you didn't give us any kind of background on what your previous flight instruction experience was before you were hired with Cirrus or Graft (ph.).

A. Okay. So I graduated from Embry-Riddle. I didn't do any

flight instruction there. I did some flight instruction at AAE. Satellite independent organization across the field in Prescott, Arizona. I don't think that they're even still in business. They might be. That's 20 years ago. And I worked for a company out of Charleston, South Carolina for a year doing flight instruction, and then I worked for a company just before being hired at Cirrus for -- I don't know, eight months, also doing flight instruction.

Q. And was that flight instruction all in Cirrus aircraft?

A. No. It was everything from Cessnas through Arrows, that kind of stuff, your standard flight school. I guess there is no standard flight school any more. But Cessnas, Pipers.

Q. Did you do any flight instruction in a Cirrus before you were hired?

A. So the gentleman that I worked for, we worked on his private for I think two years and eventually he was I just want you to fly. So I did quite a bit of flight instruction. Then I worked at a club that had a SR20-G2 and did -- since I worked there because I was -- as part of the club, I wouldn't even want to guess how many hours, 100 or something like that, of instruction, in a G2 20, SR20.

Q. Okay. While employed, while employed at Cirrus as a company flight instructor, would you log your flight instruction time as pilot-in-command time as well?

A. Yes.

Q. Why don't you explain to us the rationale behind that?

A. I guess it's where I was getting off on the pilot in command. Can you explain what I guess more than the rationale you're looking for?

Q. Well, I mean as a flight instructor, you're providing a service to someone who doesn't have experience, right?

A. Correct. Yeah.

Q. And therefore that individual's not expected to have the experience or expertise maybe in let's say a Cirrus SR product or maybe a Piper product outside of the Cirrus while you're doing flight instruction. And you've gone through your flight instructor training, and you've got your flight instructor certificate issued to you, and you maintain your currency. And that gives you the privilege of providing flight instruction. It also ensures that as a flight instructor, you are maintaining a watchful eye over the process and making sure that an individual meets or exceeds standards. Does that all sound correct?

A. Correct, yes.

Q. And so the FAA allows you to log that as pilot-in-command time in your logbook.

A. Right.

Q. From a situational awareness type of -- well, for example, if you're with a student -- not a student. If you're a customer, and that customer is doing something inherently unsafe or launching out on a flight into adverse weather, does the pilot-in-command responsibilities fall upon the customer to make that decision or

do you have --

A. No, I think what -- I'm thinking about -- so I guess what I was trying to describe is getting a person to be a pilot in command and thinking about the situation as that versus, yes, as you get into the aircraft on day one, guiding them to that position, acting as pilot in command all the way. I don't know if that makes sense.

Q. Well, just could you clarify what you believe your role as pilot in command is while you were a company flight instructor?

A. To ensure the safe flight with the customer.

MR. FOX: Okay. Sabrina, that's basically the clarifications that I needed. Brannon.

BY MR. MAYER:

Q. All right. I'm going to use my mic. Can you hear me all right? I apologize if I have any cutouts here at any time I'm talking but, Nathan, thank you for your time today. I really appreciate it. I don't have any questions. Todd cleared up some of the questions I had about your recent flight experience. I just thought of one really quick. Were the Cirrus that you flew, they were all glass cockpit, correct?

A. Yes.

Q. That's what I thought.

A. Yeah.

Q. Thanks. That's all I wanted to clarify. Thank you.

BY DR. WOODS:

Q. Okay. So pivoting a little bit, Nathan, if you would please, can you tell me how you know or knew Chris Jensen?
A. I did his CSIP check and I knew him from being around in the building I guess, as my coworker.
Q. Can you I guess tell me anything about like your impressions of him as a person, about his personality?
A. He was always happy-go-lucky, very nice individual. I was a good bit older than he was. So we didn't -- I didn't have a personal outside work relationship with him. But just around work, you know, he was always happy in the morning and, you know, we had a coffee machine. We would all congregate around it like every workplace does.
Q. Okay. And I guess how did you find him as a trainee, as a new hire?
A. I found him satisfactory.
Q. And is that like -- does Cirrus have a rating for that or is that just your personal as compared to other new hires that you've trained?
A. I want to be careful here because from my recollection, we're back like seven months.
Q. Um-hum.
A. So I did one flight with him, and from what I recall, he performed well.
Q. Can you do -- give me a high level review of what the goal was for that one flight if you remember?

A. Yeah. So, we do training, week-long training, to bring you up to the company -- like being able to follow along the company FOM bar, our IFLM standards for approaches and VFR maneuvers. And at the end of it, we give a check, and we spot a different set of eyes on the person to see if they are performing to the standards. And from what my recollection is, he performed just fine.
Q. Can you remember at all during that time as compared to other new hires, was that check -- was he better than average or just average or maybe slightly below average?
A. I just have to go with average because I honestly -- if you had asked me a month ago or, you know, a month after but I just -- there was nothing remarkable in either way I guess I should say that I noted.
Q. Okay. Understood. So did you ever have to intervene or take control when flying with Mr. Jensen?
A. No, not that I can recall.
Q. Okay. And it sounds like being that he's kind of in that unremarkable area, it sounds like there weren't any like unresolved concerns that you had about his training performance?
A. No, not that -- again not that I can recall.
Q. Okay. And I guess was that the only time that you've ever flown with him. I know not necessarily in like training capacity, but like did you ever, I don't know, just maybe for a ferry flight or anything like that?
A. I believe that was the only time I flew with him.

Q. So I guess going back to --
A. I believe.
Q. Sorry. Okay. That's fine. Going back to training, and this is kind of a dual question, both when training flight instructors, new hires and also in training customers, can you just give us like a couple of examples of the types of emergency action procedures that you teach during that training?
A. You want like specifics --
Q. Just --
A. -- of how -- so I mean we do, we do, you know, we do icing. We do engine failures. We do autopilot, PFD, MFD, alternator failures, battery failures. In the sim, we run through like a full gambit of those, and then we practice up in the air also, you know, engine failures the best we can to -- again the PFDs, MFDs. Well, you can block them all the way out, that kind of stuff. The sim is very useful for all of that also. So.
Q. And you did say in that list I believe, I think I heard that you do do like engine out or engine no longer producing power simulations?
A. Correct.
Q. Can you walk me through what the memory items are for an engine power situation?
A. The -- like the exact memory items. I'm not a current flight instructor. So --
Q. That's fine. Just go with your --

A. At this point --
Q. Just go with your memory. It's fine.
A. It's been, it's been six months since we've done that.
Q. Um-hum.
A. Yeah, something like that, since I've had to, had to do that. So anything I'm going to give you isn't going to be up to standards.
Q. I am not going to hold up a little placard with a score when we're done. So you're fine. So just from your memory.
A. It depends what, you know, what -- where you're at and what altitude you're at, what the situation you're in is. So we do a standard briefing, you know, on the ground, on the ground 0 to 600 feet, 600 to 2,000, 2,000 and up. So if you have time to actually run the checklist, it's the standard, which almost all airplanes are, you know, all your fuels, check your ignition, try to get a (indiscernible), make sure of all that stuff. But -- yeah. Again, I'm not company current actually right now. So anything I give you isn't going to be up to standards.
Q. Understood. So obviously the novelty of this aircraft, the reason why people want this aircraft and fly this aircraft, is that you have a CAPS system on board that can help in times of, you know, certain emergency situations. So I guess under what circumstances and parameters is the CAPS system supposed to be used?
A. So from 600 feet to 2,000 feet, we pull it in an emergency

situation immediately if we lost them. Then there's obviously other times that you would use it but I think that's what we're going with here.

Q. Okay. I'm going to let Todd expand on this. He's going to build out a couple more scenarios and again, we're not judging. We're not grading. Just from what you remember and what you would do if you would please.

BY MR. FOX:

Q. Yeah. So again, Nathan, just relax, take a big breath.

A. It's really hard. Like I understand. I --

Q. So we understand this is not a normal thing for you to do on a day-to-day. We can feel that you're really wanting to give us the best information, and we appreciate that. So when we talk about CAPS, let's say you had an engine failure while you were in cruise flight at 5,000 feet. What would your first inclination be? You had been flying for two hours. You're at 5,000 feet, and you have a loss of engine power. What would your first inclination be to do?

A. So we're going to run our memory items, pull up a checklist, run the whole checklist, try to get the situation in tow (ph.) quick.

Q. Okay. The engine doesn't start. You've descended now to 3,000 feet. There's a hard surface runway that's three miles away.

A. So if we cannot make it to a hard surface runway, and

generally I tell people, I'm 100 percent sure that you can make it when you're pulling CAPS.

Q. So at 3,000 feet, you've done troubleshooting. You're not going to troubleshoot down to 2,000 feet.

A. 3,000 feet AGL.

Q. Yeah, AGL.

A. No, we're going to troubleshoot as long as we can, and also set ourselves up to pull CAPS in an area. So we may not be able to make it to a runway but we can make it to a field, that we can be over something like that, if we're over mountaintops or something like that. So.

Q. Okay. So for -- in these scenarios, let's just assume that we're over like farm country in the Central U.S., right, no obstacles, like mountains and stuff like that. So you're at 2,000 feet. You haven't been able to resolve your engine issue. You can't glide to a hard surface runway, and you have open fields below you. What are you going to do?

A. You pull CAPS.

Q. Pull CAPS at 2,000 feet, okay.

A. Correct.

Q. All right. And so you mentioned earlier that between 600 feet and 2,000 feet is your immediate pull CAPS. Is that correct?

A. Correct, yeah.

Q. And that's what you said. Okay. So let's say you're at traffic pattern altitude.

A. I was talking about -- sorry, I was talking about climb out.
Q. Okay. So let's talk about traffic pattern altitude. You're on downwind, and you have loss of engine power. What would you do?
A. Pull CAPS.
Q. Downwind in the traffic pattern.
A. Correct.
Q. Can you give us a reason?
A. You're between your 600 and 2,000 feet.
Q. You don't think an aircraft could glide from a downwind to the runway?
A. It could.
Q. Okay. Let's say same scenario. You're on let's say a half mile base, and you have a loss of engine power.
A. You're a half mile base, with an altitude in there or --
Q. Well, you know, you're on base. So you're descending from your high key point being the numbers and so you're on a, you know, your half mile base. You're about to turn file. You're on glide slow.
A. We're pulling CAPS. And I don't, you know, I hate guessing. I just -- go ahead. Sorry.
Q. And that's fine.
A. I just --
Q. At any point in the traffic pattern would you ever perform a landing with the loss of engine power?

A. Yes, below 600 feet, if you can make the runway, 100 percent sure you can make the runway.
Q. Okay. As part of your Cirrus Company flight instructor training that you had provided, do you practice dead stick landings or no engine landings?
A. We do.
Q. Okay. Why don't you explain that training to us?
A. Say again.
Q. Explain what that training would involve.
A. So we practice on the company checks, the P180 gear standard commercial maneuver.
Q. I'm sorry. I may have not hear you correctly. What was it? Describe it again.
A. The P180, the pull, you know, pull the power. It's not -- it's not technically dead stick I guess I should say but it's very similar.
Q. Okay. Well, why don't you just explain how you set that up and how you perform it?
A. So at traffic pattern altitude being your aiming point, you're going to pull the power back to an idle, and then the same as a commercial P180, try to hit your point within 200 feet -- at any point 200 feet beyond.
Q. Okay. And is that something that you expect Cirrus pilots to be able to perform at the completion of their training?
A. Yes.

Q. Okay. So can you maybe clarify a little bit about the use of CAPS deployment in the traffic pattern? It sure seems like there's the ability of the aircraft to glide to the runway from the beaming point.
A. I would say that the aircraft has the ability to do that, yes. But we're talking about something that you know is coming, a maneuver you know you're going to perform versus an unexpected engine failure somewhere on downwind. We're not talking about the same I guess --
Q. Okay.
A. I hate using apples and oranges but --
Q. Okay. And let's just finalize with you're out with a new student who hasn't completed their Cirrus transition training, and you do have a loss of engine power between 600 and 2,000 feet. Who's decision is it going to be to pull that CAPS deployment?
A. So in the briefing that I do, we talk about who has the controls in the emergency. So it would have been discussed, and that can look different if you're training a CSIP or, you know, any new transition, it's going to be the instructor.
Q. Okay. So, yeah, that was the scenario I said. You're with a new student who hasn't gone through the transition program completely, hasn't done the Cirrus transition training all the way through. The flight instructor would be making the command decision to pull CAPS?
A. Correct, yeah.

Q. Would the flight instructor be the one who actually pulled the CAPS?

A. Yes.

MR. FOX: Okay. I'm going to bounce back to Sabrina unless, Brannon, you had something?

MR. MAYER: No, no questions at this time. Thank you.

MR. FOX: Okay. Go ahead, Sabrina. Thank you for letting me do that.

DR. WOODS: Okay. And I'm rounding out with my list. So if you had any alibis, Todd, I would go on and take them now.

BY MR. FOX:

Q. Yeah, these are going to be kind of like random things being thrown at you, just some kind of things that we picked up along the way during some of our interviews and stuff like that. We talked about the learning management system or LMS that you guys have been working with. Is there an expectation for how that should be completed? Should it be completed each day, after each flight, at the end of the week? What are the expectations?

A. The expectations are that it's completed after the end of the flight, and then generally sit with the customer at the conclusion of the week when they're done with their transition, do that and the mission report that we have.

Q. Okay. So after each flight, you should be filling out the LMS with some notes or, you know, doing satisfactory, not satisfactory, stuff like that for each flight, the maneuvers done

on that flight?
A. Correct, and then -- yes, correct.
Q. And are those LMS entries that you are expected to complete after each flight, would that be something that would be done in the presence of the customer or would you be briefing the customer on the comments for like feedback?
A. A lot of times you do, yes. It's not -- I shouldn't say it's like a set standard but -- with that because a lot of times like you'll have a flight and you'll be sitting at lunch. The customer and you'll be over lunch talking about it as you're doing it, that kind of thing. But, yes, generally in the presence of the customer.
Q. Okay. And then as for Mr. Jensen, you indicated that you only flew with him one time during this CSIP final check ride. Do you recall if you made any kind of notations or remarks in the LMS for him?
A. The way that works is with the check -- I should say worked. I think they're making changes. But the way it worked is the -- we would all sit in the room together and write on a whiteboard everything that happened over and then the instructor finishes out the last little portion of the LMS section.
Q. So the flight instructor is responsible for the training up to that check ride would be the one responsible for completing the paperwork side of things?
A. Correct.

MR. FOX: Okay. Sabrina, that's all I had. Thank you, Nathan, unless Sabrina sparks me, I'll be done with my questioning. So thank you, Nathan. I know this has been out of your comfort zone, and we do appreciate it.

BY DR. WOODS:

Q. So just a couple more questions for me, Nathan. When did you and how did you find out about the accident?

A. I believe -- actually I don't believe -- I'm relatively sure I was pouring concrete. I was putting in a new concrete pad at my house, and I don't remember now. That's not accurate either. I honestly -- for some reason I remember pouring concrete when I had a phone conversation, but I honestly can't answer that. I don't know -- I cannot -- I don't know without a shade of doubt.

Q. Okay.

A. I know it wasn't -- I was -- I know I was not -- I remember working on my house.

Q. Do you know about how -- the proximity of time to the accident actually occurring? Like was it a couple days later? Was it weeks later? Or was it within a couple hours? Do you know that part?

A. I don't know. I know I was on a two week -- I was taking two weeks to work on my house. I don't know.

Q. Okay.

A. And I'm not even sure why I have recollections of concrete being involved but --

Q. So two last questions. These are a bit of wildcard questions. They might seem like they're kind of out of nowhere. But, the first one is that you mentioned earlier when I asked you, like is there a process for like dissemination of information about accidents and incidents that occur with Cirrus aircraft, and you said, yes, you do have a structured Safety Mike and all that, that that data comes from. Out of all that data, are you aware of hearing about any accident involving a Cirrus where the CAPS was within the operable envelope? However, it wasn't used.
A. Wow, that's really specific. I can't -- I don't know, and the reason being is because I've been around Cirrus aircraft for so long I have a hard time picking apart what was covered here at work versus what I heard colloquially I guess. I cannot say -- I can't answer with exact confidence, you know, because I don't know why we even cover that at work to be honest with you. I can't imagine that would -- I don't -- that's the answer I'll give you.
Q. Okay.
A. I don't know. Sorry.
Q. I guess outside of your time at Cirrus, have you ever heard in your entire I guess piloting career of that sort of thing happening where a CAPS was available but it wasn't used?
A. I just -- because I've been around so long, I would have to say I would have had to have heard of something at some point in time. It's -- you hear -- I -- you hear more of the other to be honest with you, operated outside of the CAPS, the CAPS was pulled

outside of --
Q. The ambolt (ph.).
A. Yeah, I honestly -- I'm sure I have would be my answer for you, but I couldn't -- there'd be no way for me to pull out a specific --
Q. Okay. And then my last wildcard is, in your experience as an instructor pilot, and this is in total, and then also specifically as a CSIP, have you ever encountered an instance where the fuel mixture control was inadvertently maneuvered to idle or cutoff in flight?
A. The mixture?
Q. Um-hum.
A. Have I ever seen it myself --
Q. Um-hum.
A. -- or heard of it?
Q. Correct.
A. I have heard, yes. There's actually a company that makes like a weird mixture guard thing. Now, first person hearing? I don't think I have. It would have all been through the grapevine, and myself experience it in flight, I'm like trying to go back through every weird thing that's ever happened to me. And I can't, I can't say that that has ever happened. I may have had a student that was following the checklist too well, but that wouldn't be inadvertent I guess.
Q. Was -- I'm sorry. Did you just say was not following the

checklist or was following the checklist?
A. I mean -- and that wouldn't even be serious. I'm talking about like, you know, new pilots with Cessnas and stuff, following the checklist, actually like shutting the mixture off for an emergency landing or something like that. I'm just -- that wasn't --
Q. Okay.
A. Sorry. I shouldn't haven't even gone there. That was more of an aside than anything else. No, I can't say personally I have. I have heard of, like I said, third party have heard it. Like I said, there's even a company, like I just said, that makes a weird mixture card thing so the -- you know.
Q. So I guess in the grapevine, what was the scenario? What was the -- what was going on and where that occurred? Do you remember?
A. No, I have no, I have no idea. Like I said, I can't even -- I couldn't, I couldn't place it myself, you know. I'm trying to give you a better answer but I just I don't, I don't have one.
Q. That's fine. As I said, I don't know or I'm not sure is a perfectly acceptable answer. You're doing fine. But Todd does have a few alibis. So I'm going to let him take it back over.
BY MR. FOX:
Q. Yeah, I apologize. I actually had them written down on my Word document and I just overlooked it. So, a couple things. Use of restraints when you're flying. When would you be wearing your

seat restraints?
A. All times.
Q. All times. So during cruise flight, you don't take them off during cruise flight or over the shoulders or --
A. No.
Q. Okay. So from engine startup to engine stop?
A. Correct.
Q. Okay. And then this was kind of a housekeeping thing. You had mentioned that you were a company flight instructor for about a year before you transitioned to the role that you could also do the CSIPs and the new company hires. Is that correct or did I mischaracterize that?
A. No, that's -- I don't want to put an exact date on it but if you were to ask me, I would say yes, about a year I was --
Q. Okay.
A. -- before I got rolled into doing internal CSIPs.
Q. All right. And then -- so you were past your anniversary date of you said May of 2021 was your hire on date?
A. It may not have been -- again, if you were to ask, I would say about a year.
Q. Okay.
A. It may have been slightly before.
Q. So let's just say from May 2022 to September of 2022, how many CSIPs did you actually train and how many company pilots did you train? Would it be 0 to 10, 10 to 20, 20 to 50? CSIPs, not

customers.
A. Oh, not -- well, some customers. We have CSIP customers. So I'll include external CSIPs.
Q. Yes, please.
A. I'd say 10 would be really close.
Q. Okay. And those are the ones that you actually gave training towards, then giving a CSIP, would be about 10?
A. Correct.
Q. Okay. And how many final checks may you have given? 0 to 10, 10 to 20, 20 to 50.
A. I would say slightly more 10, probably something like 15.
Q. And that would be a different group --
A. That's --
Q. Would that be a different group than --
A. Actually that's not true. Maybe more like 10 actually.
Q. Okay. And would that be a different group of individuals, different from people that you trained --
A. Yeah.
Q. -- from people that you did the final checks?
A. Correct. You don't, you don't do the check with the person you trained.
Q. Okay. Thank you. That was the only housekeeping thing that I had to do.
MR. FOX: And, Sabrina, don't forget about Mr. Brad Brown, Esquire. He might have something he would like to say.

DR. WOODS: Inside joke, Nathan. Inside joke. So anyways, that's all I have. I do want to make sure. Let me go around the squares here. Brannon, did you have anything that you wanted to add?

MR. MAYER: No. Nathan, thank you. No alibis, no wildcards, no last minute. I have no questions at this time. Thanks a lot. I appreciate your time.

DR. WOODS: And, sure. I'll give Brad an opportunity. Do you have any questions, sir?

MR. BROWN: Me? No, no questions.

DR. WOODS: Okay. Just making sure. I wanted to make sure you weren't left out.

Okay then. With that, I'm going to go on and stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL AIRPORT IN HARRIS COUNTY, TEXAS, ON SEPTEMBER 1, 2022 Interview of Nathan Kilmer
ACCIDENT NO.:	CEN22FA405
PLACE:	via videoconference

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.

Kathryn A. Mirfin
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: TRAVIS KLUMB, Director of Aircraft Deliveries and Ramp Operations Cirrus Aircraft

Cirrus Aircraft Facilities
Knoxville, Tennessee

APPEARANCES:

SABRINA WOODS, Ph.D., Senior Human Performance Investigator
National Transportation Safety Board

TODD FOX, Investigator in Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aviation

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DR. WOODS: Okay. So, again, thank you for coming in. Thank you for taking your time out of your schedule. We know it's completely disruptive and that, you know, you got a bunch of people coming in and, you know, you're trying to do your job and trying to run a business. We greatly appreciate it.

As I mentioned before, I'm Dr. Sabrina Woods. I'm from the National Transportation Safety Board. The Board has been congressionally charged with finding probable cause in the wake of aviation accidents and incidents so that's why we're here.

With me is -- taking a drink -- is Todd Fox. He's actually the investigator in charge of this accident, so I am his consultant on this. And then also you already know Mr. Brannon Mayer, he is our party coordinator, so he's the party coordinator for Cirrus on this. And so, as the fleet administrator, right? We'll get to proper titles --

MR. KLUMB: Yes.

DR. WOODS: Oh, okay. But the reason why you're here is because you kind of -- we're trying to figure out Cirrus as a whole, gain data, gain information as to how you run business things, how the day-to-day operation goes. And so you have a wealth of information in regards to that. This is routine for us. We do this a lot. We completely recognize it's not routine for you and that again you're being kind of taken out of your comfort place, taken out of your work environment, and it's also in the

wake of a very tragic event.

So, with that, take your time, take any time you need to answer our questions. Recognize that I don't know is a perfectly acceptable answer to a question. If you don't know, you know, don't make it up. Don't feel pressured that I have to answer. Just I don't know, and we'll move on. If you don't understand the question, please, please ask to clarify because I'm going to do the same. Like, if I don't understand your answer, I'll probably ask can you explain that a little bit better. If you need to take a break at any time, just say, hey, I just need to take a break. We'll respect that, we'll take a pause, you know, and then whenever you're ready to go, we'll keep going. I'll also check in with you from time to time to make sure you're okay.

MR. KLUMB: Sure.

DR. WOODS: This interview is being recorded. This is just to ensure that what you have to say is documented perfectly and exactly. The recording will be sent to a transcriber and it's the transcription that will eventually go into the docket.

MR. KLUMB: Sure.

DR. WOODS: So, are there any questions about that? Do you understand that? Okay, just making sure. So, as mentioned earlier, you have the right to have somebody to support you, with you during the interview process. Is there anybody that you would like to be that support today?

MR. KLUMB: Mr. Brad Brown.

DR. WOODS: Okay, with that, for the record, please state and spell your full name, Mr. Brad?

MR. BROWN: Brad Brown, B-r-a-d, B-r-o-w-n.

DR. WOODS: And just as a reminder, this is an investigative review, not a legal deposition. Please note that any time you can consult with Brad. If you, you know, have a deeper question, you want to take it out and have a consultation, that's up to you.

However, Brad, please refrain from jumping in and answering questions on Travis's behalf. Just as a reminder that you are representing his interest and not necessarily that of the company.

INTERVIEW OF TRAVIS KLUMB

BY DR. WOODS:

Q. So, with all that, please state and spell your full name.

A. Sure, Travis Klumb, T-r-a-v-i-s, last name Klumb, K-l-u-m-b.

Q. Okay. And can you -- what is your job title properly?

A. Yes, so the -- my job title is director of aircraft deliveries and ramp operations is the title. However, there are two other functional areas that do -- well, up under me and one is simulator operations, so all of our sim techs, as well as fleet administrator and logistics.

Q. So, it sounds like you got a lot of moving pieces there.

A. Yes.

Q. When were you hired into Cirrus?

A. I was -- I started as a contractor with Cirrus in 2006 and formally sometime in 2008 --

Q. Okay, and --
A. -- as a full-time employee.
Q. And so have you been in this position the whole time or have you moved around a bit?
A. A lot of different positions. Started as a factory flight instructor and then I was in some management in the flight operations group doing content development with our LMS courses and things like that. I was the director of flight operations for a period of time. And then I was the executive director of service and support, so overseeing all of our maintenance, field service, after-market part sales for about four years.

Then I got out of that, went back to being a flight instructor, as a Vision instructor pilot in our SF50 Vision jet for about a year and then started this role --
Q. Okay.
A. -- about a year and a half ago.
Q. Okay. So in this role, give us a very, like, high-level overview of what your function is here at Cirrus.
A. Sure. So kind of two major areas and then the two others are sub. So the simulator operations, I kind of -- it's almost a separate operation and they pretty much run on their own. It's purely upkeep of our maintenance -- of the simulators and all the regulatory compliance with our Part 142 school and the part of the regulations that the simulators fall under. So they pretty much operate autonomously and independently.

And then our ramp operations, that's all our line service here. So fueling, towing, tugging, hangar stacking, things like that. Again, kind of operate pretty autonomously and effortlessly. So the two major focus areas that I have are aircraft deliveries and then our fleet logistics.

So, aircraft deliveries, I am working with our production facility in Duluth on when aircraft are going to be finished, issue their certificate of airworthiness, and then they go through a prep process to get them cosmetically acceptable for the customer, because they've been in an assembly line this whole time, they're getting dirty and things like that. I coordinate with moving those airplanes down here to Knoxville, so we have a group of pilots that fly them down and to make sure that they're here and ready for the customers when they arrive, just like you saw earlier today. That's a large part of my job.

And then I have a team of people that do the flights and -- of those deliveries. And then they follow-up in -- with anything that might come about because of the delivery, so if there's any cosmetic squawks or mechanical squawks in the airplane, my team will work with the customer and the flight instructor that's working with the customer, coordinating that all of the service center to make sure that we get the airplane in at a time that's convenient for their training schedule. So that's the delivery side.

And then fleet logistics is managing our corporate fleet of

aircraft, so we have about 80 to 90 airplanes at any given time that fall under our operational control. So we own some of them, many of them are leased from our customers. So we use those as sales demonstrators, we use them as marketing assets, flight training assets, just executive travel, things like that. Flying club -- we have an employee-sponsored flying club. So we manage the maintenance on all of those aircraft, making sure they're airworthy, as well as proactively looking forward to work with our service center to get them in for scheduled maintenance to minimize downtime, things like that.

And then there's a scheduling team that kind of marries all of those pieces together. So we have the airplanes, we have customer schedules, we have our crew scheduling, and then we have the delivery schedule. I have a scheduling team that puts all those puzzle pieces together into who's going to be doing what with which assets.

Q. Okay. A lot of moving pieces.

A. A lot of moving pieces.

Q. Yes.

A. It's logistical nightmare every day. I was -- when I'm getting ready to hire people into it, it's like you have to be comfortable putting together a puzzle, not having all of the pieces readily apparent to you. But eventually they become --

(Crosstalk)

Q. So are the people who are going to Duluth to bring the asset

back here to Knoxville, are those instructors the same ones who are interfacing with the customers in their transition program?
A. Sometimes --
Q. Okay.
A. -- is the answer. So, we do have a dedicated group of corporate pilots that their primary mission is to bring airplanes down from Duluth. Those pilots also fly executives around on occasion, but that's not enough pilots to do that mission. So, we supplement it with the same instructors and pilots that are interfacing with customers, as well as other people that have commercial pilot's license and instrument rating, and that we have given a corporate check-out that they're able to do this mission, such as myself and some people from marketing's executive. So, whenever they're in Duluth, we use that opportunity, say instead of flying an airliner back, please bring this airplane back.
Q. Okay. So describe for me an overview of the safety culture here at Cirrus?
A. That's a very open-ended question. I, in my opinion, I think we have a very healthy safety culture. It has ebbed and flowed over the years since I've been here, but most recently for the past number of years, I think it's very healthy. There's always room to say I'm not comfortable with this or this is not safe, or I don't feel comfortable with the weather, my duty day is expiring. All of this plays into factors. It makes my job harder, because there's a lot more fences, right, but it's a good

healthy safety culture for my opinion in that case.
Q. So, in the examples that you gave, like my duty days and I'm not comfortable with the weather, it sounds like you're talking about from the perspective of the factory instructors.
A. Yes or pilots in general, I would say, anyone that is flying an airplane.
Q. Okay. So can you give me an example, I guess, of -- I mean, I know you said a healthy culture, but can you give me a specific example of what that looks like?
A. Sure, I can think of maybe a couple examples. So, let's say for example on a day like today, the weather's iffy here. It's also snowing off and on in Duluth, right.
Q. Um-hum.
A. We have a number of airplanes that we would really love to be moving from Duluth to Knoxville today. We have pilots up there that we have sent that are either based on Duluth waiting to come down here, or we will send pilots from here to airline them up there, assuming they'll be, you know, the weather's good enough. But there are occasions, and today might be one of those days, where they're either going to time out and they won't be able to fly home and we don't push that. They'll either go halfway and maybe spend the night there and come down, or if the weather's going to be bad for the next couple of day and we can reasonably forecast that, we'll simply bring them home on an airliner and forego that mission in the name of safety. So --

Q. Okay.
A. -- does that answer your question?
Q. It does. So, if something isn't working well or if somebody has a concern or they see something out there that they, like, rectified, what's the process for that?
A. Yes, there's a form that can be filled out. You can access it through our intranet and it's kind of a concern form, and that goes directly to Brannon's boss, our director of air safety. And I've seen those forms before and we've taken action because of things that have been mentioned on there.
Q. So that's a great segue then. Where do you fall? What is your role in the safety culture at Cirrus?
A. So I would say I am more adjacent to the primary. So most of the pilots roll up through the chief pilot, Rob.
Q. Um-hum.
A. I fall outside of that organization right now and more of the scheduling and logistics side. So that's -- that reports up through a different vice-president. So, I participate in that safety culture, I obviously work with Rob, the chief pilot, whenever there's questions, but ultimate decisions always get deferred to him as the chief pilot and through that organization.
Q. So how does information then come from the top down? How is it usually disseminated?
A. What sort of information?
Q. Safety information, procedures, changes process changes --

A. Sure, sure.
Q. -- anything like that.
A. So, if there's a change, we have e-mail distributions, we have SharePoint sites, we have Microsoft Team sites that new pilot-applicable information is disseminated on. So, we usually get it in a number of ways. So, if there's a change to -- if there's a service advisory released to our airplanes or there's a change to a procedure or just a reminder -- winter's coming up now so we typically talk about winter flying and things like that. We have weekly meetings that all the company pilots participate in, but official communication comes down through a number of those channels that I just mentioned.
Q. Do you have any sort of more formalized processes in terms of, like, safety down days or, you know, all hands or things of that sort where you bring everybody together and discuss these topics?
A. Yes, so there are a couple of different way. So on a weekly basis, all of the customer-facing pilots -- so pretty much all of the pilots, except for sales, which I realize is customer-facing -- but kind of at this campus. Except for sales and like experimental and production flight test, just like the test pilots, those are excluded in this case. We have a weekly meeting where we discuss technical topics, such as the winter flying thing is coming up, anything pertinent that might be coming. That's on a weekly basis. There are all hands company pilot meetings that

are required to be attendance, at least virtual, and if you can't make it virtually, you have to watch the recording and state to the chief pilot that you've seen it.

So those are kind of our formal meetings like that. We also have an annual gathering of all of our flight training, service and sales partners typically in January and that's an in-person meeting in there. That meeting always starts with a fairly lengthy safety standard portion of it where we review the year, what went good, what went bad, areas for opportunity for next year's focus areas, things like that.

Q. Okay. Do you in your role every review accident or incident data specific to Cirrus?

A. Only when required, so Cirrus in general has meetings, but I'm not reviewing every accident. I'm on a distribution list whenever there is a mishap so that I can potentially provide aircraft support if Brannon or one of his colleagues needs to get to a scene in time and we're going to use Cirrus to get him there. I'll facilitate that.

Q. Okay. So in your role, particularly of the ramp-side, moving aircraft around, what is your interface then with the flight instructor training program? So, in other words, new hires are coming in, they obviously have to be trained --

A. Yes.

Q. -- to be able to work with new customers, I guess. What is your link with that process?

A. So specific to ramp operations?
Q. Specific to providing the aircraft needed to complete those tasks.
A. Yes. So, the onboarding process is handled through flight operations, so they have a number of different areas that they check off. I'm not familiar with all of them.
Q. Um-hum.
A. But part of that is a meeting with some people on my team. So, the fleet logistics side and the scheduling side, so really just providing an overview of all right, here are the people that will be scheduling you, and kind of walk you through how that process works. It's more about quality of life at that point because they're directly kind of, you know, affecting your day-to-day, right.

But also if there's anything -- you know, we talk about respecting duty days and time periods, and certain time off and things like that, and they'll kind of walk through how they work through that. And then -- so that's scheduling.

Fleet administration, it's really just kind of here are the fleet administrators when you're flying a corporately-managed aircraft. These will be the people, if you ever have an issue, like as you're doing your pre-flight inspections, if you see registrations or anything that may not be right, you would talk to these people. We also have a piece of software to dispatch our pilots on and you can check the airplane status from that piece of

software as well. That's only on our corporately-managed aircraft. The customer aircraft are different. We don't manage them to the same degree.

And then there's also a meeting with kind of our line service staff, talking about how you request line service, what happens during that process if you need a certain amount of fuel, here's how you fill out the form, here's how you validate that it was completed, things like that. I don't know if that completely answered your question.

Q. Part of it --

A. Okay.

Q. -- but I'll get there, trust me. So for new instructors that are coming in, let's say that they need more time, they just need to get a little bit more proficient --

A. Um-hum.

Q. -- and then -- and so you have a function that needs to be augmented in bringing assets from Duluth to here. Is that ever used as part of the process in getting the instructors more proficient?

A. Yes, sometimes. It can be a good way to get them some good cross-country time, to get them some good -- just time behind the aircraft. So, we could use that in two ways. One we need to train them on how to do that flight because operating out of Duluth is different in knowing all the people and the ramp operations is completely different than here, so there's a little

bit of a -- we send two people up there, the instructor's that's training the trainer and that new instructor. We would send both of them up there and then flying the aircraft down, which is not terribly different, but there are certain things we do with regard to break-in procedures and certain places we stop because it's a brand-new airplane that we want to keep as pristine as possible for the customer.

So, we'll do that as -- almost a dual flight down -- dual-instruction flight down. But we also use flights like that as well as some other kind of corporate flights solo. So if we just want to give an instructor more time in the aircraft, just to get as familiar with it as we think is reasonable, we will set that instructor up to do sometimes multiple of those flights in a week just to get that much more stick time.

Q. Who's responsible for that scheduling process on the instructor side?

A. So, my team would be responsible for putting that instructor on a schedule, but in a case like that, it would be the flight operations supervision that would say hey, we would like to have -- you know, we would like to spend the next week or two weeks having this person do ferries or other corporate flights just to get more experience in the aircraft.

Q. Okay. So somebody on the flight-op side comes to your people and says hey, we need more time, there needs to more hours and the scheduler is the one who then put them on the schedule to make it

happen?
A. Yes.
Q. I just want to make sure I understand that process. So now internal to the delivery side, the customer feedback system, does that information ever come to your attention? Is there something that's reported out in the survey that they do after they've received their aircraft?
A. Yes, so that comes directly to me actually and a few other people. So I get the surveys in real time, and I'm not sure if you've seen one, but there's a number of different categories and then opportunities to comment on a specific -- these surveys are specifically around the delivery event. There is opportunity to -- for the customer -- I don't remember the exact question -- but to comment a little bit on, you know, stars 1 through 5, how did you enjoy your training, or did you think it was effective. I can't remember exactly which -- and then an opportunity to free-form comments in there.

So what we do, myself and a colleague, we will look at those surveys. If there's anything specific to various departments that need to be addressed right away, we will forward that survey to the applicable person, whether it's in-flight operations, service or sales.
Q. Understood. So how involved are you in the process of marrying up a flight instructor with a new customer?
A. Me personally? Very little.

Q. Yes.
A. So it's my team --
Q. Yes.
A. -- but that really -- we try to view every instructor as fairly equally capable.
Q. Um-hum.
A. If there are any special requests that says put this instructor with only this type of customer or something like that, that would come from flight operations.
Q. So, I guess if the new customer's reporting, let's say, dissatisfaction with the instructor or conversely if the instructor is saying hey, this new customer isn't performing as well as we would like, does that information ever get brought to your attention?
A. It does in the sense that -- and it's usually dealt with at a lower level, I will say --
Q. Okay.
A. -- that I can become aware of, but the flight operations -- the way the feedback loop would typically go is if a customer's, let's say, dissatisfied for whatever reason, that usually goes up through the ownership advisor and that team works very closely with me, so I would hear about it or through the flight operations supervision. And in either case, we would look at it, assess if there's a change or anything that needed to be made, then we would go to the scheduling team to see what possibilities there might

be.
Q. So, who heads up that customer service function? Who's the --
A. The ownership advisors --
Q. Yes.
A. -- that I was mentioning? Her name is Cathy Nyen.
Q. Okay. And the flight op side?
A. The flight op side, that would be Matt Manifold (ph.). So he's the director of flight operations.
Q. Okay.
A. Various people roll up to him, obviously, but at the top of those two organizations are those two people.
Q. Okay. I've been drawing for a while now and I'm getting tired. So I'm going to pass it off for a little bit, ask some others to ask some questions. We'll come back to me.
DR. WOODS: But, Todd.
MR. FOX: Sure.
BY MR. FOX:
Q. Thank you. I just have a couple of follow-up or just make sure I understand completely. When you talk about the fleet logistics and you're talking about, like, ferry operations or corporate flying or otherwise, you know, flight, do you have direct report pilots that do directly report to you, or do they always work out of flight operations?
A. So it's a combination. I have three pilots that direct

report to me and that was our delivery pilots, so --
Q. The ones -- Duluth based?
A. No, sorry, they're here.
Q. Okay.
A. Those are the pilots that are --
Q. Oh, the delivery pilots.
A. -- actually flying with the customers during their presentation.
Q. Okay, gotcha.
A. There's three pilots that do that. All of the other pilots report up through flight operations.
Q. To include all the repositioning flights from Duluth?
A. Correct.
Q. We -- in a previous interview, we were told that there's three supervisors in the flight operations --
A. Um-hum.
Q. -- and they had company flight instructors, as they're called, that are working under them. Are those the same pool of pilots to include the Duluth based pilots? Those are the three supervisors that -- or I'm looking through -- so you have Duluth based --
A. Yes.
Q. -- pilots and they're direct reports would be?
A. So there are -- so the director of flight operations is down here.

Q. Um-hum.
A. That person reports to the chief pilot. Underneath the director of flight operations, there are various supervisors here in Knoxville. There's also one supervisor in Duluth --
Q. Okay.
A. -- and those pilots --
(Crosstalk)
A. -- will report there.
Q. That answers that. So, the three that we were talking about earlier are from the Knoxville area?
A. Yes.
Q. And so the pilots that are Duluth-based have their own supervisor that's up there?
A. Correct.
Q. Okay. So, we were talking about marrying up a customer with a flight instructor.
A. Um-hum.
Q. And you said that you don't have -- directly do that but there are people that are direct reports to you that do that?
A. Correct.
Q. So if you -- and you said that you treat all your factory instructors as if they have the same level of competency or experience?
A. We would like to. And now there -- we, of course, know that there are some with less experience that are just coming in and we

know that there are very senior groups. So we would like to be able to, you know, have it be across the board but it's not always the case. So we have our more senior people typically training our instructors. So we have our new hire instructors that are going to be working directly for us, but we also train flight instructors out around the world through our CSIP program. I'm not sure if anyone's mentioned that, but -- so those will typically go with our more senior instructors.

And then kind of the, what I'll call vanilla transition training, we'll go to anywhere from kind of the middle of the road instructors there. And then some of the brand-new instructors, we'll try to, as much as possible, try to kind of handpick the first couple of customers --

Q. So let's talk --

A. -- if possible.

Q. So if you have a new customer that's got zero time --

A. Um-hum.

Q. -- in a Cirrus product, explain how you would approach that situation for an assignment for a factory instructor?

A. Sure, and we don't typically view having zero time in a Cirrus product as being unusual, I would say, out of the gates. So we would try to look at other factors, how much total time does that person have in other airframes potentially, how much experience at the avionics, which is a big driver in how we conduct our training. It's one of the more time-consuming parts

of the learning to fly our product just by nature of the complexity of the avionics, and then other factors that could potentially influence the relationship between the instructor and the customer, I guess. Sometimes we will -- if there's a question -- we will look to some of the people that have a relationship with the customer, such as the sales person, such as the ownership advisor that have been communicating with them. They know the customer, they know our cadre of instructors. Sometimes they will say, you know what, I think these two would be a really good match. If -- is there a way we can --

Q. And who's making those decisions?

A. It's usually a recommendation, not a make it so type of thing, but it could be the sales person that has that request. It could be the ownership team that's talking with the customers about their delivery. And it could be -- I mean, it could be anyone else that has a previous relationship with a customer. We have a lot of repeat customers, so various people have had that. We'll take that recommendation and we'll honor it if we can, but sometimes we can't. I mean, the schedule is run pretty tight. We don't have a ton of opportunity to move things around without severely disrupting things.

Q. So for a typical assignment of typical delivery to a pilot who's qualified to fly VFR --

A. Um-hum.

Q. -- you know, with a (indiscernible) certificate. We'll just

-- for lack of a better term -- call that a run of the mill delivery.

A. Yes.

Q. Is there any consideration about who gets assigned at that level or is it a more unique situation that causes you time to pause and try to pair up appropriate -- because I think it's fair to say you want the customer to have a successful experience.

A. Yes, of course. That's paramount for a lot of reasons, but I would say that that is a fairly typical situation that we would not spend a lot of time trying to figure out the best possible instructor. That's a pretty typical customer profile that, you know, we're training our instructors to be prepared for.

Q. Okay. So give me an example of something that would give you pause and consideration --

A. Um-hum.

Q. -- during an assignment?

A. So a couple of things. One could be almost the opposite way. We don't want to put a very experienced serious pilot with a brand-new Cirrus instructor. We have some of our customers that have taken delivery of 8, 9, 10 of our airplanes with thousands and thousands and thousands of hours in Cirrus. If we stick them with someone who has 20, it doesn't work that well. They don't feel like they're getting the value out of the training that they would expect, so we would try to stick those with a more senior type person.

MR. FOX: Sabrina, do you have more questions? If not --

BY MR. FOX:

Q. So did you have any unique experience with Mr. Stoneking?

DR. WOODS: Oh, I do have more questions in general. I'm sorry, I thought --

MR. FOX: Okay.

DR. WOODS: -- you meant -- I thought you meant --

MR. FOX: Okay. That's why I was asking --

(Crosstalk)

DR. WOODS: -- but actually I wanted to make sure --

MR. FOX: Yes, Brannon, do --

DR. WOODS: Brannon, do you have questions?

MR. MAYER: No, nothing at all.

MR. FOX: Okay.

MR. MAYER: Unless you wanted to embellish a little more on your flight time in -- prior to Cirrus when you -- what you were doing there and your experience in a different --

MR. KLUMB: Sure.

BY MR. FOX:

A. So I graduated from the University of North Dakota, Bachelor of Science in commercial aviation. Like I said, I started at Cirrus as a factory flight instructor in '06, so I did quite a bit of the same transition training from '06 to about '09. That was kind of my heyday doing that. I've got about 3,000 hours in Cirrus' various products.

DR. WOODS: Anything more?

MR. FOX: That's it, thank you.

BY DR. WOODS:

Q. So, but you were an instructor for a little while?

A. Yes.

Q. Okay. Did you know Chris Jensen?

A. So I will say I think -- I'm sure I met him, but I didn't know him. In fact, when I heard about the news, to be honest, I had to go into our directory to get a picture before I could really put -- who that might be. So I would say no, I did not know him very well.

Q. Okay. Do you happen to know if he was part of the flying club?

A. I don't.

Q. Okay. I wasn't sure if you were heavily involved in managing that just -- I know it -- he said --

(Crosstalk)

Q. -- it kind of falls up under you, but --

A. We work -- we -- the only thing we do at the flying club is just work to ensure that the aircraft are proactively scheduled to make sure their uptime is maximized. But they -- we try to keep them running as a separate entity a little bit because they're a flying club. So there's a president and a maintenance officer and things like that.

Q. Okay. Did you happen to know Mr. Stoneking?

A. No. Again, I believe I was at his delivery. I think I shook his hand and said congratulations, but I don't think I even had a conversation with him.
Q. Okay. Was anything ever -- we were talking about kind of that pairing between, you know, the customer and the flight instructor. Was there anything ever brought to your attention about that particular pairing? Any concerns or complaints or --
A. Not to my attention. I'm not sure if there were conversations happening kind of with my team and the flight operations team. I just don't know.
Q. Okay.
A. Nothing was specifically brought to me, though.
Q. Okay, no problem. At this time, how familiar would you say you are with the aircraft, with, let's say, a 22?
A. Like in general, like its systems, flying characteristics --
Q. Yes.
A. -- and things like -- oh, very.
Q. Okay. When was the last time you've flown?
A. Well, I just got back from a two and a half week vacation, so it's been probably -- let's call it a month.
Q. Okay. But so fairly familiar?
A. Yes.
Q. Okay. So, from your memory, what are the memory items for a loss of engine power malfunction?
A. Loss of engine power -- from memory, okay. No, I didn't

realize this was going to be a test. I'm not if I got the correct order, but I would go make sure ridge fuel pump on, cycle the mags left, right, back to both, if necessary, to try to restart the engine. Switch fuel tanks -- sorry, forgot about that one -- and if that failed, then I would pitch for best glide and start looking for a place to land. If there's no suitable airfield, we don't advocate landing on fields or roads or anything like that, then I would consider deploying the parachute.

Q. Under what circumstances and parameters should the CAPS system be deployed?

A. Really, there's no set minimum altitude. We have demonstrated losses of altitude from various configurations, but we always preach that, look, if there's no other good option, use the parachute.

Q. But do you know -- so you said that there is demonstrated loss of altitude, but do you know like what those parameters are?

A. Sure. So from level flight, that's around 600 feet of altitude lost to get fully stabilized under the canopy if from a one turn spin, it's about 1,000 feet.

Q. What's your expectation for a flight instructor who's now got a new customer, they're in transition training. What would your expectation for a flight instructor in that position? What should they do if they're in a scenario -- if they're in a, you know, loss of engine power, no suitable landing space?

A. I would expect them to deploy the parachute.

Q. Who should be making that decision, though, in that scenario in that cockpit? Who would you expect?
A. Well, it's a little tricky because you have an owner and that's his or her airplane, and we have a flight instructor that's more experienced, both sort of sharing pilot and command responsibilities. I would always look -- so when I'm flying, any time I'm in one of the front seats, and if there's another rated pilot, I have a very specific discussion about -- we always walk through the emergency briefing especially in takeoff, but what are we going to do in an actual emergency. Because it's a single-pilot airplane, it's not a crewed airplane, right --
Q. Um-hum.
A. -- so we don't have these set rules of crew resource management like you would in an airliner. So if something does happen for real, who's going to do what. I'm always very specific about briefing that. Back to your question. I would expect that in this case if there's an instructional flight with a Cirrus instructor on board, that person should be making that call, if necessary. But either person could make the call to deploy the parachute, if possible, but I would expect that --
BY MR. FOX:
Q. Just to be clear, you're saying the person making the decision should be the flight instructor?
A. That -- I don't know if I want to phrase it like that. I think that either person could say it's time to deploy the

parachute, we're going to do it. That should be always on the table if either one of them thinks that's the appropriate course of action. However, I do think that it is our -- what we train our customers and our flight instructors to do, all of our pilots, is if there is not a clear place to land that's meant for airplanes to land on, like a runway, and we are in a situation where we cannot make it to a runway, the parachute should be used.

DR. WOODS: Okay. Do you have any follow-up questions?

MR. FOX: I do not.

DR. WOODS: Okay. Brannon, do you have any follow-up questions?

MR. MAYER: One.

BY MR. MAYER:

Q. Hypothetical situation. You're flying as the instructor, you're giving a new owner instruction as they deliver that aircraft to his home city --

A. Um-hum.

Q. -- and an issue occurs. Who's PIC?

A. It depends on the situation that's going on and what the ratings are of the customer. This is a unique situation where actually both occupants could be logging PIC. That's kind of a logging situation, but who is acting as PIC. That is the more appropriate question, which I think is what you're getting at. I honestly don't think we have a set policy about that. I think we leave it up to the instructor and the customer. When I'm flying,

though, I consider myself PIC because I have the more -- I have more experience in the aircraft, so.

MR. FOX: When you're done, Brannon -- are you done?

MR. MAYER: Yes.

BY MR. FOX:

Q. So, I didn't write down -- that's usually what I do whenever -- for my questions. You said you have a very specific policy that when you are with another appropriately rated pilot or maybe not an appropriately rated pilot, that you have a safety discussion to set the rules for PIC functions as of -- like during an emergency.

A. Um-hum.

Q. Is that something for -- that would be for the takeoff phase or is that something that goes through the flight?

A. Yes, that -- for me, that's -- we're usually talking about the take-off so it's more weighted -- the discussion is more weighted towards takeoff and it's a more critical time, but that would carry through the whole flight.

Q. Okay. And so, do you typically do this during taxi out or shortly after run-up or do you do it before you enter the aircraft preflight?

A. It's typically during the takeoff briefing that occurs after the run-up.

Q. Okay. And you say this is something that you had developed --

A. Um-hum.
Q. -- for yourself. Are you aware of any briefing policy or briefing guidance that Cirrus might have provided training for their instructor pilots to use?
A. Yes, we have a standard takeoff briefing that covers most of the takeoff items, specifically engine failures, CAPS usage, things like that. I will be on -- and we teach that to everyone. I am not sure if it covers the -- who is going to be acting as PIC portion, though.
Q. Okay.
A. I just -- I don't know.
Q. And since you are an active pilot in the 22, I think it would be good just to discuss like a CAPS deployment, a scenario or something like that. You're instrument rated as well?
A. Yes.
Q. So, let's say that you're flying an ILS in visual conditions, you're at say 1800 feet AGL and you have a loss of engine power, runway in sight. Explain your immediate action items and thought process -- your decision --
A. Sure.
Q. -- process on CAPS deployment.
A. First off, I would say that's a tough situation to be in from a pilot because you can see the runway right there, right. I would run through that checklist, trying to get that engine restarted, working on fuel (indiscernible). If that failed,

there's a couple of tools that we have in the cockpit that could kind of give us a sense of are we going to make it to the runway or not. On our synthetic vision, we have a flight path indicator that shows us our actual path through the sky and if that is below the runway, I know I'm not going to make it to the runway given my current glide path. If -- assuming I can't optimize that anymore, I know I'm not going to make it to the runway, I would be thinking of my CAPS deployment immediately.

I -- when I'm flying along, especially by myself, I think about these scenarios quite a bit, just flying along. Just like any pilot would you're flying along and said if I had an engine failure right now, what would I do. I see a bunch of clear fields down there, see a bunch of roads. I know, though, especially -- I think any -- let me rephrase. If we don't use the parachute, as a Cirrus employee, I think there would be a lot of questions to answer especially if it went badly, so -- because it's so proven. I believe in it. I used -- I developed a lot of the training material to try to get more pilots to use it. So I think I would use the parachute would be my next course of action.

How long it takes me to get to that decision, I think -- I would like to say it would be fairly quick, but from my human factor standpoint, there's a lot of denial that goes on right away. You run your checklists, trying a couple of other things because this is final, right, like I can't try anything else. So -- but that would be where I would go.

Q. Do you -- you mentioned the 600 foot.
A. Um-hum.
Q. Is that a minimum or is that a hard deck?
A. I would say it's neither. So all the 600 feet is is that during a testing from a level flight, with engine at idle, we deploy the parachute and by the time the aircraft's stabilized, full canopy so descent rate kind of stabilized, takes around 600 feet. So that's kind of a good guideline as to what we're going to use given nothing else. I don't put a minimum -- a hard deck and neither really does Cirrus. We say, look, if there is no other good option, use the parachute even if it's below 600 feet because you can dissipate enough energy and use the roll cage and the other crash (indiscernible) features of the aircraft to hopefully survive even if it's less than 600 feet. If you were going 90 knots and you can reduce that to 40, that would be a huge benefit.
Q. Let me rephrase the question. How long will you do troubleshooting before a decision for CAPS?
A. Yes, so I would try to make that decision around 1000 feet AGL if I could, if I had my wits about me, right. So in a perfect -- in an academic environment, I would say I am going to troubleshoot, and I am going to be perfectly aware of my surroundings, and at 1000 AGL, if I can't -- if I don't have a runway made and I can't restart the engine, I'm going to go to CAPS. That would be my tabletop academic discussion.

Q. And where is that -- where did you come with that figure for the 1000 that gives you that comfort zone that you feel?
A. Yes.
Q. Is that something that you were taught or was it conveyed to you, was it something that is hangar talk or is there a document?
A. So we have various training materials. I'm not sure if it's in our FOM or not, the guidance on engine out procedures in terms of when. But we do have kind of a decision altitude of when, you know, as you're troubleshooting and spiraling or whatever you're doing down to an airfield, a decision altitude of -- okay, if I don't have a runway made by this point, then I should use CAPS. That is conveyed in our training materials.
Q. Okay. But just you said 1000 feet is what you personally use as your -- hey, this is my time for a CAPS deployment?
A. Yes.
Q. Okay, thank you.
MR. FOX: I'm --
DR. WOODS: Um-hum. Brannon, anything else?
BY MR. MAYER:
Q. All of that's dependent on runway assured, correct?
A. Of course, right. So in -- and again, I try to separate the tabletop, academic discussions from what's going to be going through someone's mind in real life and the specific situation. There could be a number of situations where you'd want to delay that deployment and potential -- if you're over water and if you

have a chance to get a little closer to land potentially. If there's terrible, unforgiving terrain here or urban areas here, but if I could go a little further I can maybe get to more friendly environment with which to parachute down, I think all of those have to be factors in that decision.

DR. WOODS: Anything more?

MR. MAYER: That's all, thanks. Thank you.

DR. WOODS: So thank you again, Travis, for your time and for coming down and talking to us. Is there anything that I thought for sure they were going to ask me but they didn't ask me. Is there anything like that?

MR. KLUMB: First of, I didn't know what to expect, to be honest, so I can't think of anything right now but --

DR. WOODS: Okay, all right then. Well, with that I'm going to stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Travis Klumb
ACCIDENT NO.:	CEN22FA405
PLACE:	Knoxville, Tennessee

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.

Maria Socorro R. Abellar
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: ALEX MAROTTO, Flight Training Developer/SME Cirrus Aircraft

Via telephone

Tuesday,
April 25, 2023

APPEARANCES:

SABRINA WOODS, Human Performance Investigator
National Transportation Safety Board

TODD FOX, Investigator
National Transportation Safety Board

BRANNON MAYER, Party Coordinator
Cirrus Aircraft

BRADLEY BROWN, Witness Representative

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I N T E R V I E W

(3:00 p.m.)

DR. WOODS: Okay. Alex, again, thank you so much for your time. Thank you. I know it's -- you guys are busy and to be able to carve this time out to talk with us, we really appreciate it. So, again, my name is Dr. Sabrina Woods. I'm the Human Performance Investigator with the National Transportation Safety Board. Just so you know, the Board has been congressionally charged with determining probable cause in aviation accidents and significant incidents.

Today is April 25th, 2023. We're getting started on the record at about 1500 Eastern time for me. With me I have -- Todd Fox is our investigator in charge.

MR. MAROTTO: Hi, Todd.

DR. WOODS: And also, just so you're aware, we don't do these investigations in a vacuum. We have parties invited and the invited party has been Cirrus. Your party coordinator, in case you wanted additional information, that's Brannon Mayer.

So essentially, Alex, as an employee of Cirrus and as a CSIP, you have a wealth of information that can help advance this case. We, like Brannon and Todd and I, we do this for a living, conversations like this are routine for investigators, but we fully recognize that it's not routine for you. So we've got just kind a couple of ground rules. First, take the time you need to

answer a question. Understand that I don't know is a perfectly

acceptable answer. If you don't know something, don't feel like oh, I got to come up with something, I have to make it up on the spot. You don't have to do that. Just say I don't know, and we'll move on. If you don't understand the question, please do not hesitate to ask for clarification, because I guarantee we're going to do the same thing if we don't completely understand your answer.

If at all you need a break, just let us know. I'll also try to check in with you from time to time to make sure you're doing okay, but don't feel like you have to wait it out. Just let us know, we'll take a pause, and you can take a break.

This interview is being recorded. That is to ensure that what you have to say is documented perfectly. The recording will be sent to a transcriber, however. Only the transcription is what later goes on in the docket to become a matter of public record. Are there any questions about that?

MR. MAROTTO: No.

DR. WOODS: Okay.

MR. MAROTTO: Thank you.

DR. WOODS: And then for the record, if you would please, just state and spell your last name. State your full name, spell your last name.

MR. MAROTTO: Yes, my full name is Alexander Marotto, that's M-a-r-o-t-t-o.

DR. WOODS: Excellent, thank you. And you are allowed to

have one person with you during the interview process. Do you have somebody today that you would like to be that one person?

MR. MAROTTO: Yes, Brad Brown will be that one person for me.

DR. WOODS: Excellent, thank you. And, Brad, just so you are aware, this is an investigative interview, not a legal deposition. Please note that at any time during the interview, he can seek your counsel; however, please refrain from asking or answering questions on his behalf.

(Crosstalk)

DR. WOODS: As a reminder, you represent the interests of the interviewee and not that of Cirrus. So for the record, if you would please state your full name and spell your last.

MR. BROWN: Brad Brown, B-r-o-w-n.

DR. WOODS: Excellent, thank you. All right. So we're going to start off.

INTERVIEW OF ALEX MAROTTO

BY DR. WOODS:

Q. Just kind of get a little bit of your background and your history, Alex, starting with what is your -- I guess, what is your formal title there at Cirrus?

A. Currently, my formal title is a flight training developer and SME.

Q. Have you always done that at Cirrus, or did you do other things?

A. No, prior to this position, which I started sometime between

October and November officially. Before that I was a factory flight instructor with Cirrus Aircraft.

Q. How long have you been with Cirrus in total?

A. Almost a year and a half. I started with them back in July of ’21.

Q. Okay. So you started, again, as that factory flight instructor and then you transitioned into essentially the, I guess, a course developer now?

A. That’s correct.

Q. Can you give me a brief history of, like, what are your certificates and ratings that you currently hold?

A. Yes, I currently hold a commercial single and multi-engine instrument rating, CFI and II.

Q. Okay. And so going back to -- let’s talk about the factory flight instructor side for a little bit. If I was a person coming off the street and was inquiring about what is it like, what do you do all day long, what would that be? What was your day-to-day like in that position?

A. As factory flight instructors, we are providing training for Cirrus employees internally, as well as transition trainings and executing courses for our new customers. So that being said, if you bought a new airplane, for example, you would be entitled to, at minimum, three days of training with us where you would come out with a run of any number of our courses, most prominently there’s a transitional course where you would learn the ins and

outs of your new airplane and how to safely operate it.
Q. So for that day-to-day, is there a schedule that you would adhere to? How long in advance would you know who you're working with and for how long?
A. That varied from week to week just due to production delays, if there were any. A lot of the times we would make contact with our customers, at minimum, a week in advance. So he would come out on -- the following Monday I'd try to reach out to you sometimes -- usually around Monday or Tuesday. Every once in a while, you'd get a little behind and you might find out that you have to contact them on Thursday or Friday.

But we do an introductory call, find out about your background, your flying experience and kind of try to -- okay, what do you need for insurance, do you need the full transition course, are there any areas that you might be deficient in, how will you be using the aircraft, and maybe we can -- if you don't need the full transition, we tailor your training to suit your flying environment, if that makes sense.
Q. It does. Thank you. So that would be for, I guess, the external customer that's just coming in, that's just --
A. Right.
Q. -- purchasing the aircraft. But what about those, I guess for lack of a better word, those internal customers. You said you also help to train other Cirrus employees. How does that schedule work?

A. Typically speaking, we'll get new hires on Mondays. They'll end up doing a bunch HR internal paperwork. Tuesdays they're usually introduced to the instructor that they're working with. You will follow typically the transition training, so you'll do a full transition course by the company check. And then either they would roll you right away into the CSIP training or even do a week of ferries from Duluth down to Minnesota before they roll you into the CSIP course. So that's all dependent on aircraft and instructor availability.

Q. Okay. And --

A. And then some of the other internal trainings that we would conduct are also annual checks. So you have to do an annual training event, as well as a six-month instrument proficiency checks.

Q. During the time that you did that work, do you know about how many students essentially you worked with or trained throughout the process?

A. I don't know off the top of my head without going back and looking at my records. It was more than one, let's --

Q. Okay.

A. -- I'll guarantee you that.

Q. That would have been my next question is can you ballpark? Is it, like, between, you know, one and five or five and ten?

A. It's probably somewhere between five and ten realistically. Now one of the things that did occur every once in a while was if

an instructor got sick for external customer, you would be repositioned from an internal to an external because the externals, obviously, they're our paying customers, they're our priority. Not to say that internal training is not important, but you might get flopped to another instructor who was on standby. So it wasn't uncommon for one person to have four or five instructors involved in their onboarding.

Q. What about your experience when you were going through the training? Did you have that same kind of fluctuation in who you worked with?

A. Yes.

Q. Out of curiosity, do you know approximately how many people you worked with start to finish in your training?

A. Start to finish in my training, I believe, it was four to five instructors.

Q. And you said because of the schedule, it's fairly common that that would occur?

A. Yes.

Q. So going back to that, this person off the street, if they ask you what's it like working for Cirrus, so to you personally, how would you respond?

A. It's a very high-paced, fun environment. Everybody's eager to learn and everybody wants to genuinely be here. That's one of the unique features about Cirrus is everybody that I've encountered is happy to be here, they want to be here, they're

excited, they're energetic, they're very enthusiastic.
Q. What's your favorite part about working for Cirrus?
A. My favorite part is clearly the camaraderie about working with Cirrus. And inter-departmentally, we're all one big team, we all have each other's interests at heart and we're always trying to make sure that we're making the safest decisions possible and provide the best training available.
Q. Conversely, what might be something that you wish could get fixed or would be a little better to make it perfect for you?
A. Let me think on that for a second.
Q. Sure.
A. It's probably, like -- especially for onboarding -- consistency. So the instructors have different preferences, so what they're looking for in the student. And one person might teach you one way to do something, another might teach you another way to do it, neither of which are necessarily incorrect. But one instructor's way is the way he's done it and it's the way he's always done it and his way is right, and his way is right.

So when you're caught multiple instructors, it's kind of well, this is how I was taught to do X-Y-Z. So one of the things that we've been working on, especially in my department is the standardization of those things. So that's kind of -- that's, like, hard to say exactly what would I change because I'm working on changing this, so.
Q. Did you ever feel those little differences were a hindrance

to your progression during the time that you were training?
A. I wouldn't say necessarily hindrances. It was a little frustrating at times, but it did provide me the ability to see different perspectives and different teaching techniques.
Q. Do you -- did you ever feel that those little differences were a hindrance to the safe operation of flight?
A. Never the safe operation of the flight, no.
Q. In your opinion, what is your definition of safety culture?
A. My definition of safety culture is a culture in which safety is the priority, the number one goal. So it doesn't matter what the bottom dollar is, it doesn't matter what the priorities are, as -- you can say no to anything that you need to say no to if you deem it unsafe, which is the -- and honestly, the environment that Cirrus, I feel, has created. There's no pushback or anything. If you say I'm not going because of X-Y-Z, I mean, if the weather began -- I don't feel right or I don't feel safe in the airplane due to whatever external factors, there's no question. They don't push you, they don't tell you to do anything. It's always up to the PIC to determine about the safety factor.
Q. Does Cirrus have a communication feedback program?
A. They do.
Q. Can you describe it to me, what's it like, what's the process?
A. Yes. Typically speaking, you've got a couple of different ways to report. You can report possible safety concerns through

the internet, so you've got a form stack page that you can fill out anonymously. You can also -- like I said, it's a very closeknit team. I never felt a problem going directly to my supervisor if I noticed something that was out of place or if it was an issue to get that resolved.

Q. So it's something that you have used before?

A. Yes. Well, the -- I should say the -- using my supervisors to get things done. I haven't had to formally fill out the form stack.

Q. And when you go to your supervisor to get things done, typically what is the outcome, and what I mean by that is, do you feel that your concerns were heard?

A. Yes, and they did a very good job of making -- addressing much of your concerns.

Q. Going back to your time as a factory flight instructor, on average, about how long -- especially given, we've talked about sometimes there's a few consistency issues -- about how long, start to finish, did it take to get a new applicant to the point where they could work with customers?

A. Typically, if I could give a time range, three to six weeks depending on the instructor's previous flying experiences.

Q. And what quality control metrics are in place for that individual who's going through that process?

A. So what we have throughout the different stages is we've done validation flights and checks. So the time you're flying, do your

company check. You get through your CSIP training and you're on a validation flight with either a supervisor or an unbiased instructor to validate that, okay, everything was good and you're ready to go.

Q. Is there any sort of remedial training program in place if somebody simply isn't progressing?

A. Not a traditional program necessarily. But typically, yes, if you were not up to standard, you would get another week or two of training, whatever it took to get you to where the standard -- to meet standards.

Q. And what happens if a person simply fails to ever meet standards?

A. I honestly don't know. The amount of time and training that Cirrus does offer new candidates, in my time here, I haven't seen anybody not eventually make it to standards.

Q. How would you describe the turnover rate for factory flight instructors in Cirrus in the time that you've been there?

A. It's really no different than any other flight school that I've been at. A lot of guys here, some want to stay with the company and move onto different positions. The majority of them want to move on to the airlines. And so they'll get their 1500 hours then they'll move on to the next thing.

Q. So after that new applicant is done, essentially they've completed their training and now that he or she is at the point where they're working with new customers, is there any additional

quality control metric that's in place to determine how that instructor is performing?

A. Well, we rely a lot on customer feedback, so there is a feedback after the training's done that they -- the customer survey takes, and they get some feedback on that. There were morning meetings at the time where each instructor every -- I want to say it was Thursday or Friday -- we go on a rotation where we each teach a system. So you might be teaching the electrical system one week, somebody else would be teaching the fuel system, you know. Somebody else would do, like, a crash report. And then on top of that, of course, you had your annual and six-month checks that you have to pass.

Q. So you used past tense, you were doing that. Are you no longer doing that?

A. I still have to do the six-month and annual. I can't speak if they still do the license. I don't believe that they do, but I can't speak for certain.

Q. And it -- is that because you've left -- you've since left and moved on to the --

A. Um-hum.

Q. -- curriculum development --

A. Yes.

Q. -- and you're just unaware?

A. Um-hum.

Q. Okay. And so the standards for the training of a new

applicant and then also the standards for, I guess, post -- and now you're a full instructor or -- are they housed somewhere? How do you know what the standard is?

A. Standards are set by ACS, depending on the rating that you currently hold. So (indiscernible) ACS commercial standards for the 5, 4 and A flight review and an IPC.

Q. So if you're going to train -- back in your factory flight instructor days -- if you're going to train a new person, is it presumed that you're going to go to the ACS to find those standards or is there any other place that they're housed that you can look?

A. That would be housed in ACS. So if you're told to perform steep turns, you'll perform steep turns through the ACS standards.

Q. So in -- going back to your curriculum building part, who makes the determination as to what is required out of the ACS or is it, like, do it all?

A. Currently, it's more of a do it all process, as far as, you know, what's required for flight reviews and IPCs. They do follow that to a T. And then we did just put together a private pilot course that we're getting ready to launch, which also encompasses the entire ACS. And it's a collaborative effort between flight operations and our training development team, so.

Q. How often does that get looked at?

A. The -- could you verify, what's -- what gets looked at?

Q. Your curriculum, your curriculum building. Is that a -- I

guess, how often does it -- are you looking at the curriculum that's in place and whether or not it is sufficient enough for your mission?

A. Typically, it's hard to say exactly how long it's -- how often they look at it. That's a question my supervisor would have the answer to. I believe it's -- all of the times, again, just generalizing here -- usually when we have updates and in-product launches, we'll take a look at how the current curriculum fits in with the new products.

Q. Okay. So moving away from that just a little bit, what is the expectation for that interface between the factory flight instructor and the new owner, if the new owner is not needing transition qualifications?

A. So the factory flight instructor is essentially a company liaison to the customer. Our duties, if they do not meet standards, are to provide them a safe means of transportation home, as well as establishing a connection with other CSIPs in their home area to ensure that they provide them with additional training so they can complete the courses they started here.

So sometimes what that results in is an accompaniment flight home, where we will fly with the customer and conduct -- well, I mean, depending on the customer, we might conduct training, we may not, depending on what they're -- if they're task saturated or not. Sometimes, we will ferry the aircraft to the customer's home airport and the customer could fly on, and I've seen that happen

on at least one instance.
Q. So for all this, I'm assuming -- or I guess you tell me -- monitoring and tracking that new customer's progress, that's being done entirely by the factory flight instructor?
A. Yes, and we do have morning meetings that we have the opportunity to report our current customer's progress to our supervisors, and it's a very brief, you know, this is what's going on, this is my customer, this is where he is on his training. And if there are any struggles, problems, what we'll do is we'll usually collaborate with the other instructors and come up with a solution, either it be so and so flies this person home, either they stay on for another day or two worth of lessons to get them to where they need to be, or we ferry the aircrafts and out to the airline.
Q. Okay. And where is the customer's training kept? How do you document that this has happened? For instance, if they don't perform to standards and maybe it's time for that ferry flight home, is that information kept somewhere?
A. Depending on the type of training that is conducted, if it's transition, it's typically kept within our Cirrus Approach LMS, the learning management system. We also have mission reports that are typed up at the end of each customer training event, and that's typically where we'll document everything, is inside that mission report.
Q. Can you define event for me?

A. Whether it's a transition training or avionics differences course for engine power -- power plant management course, you know, one of the courses that we offer through our LMS.

Q. And at what interval do those annotations occur?

A. Should be weekly. Depending on how it's documented, the mission report is done weekly. So you would -- at the end of your training time with the customer, that's when you would fill out that, and those typically have to be in before the following Monday. And then the LMS is the same way. It can be done -- has to be completed way before the following Monday is the way it was.

Typically, it was encouraged that we would do it as we trained, so you would complete these things, fill out the flights, and put those as you trained. But there were some challenges with that, so.

Q. Can you elaborate on said challenges?

A. Yes. If, for example, you got the customer mid-week and he was supposed to be assigned to an instructor but that instructor got sick, it might take a minute for your LMS to sync up with the main system. And so maybe a day or two behind, and so you have to wait until it actually links before you can set a -- before you guys can log everything, which was the importance of the mission report, just in case you couldn't get it all there, it was documented somewhere.

Q. Is that -- where is that kept, that you should record this information at the end of the week? Is that written down

anywhere?
A. I'm not sure, honestly. I know that was the direction we used to get from our supervisors. I'm not sure if it was or was not officially in any document.
Q. Okay. That's fine. Like I said, I don't know is a perfectly good answer or I'm not sure is a perfectly good answer. So -- and this, again, this is working with a new customer. I understand not meeting standards when it comes to training and transitioning, but what is your recourse if the customer's simply doing something that's unsafe?
A. We did have support from our basic management, where -- we had an issue with a customer where they were doing something unsafe. We can address it with management and they would step in and help us with that particular customer.
Q. Did you ever have a situation like that?
A. I did not personally, no.
Q. Have you ever heard of somebody else having a situation like that that you were --
A. Yes.
Q. -- aware?
A. Yes.
Q. And is that what that individual did, they took it to the manager?
A. Yes.
Q. Do you happen to know the resolution of that?

A. The resolution of that was the instructor was flown home, because they were out doing training away from Knoxville, and the customer's aircraft was picked up by another CSIP and flown the rest of the way to the customer's home airport base and the customer had to get an airline out.
Q. At what point are you, as a factory flight instructor, at what point are you done with the new customer? Or at what point have you fulfilled your obligation?
A. Our obligation is fulfilled once they arrive safely home.
Q. Okay. When working with -- and I recognize you do not do this anymore -- but when working with new customers, in that situation, who would you consider to be the PIC?
A. In which situation?
Q. Working with new customers, when you did that?
A. Oh, when I did that, the instructor is always the PIC. The student is the acting PIC.
Q. What's your philosophy behind that? Why?
A. Why is the -- the pilot in command, it's my responsibility for the safe operation and then, obviously, the outcome of every lesson. We want to teach the student when you're not around, they are PIC's, so you want to encourage them to make PIC decisions, but at the end of that, the buck stops with me. So at the end of any situation, I have final decision authority. So for pulling CAPS, from pulling CAPS, end of story or if we're cancelling this flight, we're putting your plane down safely in another airport,

end of story. That's my call.
Q. Is that something that you communicated with your customers prior to interacting with them?
A. Yes.
Q. At what point does that conversation take place for you typically?
A. It typically takes place before every flight. We do a briefing to ensure that it is very well-understood who is the pilot in command, who is the acting pilot in command and what those responsibilities entail.
Q. And in your experience, who -- were an emergency situation to arrive, who would be responsible for pulling CAPS?
A. Honestly, it's whoever can get to the handle first.
Q. Understood. And can you walk me through a scenario in which that might be required?
A. Absolutely. So in a situation where you have an engine failure below 600 feet in an SR22, 22T and there are no survivable alternatives, so meaning you're going into a city area, you'll be running into power lines, it is acceptable to pull CAPS below 600 feet. From 600 feet up to 2000 feet AGL, so above ground level, if an engine -- if you lose your engine, that is what you do. You pull CAPS immediately and that's one of the things that we brief.
So in that particular instance where you're between 600 and 2000 feet AGL, I don't need to say I'm PIC, I'm pulling the handle. If we lose our engine and he beats me to the handle,

that's perfectly acceptable -- or he or she. Above 2000 feet AGL, we consider CAPS, so we'll try and troubleshoot, get the engine back up and running. But if we start to dip below that 2000 footage yellow mark, that's when we'll start to consider really pulling CAPS. I will pull up before we hit 600 feet ideally.

Q. We're going to circle back to that in a moment -- and I know that Todd has a couple of questions in that area -- but prior to that, when you said troubleshoot, let's say you're above that --

A. Um-hum.

Q. -- marker, what are some of the troubleshooting items that you would consider in an engine out scenario?

A. In an engine out scenario, we'll run the engine room, engineer start checklist, engine out procedure checklists.

Q. Can you walk me through that, please?

A. Absolutely. So, I mean, in the event of an engine failure, what we're going to do is we're going to go ahead and switch fuel tanks. Fuel pump's going to come on -- or I should preface. Are we in a 22 or a 22-T?

Q. 22.

A. 22, okay. So in that case, fuel -- switch tanks, fuel pump comes on, (indiscernible), alternate air doors are going to become open, we're going to cycle to try and start the magnetos. And then we'll refer to the checklist to make sure we got everything squared away. The only difference is if we were in the turbo that doesn't have an alternate air door.

Q. Understood.
A. Or one that you can -- the pilot can control, I should say. It does have an alternate air door, it's just not controlled by the pilot.
Q. Okay. All right. Before I -- I have -- I should have told you, actually, at the beginning of this. We usually kind of do two rounds of questions, but I've been at it for a minute now, and I know that Todd has a couple of follow-up questions in this area. So I'm going to hand it off to him for a bit.
BY MR. FOX:
Q. Yes. So thanks, again, Alex. We'll probably do two or three times between Sabrina and myself going back and forth, so just be prepared for that. Everything going okay, you need a drink of water or anything?
A. No, I'm good.
Q. Okay.
A. Thank you.
Q. The other thing is Sabrina, you know, she takes her questions along the rear and sometimes I have to do the clean-up questions, the more of administrative action. She talked about your certificates and ratings. I heard that you were a commercial, single engine land instrument, as well as a CFI and II. Correct?
A. Correct.
Q. And, currently, about how many flight hours do you have, pilot and command, in total?

A. Pilot and command, I'm sitting somewhere around -- I would say between 900 and 1100, and total time I'm just approaching 2,000 hours.
Q. So roughly half of your time is pilot command?
A. Maybe even a little more than that, to be honest.
Q. Okay. And that's all in single engine land? Just want to reconfirm?
A. Yes.
Q. Okay. And you had mentioned that you got hired and were an instructor for roughly a year and a half before you got your current position. Is that accurate?
A. I was with them for a little over a year as an instructor, because it was July to, I guess, about September -- between -- I don't remember.
Q. And during that time period you indicated that you had between 5 to 10 either external customers and/or internal hire transition training. Is that correct?
A. I was referring more specifically to internals. I would have --
Q. That's what I thought. That's what I thought --
A. Yes.
Q. -- so I just wanted to make sure. So how many total interactions with pilots did you have as a company flight instructor during that year, year and a half, year --
A. You're referring to how many students?

Q. Yes, students, be it --
A. Okay.
Q. -- new -- be it new Cirrus employees or external customers who had purchased aircraft. So anyone you were providing flight instruction to.
A. I would say somewhere between -- and then again, I don't have it all in front of me -- but I would get one a week and actually some weeks two, depending on the type of training we were conducting. So somewhere between 50 and 70.
Q. Okay, thank you. Now let's go back to previous work experience. Can you talk a little bit about your education background and your flying and/or professional experience before coming to Cirrus?
A. Absolutely. I received a degree in aeronautical science with a minor in meteorology from Embry-Riddle Aeronautical University back in 2009. I flight instructed for approximately a year after that. I had to take some time off out of aviation just due to financial reasons, got to pay back the student loans. And then got back into aviation, started flying again in 2018 and reinstated my instructor certificate in 2020.

After that I worked from 2020 to 2021 with a company in Greensboro, North Carolina called Triad Aviation, flying Cessna 172's and a Piper Aero and then came over to Cirrus.
Q. Thank you. And did you have any Cirrus time, SR20, SR22?

(Crosstalk)

A. For two hours.
Q. And was that two hours part of your hiring process where you were doing demonstration flights, or --
A. That was more I wanted to know what I was getting myself into and found a CSIP and rented an airplane.
Q. Okay. And what was that? An SR20 or 22?
A. It was a 20, um-hum.
Q. SR20, okay. And then I know we're jumping around a little bit here, you had mentioned the whole PIC that the buck stops with you as the plane instructor. You talked about how that is a discussion that you have with your student before each flight or training element, about who is acting PIC versus who's making command decisions as PIC.
A. Um-hum.
Q. Are you aware of any Cirrus guidance and/or policy regarding pilot in command responsibilities?
A. Trying -- I'm trying to recall if it was in the FOM. I know that it was understood that the instructor is the PIC, they have the final authority. I don't know if it's written -- I can't speak if it's been written down anywhere. I'm fairly confident that it has, but I -- off the top of my head -- cannot recall where it was. But it's an understanding, yes.
Q. Okay. And you mentioned that, you know, as part of your examples of being a pilot in command that, you know, decisions and outcomes, you know, for a safe outcome of a flight that you would

be responsible for making those decisions. Can you specifically talk about CAPS deployment strategies because you mentioned that you would be the final decision to do a CAPS deployment, but then you also mentioned that it's whoever reaches up and pulls the handle. So can you kind of clarify your position on that and if you discussed with an external customer who's coming in to do flight training about CAPS deployment strategies and who makes the decision to pull CAPS?

A. Yes. So when we talk about CAPS deployment strategies, I kind of give them the sample brief -- take-off briefing and what's discussed. If we're in those CAPS deploy immediately situations, there is no need for him to wait for a -- the pilot in command to make that decision. Or if at any point in time the passenger feels that the safety of flight is jeopardized.

The only time that we talk about really making the call to go ahead and pull CAPS is if we are above 3,000 feet -- I'm sorry, 2,000 feet AGL, which is 3,000 feet MSL. In which case, I usually defer -- the PIC will make that call because the PIC is going to make sure all the checklists have been followed and there's no longer a viable safe alternative other than CAPS.

Q. Okay. And so typically at this point of the interview, we've done this with several of your colleagues, I go through just real quickly some basic scenarios just to give a little bit of a structure on the decision-making process. And all your co-workers

similarly talk about the takeoff base through 600 feet through 2,000 feet. But I want to turn around, just say your VFR with transition student -- external customer transition student, applying a VFR cross-county, you're at 7,000 feet, you have a loss of engine power, you've done all of your engine out checklist. Are you pulling CAPS at that point?

A. Where in the country are we?

Q. Let's just say that you're in the Tennessee area or better yet, over Nebraska.

A. Over Nebraska? What I would probably do at that point is maneuver the -- maintain (indiscernible), maneuver the aircraft out to ensure that we were away from any sort of cities or anything where we might land on somebody. And once I felt that we were at a safe distance where touchdown will be made away from, say, a residential area or urban area, we would go ahead and deploy CAPS at that point.

Q. Okay. So you would -- like, let's say that you were at 7,000 feet when you have the loss of engine power. You're troubleshooting. You're at 5,000 feet. Would you be pulling caps at 5,000 feet or would you take troubleshooting to a lower altitude?

A. If I am safe, if I know that we're safe and away from everything, I would probably go ahead and pull the 5,000 feet. There's no point in waiting -- there's not necessarily a point in waiting until you're down to that 2,000 feet AGL to necessarily go

ahead and pull the chute. The higher we can do it, the more time it has to settle out and come down.

Q. Okay. Are there any avionics or any kind of assistance in the cockpit that could direct your attention to another alternative than using CAPS deployment with a safe outcome?

A. So, yes, that's the other thing. If I'm in the middle of the country and there isn't an airport within, like, line range. I should have prefaced that. So if, let's say, at 7,000 feet there is a glide ring on the MFD's home page that could be set up, which will take you to 1,000 feet AGL if you get to that ring and you maintain best glide. That's dynamic, so it does take into account wind.

So if there's no airport within that range, I'm going to go ahead and pull CAPS at 5,000 feet in this particular scenario. But if there's a pinged runway inside that ring, I will do my best -- make my best attempt to glide myself within range where I could safely make that field without deploying CAPS.

Q. Okay. You're on that VFR flight and you're approaching your intended destination. You're at 2,000 feet and you're on a three-mile final and you have a loss of engine power at 2,000 feet, on a three-mile final.

A. Three-mile final, 2,000 feet, I might deploy flaps.

Q. Sure.

A. (Indiscernible) CAPS.

Q. Let's say you're in the airport traffic pattern. Let's say

you're -- beam the numbers and you have a loss of engine power.
A. Beam the numbers, loss of engine power, I'm confident in my ability that I could get it onto the runway.
Q. Base to final, you have a loss of engine power and the aircraft suddenly pitches nose down into the right, what would your resolution be?
A. Base to final, engine out and the aircraft unintentionally pitches, that's a CAPS pulling in that case because you've lost -- the aircraft's not doing what I intended it -- what I intend for it to do.
Q. Okay.
MR. FOX: I think those are the scenarios that we needed to address, Sabrina.
DR. WOODS: Okay, no problem. Brannon, did you have anything?
MR. MAYER: No, thank you. Nothing at this time.
DR. WOODS: Okay. Still doing okay, Alex, or do you need a break (indiscernible)?
MR. MAROTTO: I'm okay.
DR. WOODS: Okay.
MR. MAROTTO: Yes.
BY DR. WOODS:
Q. So moving forward just a bit, you know, as I'm sure you were well-aware, you know, there was an accident that took place. And so getting a little more detail specifically to that, for the

record, could you please confirm how you know Chris Jensen?
A. Chris Jensen was a colleague of mine and I had assisted in some of his, like, company training.
Q. How well did you know him?
A. I considered him a friend. We didn't hang out outside of work, but, you know, we would talk frequently at -- in the office.
Q. What were your general impressions of him as a person?
A. As a person, he was a very outgoing, smart, fun guy. Like he was -- he was always very witty, he always had something fun to say, he was always joking, like a real -- he was a -- he'd bring up the room when he walked in. He was that kind of guy.
Q. What were your first impressions of him as a trainee?
A. As a trainee, he was a competent pilot. He was fairly -- honestly, he was average. It's kind of what we see when we get guys that come in with low time in the SR platforms, but he was a competent instructor.
Q. You said as an instructor, but I was specifically referring to your time with him as a student. Okay.
A. I would say he was (indiscernible).
Q. You also mentioned he's about average, but I guess in comparing to other internal customers, if you will, how would you rate his performance?
A. Compared to other internal customers? I would say on a scale of 1 to 10, a 6 to 7, somewhere in there.
Q. And --

A. And I flew with him initially.
Q. I'm assuming 1 being low and 10 being high?
A. Yes.
Q. So we have that you worked with Chris through, you know, a portion of his instruction time. Do you happen to know about how many flights that you had with him?
A. I had two flights in one day with him.
Q. Two flights in one day.
A. Um-hum, which is typical. Yes, we usually do, you know, we're doing trainings like that. We'll do a flight in the morning and a flight in the afternoon.
Q. Can you tell me a little bit about those -- that experience, what you were working on?
A. It was basic just getting a feel for the aircraft, so we went through the VFR version on the first flight, so it was steep turns. I did look back through my track records. We did the left turn twice because his left turn just needed a little more work. Slow flight stalls, traffic pattern, and I believe we shot an instrument approach into, you know, the airport.

It was into Chattanooga for the first flight, shot approach into Chattanooga and then went back into Knoxville. And then the second flight was actually a dual flight. So that -- I had another trainee in the aircraft with me, another internal trainee. He flew the airplane down, Chris flew the airplane back, and we did it -- let me see a little bit here -- yes, this one here we

did a little bit of traffic pattern work. We did another steep turn to the left, just some -- it looks like -- yes, steep turn to the left and then came back and did an instrument approach into Knoxville.

Q. During the course of that time, did you ever feel the need or did you have to intervene?

A. I didn't have to intervene. I never had to take the controls. There was one thing I will say that will stand out. When we were coming back in -- and this was the last flight of the day. He had not done this prior, but I did have to remind him to run the before landing checklist coming back into Knoxville.

Q. And how did you address that at that time?

A. We were coming in to land and it was a simple have we run all the checklists. And oh, no, oops and he ran them.

Q. At the stage that you pointed this out, was there enough time to adequately complete the checklist and still be cleaned up and stable for approach and landing?

A. Yes.

Q. During the course of that day, did you leave any -- were there any unresolved concerns that were left over with his training performance that might have been passed on to the next individual?

A. Like I said we worked extensively on steep turns. I can't recall if -- because of where he was in his training, it was -- I was filling in for one day and he went back with the instructor he

was working with. So I was basically just polishing up on areas that were -- made aware he needed to work on. So I didn't necessarily have to fill out a report or anything. It was just practice these things with Chris and then he'll continue his training.

Q. And who was the one that was passing that information on to you to practice these things with Chris?

A. I don't recall if it was the instructor or the supervisor.

Q. And how was this information relayed to you?

A. Verbally.

Q. Was this information written down anywhere?

A. No, it was a conversation of you're filling in for -- again I can't remember if it was the instructor that I had the conversation with or if it was the supervisor, but I know our conversation was (indiscernible) address. They just told me hey, I need you to fill in and this is what you need to do.

Q. So at any point were you provided with documentation as to all the things that had been completed prior to you working with Chris?

A. No.

Q. Did that exist or was it accessible to you?

A. It could have been. I don't know that it was. Again, it comes back to the LMS where, you know, when you get dropped (indiscernible) get everything up there immediately. Right at that time, he did not.

Q. So --
A. So I --
Q. Sorry.
A. I'm sorry. If he was added to my course, I could have looked it up on line and gone on a computer and actually went to our website and pulled that information.
Q. Is that unusual for working with internal customers or working with new hires?
A. To hand off like that or --
Q. Yes, without any sort of preamble.
A. Without -- I wouldn't say without any preamble. Like I said, without anything written, especially if you're just filling in, yes, because it's okay. Here's my, you know, here's the state that I'm working with. I need you to do X-Y-Z with him so we can continue our training when I get back. And that's typical, like, if it were -- like I said, there's no -- there's not typically an email or anything in that sense, you know, stating that in writing.
Q. So to be clear, were you made aware of any potential concerns or, in the opposite, things that he had done very well, you don't need to look at this, prior to working with Mr. Jensen?
A. Yes. So, like I said, the VFR maneuvers for one thing, they had told me to touch on. But they did not -- I was not told of anything to be concerned about. You know, watch out for if he does this or anything like that. It's just -- but when I -- I

think I do remember being told -- I just don't remember who told me -- but I remember being told he just needs more practice on these to get a feel for the airplane.

Q. Um-hum.

A. And this was back on June 13th -- yes, June 13th. So I know, like I said, it was early on in his onboarding training, so.

Q. So at the end of the day, did you feel satisfied that this was something that he had mastered and could move on?

A. Yes. I feel comfortable in saying that, you know, he had practiced it to a point where it was -- it would -- it was to standard. And we -- and I told his instructor that and they continued on with their training.

Q. So once you were done filling in, are you aware if he went to yet another individual who was filling in or did he go back to his assigned trainer?

A. Let's see, I would have -- I'm not aware --

Q. Okay.

A. -- of who he went back to or how many other instructors were involved in his training.

Q. So were you -- did you pass on any information yourself about how well that they had gone to the next trainer?

A. I believe I actually spoke with the supervisor just to let him know when I was finished, because the instructor who he was working with was not here.

Q. Okay. During your time flying with Chris, how did he seem to

you in terms of presence and command of the aircraft while flying?
A. He had his days that he was acting PIC in these instances. He did have good control, he had good feeling, wasn't over-controlling the aircraft that I can recall. His presence and demeanor were very professional and I honestly can't say anything bad about -- and outside of I recall he just -- I had to prompt him to run that final checklist on the way back into Knoxville.
Q. And did he seem receptive to your instruction during the course of the day?
A. Absolutely, um-hum. He was not one -- he didn't take criticism or critiques hard. He was very, very open to suggestions.
Q. Did you happen to do any sort of emergency action procedures while you worked together that day?
A. I don't recall if we did. I know it's common place for us to always do CAPS briefings and talk about CAPS, so I know for a fact we did do that. But as far as engine outs or anything, I don't recall.
Q. And, again, outside of passing this information on to the supervisor, did you document how well it went or what your overall impressions were or your opinions anywhere else?
A. No.
Q. Okay. I'm just looking through my notes real quick. Okay. I have a couple of other, more unusual questions that are -- I call them my potpourri. There's kind of ad hoc, Monday, Tuesday

questions before I move off this subject. I'm going to hand it back over to Todd and see if he has any questions.

MR. FOX: Yes, thank you.

BY MR. FOX:

Q. Again, do you need to take a break or anything, Alex?

A. I'm good. I'm just taking sips here.

Q. Hopefully you'll feel like, you know, this is not the inquisition. You know, we're just trying to get additional information. We kind of briefly talked about it at the beginning of the conversation about the fact that you may have had four or five different flight instructors while you did your transition training. And it looks like Mr. Jensen may have had similar, possibly a couple more. And you indicated during Sabrina's last batch of questions that you weren't really aware of what Mr. Jensen had completed and to what standards, and that only possibly VFR maneuvers were suggested to you to do on that flight. My question is when you're doing transition training, should you be following a scheduled lesson in the LMS or trying to complete a lesson in an LMS?

A. When you're doing a standard transition, yes. I don't recall if this was a standard transition or if this was regarding his company check or in preparation for his company check.

Q. Well, isn't the company check the transition training for somebody who doesn't have SR --

A. The company --

Q. -- experience?
A. -- the company check is an additional course that we take after the transition. It typically encompasses a flight review in an IPC.
Q. Okay. So you're not familiar where he was in his training when you were with him?
A. Yes.
Q. Yes, you're not familiar where he was?
A. That's correct. Yes, I was not entirely familiar where in his training he was. I was just told that this is what I need to do with him.
Q. Okay. At any point before or after your flights with him, did you have any kind of, you know, unofficial conversations with people about Mr. Jensen and his flying time with you on that one day?
A. Just -- I know if I did brief my supervisor after the flight on how everything went and how he progressed, that was essentially it. I guess if Chris wasn't -- he wasn't the dangerous flyer -- I had not heard anything around the water cooler, so to speak, and my conversations with other instructors that indicated any sort of deviation from standard safety practices.
Q. Okay. From your one day and two flights with him, do you have any observations that you could provide to us about his use of the Cirrus perspective system?
A. I'm trying to recall everything that went back on, so just

bear with me one moment. He had a good understanding of how to operate the system, I do know that, because I did mention we did shoot a couple of instrument approaches that day just to practice approaches. So I do know that he was able to navigate -- he would have been able to navigate the system to properly load and execute approaches. And based on the track log that I'm looking at here, traffic pattern and trip procedures, things of that nature, everything was within, from what I can see, standards.

Q. Okay. At any point, did you ever review the elements? I think you were talking about something about trying to sync up your computer or going to a computer to look at the LMS. At any point, did you have access to his training history?

A. I don't recall if I did.

Q. Okay.

MR. FOX: That's it for right now, Sabrina. Thank you.

DR. WOODS: Okay. Brannon, anything from you?

MR. MAYER: No, thank you. No questions at this time.

DR. WOODS: Okay.

MR. MAYER: Did you hear that?

DR. WOODS: I did, thank you.

MR. MAYER: Okay, good, no worries. My mic's working funny.

BY DR. WOODS:

Q. So, again, a couple of random additional questions. Is there a policy for restraint use that Cirrus has established for their factory flight instructors?

A. Is there a policy for what?
Q. Restraint use.
A. Restraint?
Q. Um-hum. Seatbelts.
A. Oh, okay. Yes, anytime you're in the airplane, they're on.
Q. Is that written down somewhere?
A. It's in the checklists.
Q. Okay. And out of curiosity, you yourself, what is your restraint use when flying?
A. My restraint use is all the time and tight. Keep the belts tight.
Q. What about when you're working with customers?
A. Again, the belts are always on -- the seatbelts are always on and fastened.
Q. What if you have a customer that doesn't want to wear their restraint?
A. We don't fly. That's -- it's -- I have never encountered a customer that was not willing to wear their seatbelt properly. The majority of the gentlemen and ladies that I've flown with have encountered turbulence, and you want to make sure you're strapped to your seat.
Q. Are you aware of, in your experience working with this platform for this long, so has it happened to you or have you heard of it happening of someone in the aircraft inadvertently maneuvering the field mixture control to cut off while in flight?

A. The mixture control to cut off while in flight?
Q. Um-hum.
A. I am not aware of it accidentally happening personally. I have been made aware during training while we were doing (indiscernible) operations of oxygen, to be very mindful of where your cords and cables are because if something were to snag, that makes your cable -- yes, the mixture of nava (ph.) could pull the mixture back to the cut-off state if you turned or something. But that's something that we've -- it's been talked about and it's usually something we talk about with the customers about, or I have to ensure that that doesn't happen.
Q. Do you know when the last time that was discussed at Cirrus?
A. Formally, I don't. I know -- like I said, when I went through my initial training on how to utilize the oxygen system, that's when we discussed it.
Q. Um-hum. What about headset and headset cords? Have you heard anything about that?
A. I have not.
Q. Okay. And then the last question I have is have you heard, anecdotally or otherwise, or are you aware of any accidents involving a Cirrus aircraft that was within the operable envelope for CAPS, however it wasn't used?
A. I have over my time here heard of an accident or a report where that was the case. That was one of the ones that I used to use when I do my CAPS examples of why you don't land in a field

that isn't -- if anything outside of a paved runway.
Q. Um-hum. And according to your understanding, do you know the reason why that decision was made not to use CAPS?
A. The way that it was explained to me when I presented the accident report, the -- is -- the pilot at the time -- and this was not an instructor, this was a private owner -- reverted back to old training. This was early on. And decided I found a cotton field that I can land in, lined up with the rows, but neglected obstacles on the way in.

And so that's one of the dangers of flaming on a non-airport environment. Your approach views are higher than which -- than that which most generally the aircraft -- the general aviation aircraft are used to. So if you're flying, like, a Cessna 172 over a Cherokee 140, your final approach feeds are much slower, whereas the approach feed in an SR20 is a little bit faster. And so they lost control of the aircraft after hitting an obstacle and crashed.
Q. Understood, thank you. I think that is it. I do have, like, one last wildcard question that I ask everybody at the end.

DR. WOODS: But with that, Todd, do you have any more questions?

MR. FOX: I do.

BY MR. FOX:
Q. So if you have -- like you, you came to Cirrus as a new employee without any substantive SR time. You mentioned being

able to go through the company training and CSIP training in, like, three to six weeks. For the pilot people out there, how many hours would you say is typical for somebody with no Cirrus SR experience to be hired as a flight instructor for Cirrus? How long -- how many hours would that be? And you can give me a range, it doesn't have to be a precise number, because --

A. Honestly, probably between 30 and 50 hours of experience before you're with customers is what they usually give you.

Q. Okay. And during that 30 to 50 hours, how much would be considered, like, dual instruction versus ferrying airplanes?

A. The majority of it is dual.

Q. Majority. In your new role as the training development coordinator, what are the avenues that you solicit information from by instructors and staff to enhance or improve from a first directions for your flight training development?

A. We do conduct interviews, especially when we're working on different programs with the instructors to find out, you know, what the deficiencies are, what can be -- like we just recently -- if somebody took a pilot course. And so we would put together the course, we would run alpha and beta tests utilizing the instructors from our network. And at that time, we would have weekly meetings with them to find out the progress of how the courses were going, how their students were working through it. And, you know, kind of things of -- if something needs to be addressed here or adjusted there, how to go about doing that.

Does that answer your question, Todd?
Q. It does. I was just wondering if it was, like, a formal -- Sabrina had asked more obliquely like how is it reviewed, how often was it reviewed, you know. I was just wondering if there was, like a formal process, like if there's a policy or something like that where, you know, the individual flights or different courses are reviewed on an interval of, you know, two years --
A. Yes --
Q. -- when you're -- something like that.
A. Yes, unfortunately, I'm not privy to that information. That would be something that my current supervisor and his supervisor would probably know. In so far as how often things get revised and edited.
Q. Okay. And you mentioned your supervisor right now. Who was your supervisor when you were a flight instructor, because we'll need to go back through our interviews and --
A. Um-hum.
Q. -- compare it to who your supervisor was to --
A. That would have been Felipe Casasfranco. And I also spoke -- I would speak with whoever was on duty, so Chris Johnson as well. Literally, Chris is the one who I was talking with when it came to Chris' training.
(Crosstalk)
Q. Do you recall specifically who Mr. Jensen was responsible to at that point?

A. I don't off the top of my head, no, because there were, I believe -- I'm trying to remember who the third supervisor was. Unfortunately -- I believe there were three supervisors. It was Felipe, Chris and Sean Atwell (ph.), if I recall, and he's no longer with the company, so.

Q. Okay. Thank you.

MR. FOX: Sabrina, Brannon?

MR. MAYER: No, thank you. Alex, I appreciate your time today, and no questions at this time. Thank you, Sabrina. Thank you, Todd.

BY DR. WOODS:

Q. All right, Alex, again thank you so much. You've made it to the end and we appreciate your time. The last question I always ask is, I mean, you've probably -- you had a little time, I know, when Rob contacted you that we would like to talk to you, to think about hey, the NTSB people wants to talk to me. Is there anything that you thought for sure we were going to ask you but we didn't?

A. Not particularly, no. I honestly didn't know what to expect. This is my first time --

Q. Yes.

A. -- my first interaction with you guys. So I know that it was going to be related to Chris' accident. But outside of that scope, I really didn't know what to expect.

Q. Yes, understood. And, again, we appreciate that -- we get that a lot, actually. We didn't know what to expect, and that's

fine. So, hopefully, it wasn't too painful. You've been great and you've given us, again, a wealth of information. It's just like a big jigsaw puzzle that we have to try to put together, so we appreciate that, and we know you're a busy guy. If you do come up with something later, you think of something, you're like, oh, hey, wait a minute. Rob is great, you can just reach out to him and he can pass the information on to us. We would really appreciate that. He's got all of our contact info. So does Brannon, if you want to reach out to your party coordinator and, you know, we can make sure that, you know, your voice will be heard.

A. Okay.

DR. WOODS: So with that, any alibis from anybody else? No. Brad, sir, do you have anything for us?

MR. BROWN: No.

DR. WOODS: Okay.

MR. BROWN: I do not.

DR. WOODS: Okay. I have to ask because you're sitting there all polite. With that, thank you. We're going to go off record at 1616 Eastern.

(Whereupon, at 4:16 p.m., the interview was concluded.)

CERTIFICATE

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

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Alex Marotto
ACCIDENT NO.:	CEN22FA405
PLACE:	Via telephone
DATE:	April 25, 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.

Maria Socorro R. Abellar
Transcriber

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UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: AUSTIN RAY, Former Factory Flight Instructor Cirrus Aircraft

APPEARANCES:

TODD FOX, Investigator-in-Charge
National Transportation Safety Board

DR. SABRINA WOODS, Senior Human Performance Investigator
National Transportation Safety Board

BRANDON MAYER, Party Coordinator
Cirrus Aircraft

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DR. WOODS: Okay, with that, again, thanks for taking the time to talk to us. As I said earlier, yeah, I'm Dr. Woods, human performance. My job is to kind of suss out everything having to do with, like, the man-man interface, man-machine interface, and man-environment interface with this accident. When we talk about environment, I'm talking about like the organization itself. So one of the things that I like to do is, is talk to you a little bit about the organization because you have past history there, but also mostly talk about Chris Jensen, and because it, it sounds like you were a friend of his, and kind of get to know him better through your eyes.

As an ex-employee, as a friend, you have a wealth of information that can help advance this case. We get it. We're investigators. Conversations like this are routine for us, but we also fully appreciate that they're not routine for you. So take the time you need to answer any questions. Understand that I don't know is a perfectly acceptable answer. If you don't know the question, don't try to -- like, don't feel like you have to make it up just to appease us. Just say I don't know, and we'll move on. If you don't understand the question, please, please ask for clarification. We'll do the same if we don't understand your answer. If you need a break at any time, please do not hesitate to ask, and we'll certainly take a break. And I will do my best because there will be natural transition moments, I'll do my best

to check in with you, just make sure you're still thumbs up.

As we stated earlier, this interview is being recorded. Again, that's to ensure that what you have to say is captured exactly, and to discourage things like my short-term memory loss. The recording will be sent to a transcriber. Only the transcription goes in the docket.

So any additional questions about that part?

MR. RAY: No. That makes sense.

INTERVIEW OF AUSTIN RAY

BY DR. WOODS:

Q. So just for the record could you state and spell your full name?

A. Yes. It's Austin Ray, A-u-s-t-i-n R-a-y.

Q. Excellent. Thank you so much for that. And I don't think I mentioned earlier but you are also allowed to have somebody with you during the interview process. So if you have somebody that you want to just kind of be like, you know, you're, you're (indiscernible) kind of for the session, please by all means, if there's somebody there that's near you invite them in. I can't remember if I told you that previous, but just recognize that you are afforded that one person. So --

A. Okay. It's just me. That's all (indiscernible).

Q. Okay. Okay. So, I guess, I know you no longer work for Cirrus, correct?

A. (No audible response.)

Q. But can you tell me when you were originally hired there?
A. Yes. I think the exact date would be August 23, 2021. So I worked there for about 14 months or so.
Q. Oh, okay. And so what was your, what was your original job title if it differed from when you left?
A. Yes. So my original job title was Flying Club instructor, and then when I left I was a factory flight instructor.
Q. Oh, okay. And so can you just, like, so first how long were you a factory flight instructor?
A. I started as a Flying Club instructor. I got an offer letter sometime in the late winter of 2022, and I kind of slowly made a transition over to factory flight instructor. I don't know if there is an exact date that I switched names, I guess, but sometime between about sometime in the early part of last year.
Q. So you did say 2022, but you meant 2021, correct?
A. 2022. I meant, yeah, I meant this year. So --
Q. Oh.
A. -- 2021, August 2021 is when I started. And sometime in the winter of 2022 I got the offer. And then sometime by the summer of 2022. I was only a factory flight instructor which is the position that Chris was for, for about three or four months, I think.
Q. So, like, I'm a, I'm a little confused, and I'm sorry. Because we're in December of 2022 now. So when did you leave Cirrus?

A. Very recently. I think on November 11th.
Q. Okay.
MR. FOX: Sabrina, if I may, your question was maybe slightly confusing.
DR. WOODS: Oh.
MR. FOX: Maybe you meant to say to do it in chronologic order, but you asked him, you asked him when he transitioned to factory instructor. That's how you phrased the question. So that's how he was answering it. So, so why don't you just, like, go back and say, you know, started in August -- because he's saying that he transitioned to a factory instructor position in the winter of 2022. So, like, January, February of this year.
DR. WOODS: Oh, oh, oh, I see, I see.
BY DR. WOODS:
Q. So you're talking early in the year, and I, I am thinking like now is the winter of 2022.
(Crosstalk)
Q. Okay. I am tracking now.
A. That would --
MR. FOX: Why don't you go back to August 2021, and talk about his Flying Club instructor.
DR. WOODS: Yeah. There you go. So, yeah.
BY DR. WOODS:
Q. Starting from there, and then go forward, please.
A. Okay. Yeah. I'm sorry. So August of 2021 I -- that's when

I started. I was Flying Club instructor all the way through the end of 2021 and the beginning of 2022. I got an offer near the -- I think it was in late January of 2022 to become a factory flight instructor, but I still did the, the primary flight training of a Flying Club instructor all the way up until close to summer of 2022. So I think when I 100 percent switched to factory flight instructor -- the name is really confusing -- factory flight instructor was in, like, June, June-ish, June or July of 2022, if that makes sense.

Q. Yes, it does. Do you -- so I -- first give me a high level overview of what those functions that you did during the factory flight instructor phase.

A. Okay, yeah. So during factory flight instructor I guess the primary role is to work with new customers, people that buy aircraft, and train them. I guess, do like transition training is what we call them on, on the planes. So usually we go to work with them for anywhere between about three to five days. And if, you know, they're doing great, maybe they've had a lot of previous Cirrus experience, we can sign them off. They can go home, et cetera. A lot of times people need a little bit more work. So a lot of times we'll, we'll either get one of their home flight instructors to fly them back and continue training, or occasionally we'll fly them home, and then they'll work with CSIP or another instructor at their home location. So that's the primary job. We'll do other corporate tasks like ferrying

aircraft and other such, other stuff as well. But primarily it's transition training to the customers.

Q. Okay. And just so you're aware, Brandon Mayer the party coordinator for Cirrus has joined the call at this time. So if you had a buddy that walked up to you on the street, especially now that you've left Cirrus, you've got a good kind of perspective, what would you tell that person what it was like working for Cirrus in your day-to-day operation? How did you enjoy it?

A. I would highly recommend it to anybody. I think one thing I, one thing I said when I was leaving Cirrus is that -- the first time I've ever left the job when I truly didn't even necessarily want to leave the job, you know, I went to the airlines mostly because that was my plan from the very beginning, and that's just what I knew I was going to do. But as, like, I kind of call it like a middle time job because I don't think they hire many people that are below 5, 6, 700 hours. But as like a middle time job it's -- it was, it was a great job. There's a lot of structure, and kind of get the lifestyle, you know, just like the time off, and the flexibility, and the time at home and everything is, is really good as a pilot.

Q. So did you, did you have SR experience before coming to the company yourself?

A. Say that word again? What experience?

Q. Did you have any SR experience prior to coming to the

company?
A. No, I did not other than, other than my interview flight. That was the only SR experience I had.
Q. Okay. About how long did it take you to complete the entire training course from transition through CSIP?
A. My -- I know I went relatively quickly. I spent one full week doing a company check which is kind of like a -- the initial training. And then from there I think I did a few corporate missions with, with instructors the next few weeks. I probably spent a couple weeks doing that, and then I came back and spent one to two weeks doing the CSIP. So maybe about five to six weeks from start to completion. That was estimating.
Q. Yeah. How would you rate that program overall? Was it just enough knowledge or could have been a little bit more or could have had a little less?
A. Honestly, it's probably the best experience I have had so far. I'm now in airline training which is, which is different, but in some ways it's -- I feel more prepared right now than a lot of my fellow classmates in my airline training because the Cirrus training is probably the most similar thing that I had done prior to that. Obviously, it's not perfect, and I went through it pretty quickly because I caught on pretty quickly, I guess. And I didn't have too many complaints and stuff. I had a relatively diverse experience before that. I wasn't only in like six packs and (indiscernible), but I wasn't only in that. What was the

question again?
Q. No. It was just how would you rate, how would you rate the training that you got?
A. Yeah. But overall I felt very satisfied with training, yeah. I, I truly, I was impressed because when I, when I got hired they briefly talked about it, but I didn't specifically -- a lot of, like, I was in a lot of interviews and stuff, and a lot of people do ask what's the training like? And we'll go over it with anybody interviewing. But I didn't ask that question. So coming into it I wasn't sure if I was going to -- just go and start flying or what. But my first day they outlined generally kind of what the order of training events is, and kind of how it's, it's -- You go up in kind of tiers of qualifications before you eventually get to CSIP. But overall I thought it was pretty well organized, and I felt like, I felt like if I wanted more help or if somebody -- I needed more help, then I could have got more help. But I felt good when I was going through it. So --
Q. Okay. And so if you were to describe the safety culture at Cirrus, how would you do that? What did you think of the safety culture there?
A. I thought it was good. I didn't feel like, like I felt like I, you know, there's always people that will push the limits more than others, but I felt like if somebody wanted me to do something I could say no. Like I never felt like, I never felt like I had to do something. For example one time I was going to take a plane

up to Michigan and a cross-winds and the top were looking like they were nearing the limits of my comfort, and I just said I don't want to do it today, and they quickly reassigned me to something else. So in that sense I think it's really good. Me as an instructor myself there I took it as seriously as possible, obviously. But prior {to the accident} with Chris and especially after the accident with Chris I always took it at the highest level. So I didn't feel like if somebody wasn't 100 percent ready I wouldn't -- I would say something. So --

Q. Did Cirrus, speaking of, I guess, accidents and incidents, I know there are not many thankfully, but when those situations arise in the past did Cirrus ever talk to you guys about that sort of thing? Did you ever have, like, any sort of safety awareness based on the outcomes of accidents or incidents?

A. Yeah. We always, we always did actually. Every -- I can't remember -- went to the meeting when it happened, but every month, I believe, we had a review of every single Cirrus accident, and we went over kind of the causes of it. At least once a year I know we have a safety stand down. So I know we had one basically the week that I left. And I think we had one a little bit before that. But more than yearly we kind of talked about specific events that, that kind of happened. And, I guess, in a lot of ways it's compared to, like, with Piedmont Airlines they have an ATP, and how they kind of do a lot of their training based on data. I guess it seems like a lot of the meetings kind of geared

toward, hey, this is what happened potentially more this past year. So this is kind of where we're looking to, like, mitigate the risks for, like, coming year. So that was the first time I had ever seen that. I had never seen that at my -- definitely not at my previous flight school, and not at my previous place where I got my flight training either. So --

Q. And I'm sorry. Where did you, where did you work prior to coming to Cirrus?

A. I just worked at a Part 61 kind of mom and pop sort of flight school.

Q. Oh, okay.

A. Wasn't a whole lot of, you know, safe but not very much structure.

Q. Okay. And then, I guess, so, well, let me stop there because I do have -- I'm going to change directions in that. Before I do that I would like to afford the opportunity for Todd or Brandon to ask a couple of questions.

DR. WOODS: So, Todd, do you have anything?

MR. FOX: I do. Thank you, Sabrina.

BY MR. FOX:

Q. Thanks, Austin. You said that you hired on in August 23, 2021, or thereabouts, as a Flying Club instructor. About how, how much flying, total flight time did you have when you were hired by Cirrus? And that can be an estimate.

A. Around 500 hours of total time.

Q. Okay.
A. I'm not exactly sure, but I know it was around 500. And that's kind of (indiscernible) job at Cirrus.
Q. Okay. And that's 500 hours of total flight time; is that correct?
A. Yes.
Q. And how much of that would have been flight instruction provided or dual given?
A. Dual given would have been around 250, maybe a little bit more, but probably around 250 give or take.
Q. So roughly half of the 500?
A. Yes.
Q. Okay. Fair enough. And I know that you, you worked from August of 2021 to November of 2022, and you said roughly 14, 13, 14 months there. How many flight hours do you think you, you flew as a Cirrus employee during that, that period?
A. Almost all the flight time at Cirrus was as a, well, yeah. Some of it might have been through like the Flying Club through Cirrus, but on the, on the job maybe minus 50 from that. So maybe about 800 hours, 750, 800. Well, yeah, 750, 800 in about 14 months. That sounds about right. Because I think I did about 650 in a year.
Q. And what's your current flight time right now? Is it 1500 or less than 1500?
A. Just under 1500. About 1470.

Q. Okay. So you basically were going from roughly 500 to roughly just under 1500. So roughly, you know, just under -- right around the 1,000-hour mark? Does that seem reasonable?
A. Yeah. Just under 1,000 hours in 14, 15 months.
Q. Okay. Thank you. And you identified earlier that you came on with zero hours in the, in the Cirrus, and you went through the transition program, and became a, a -- did you have to become a CSIP before you became a flight instructor from the Flying Club?
A. Yes. I even for the Flying Club you have to become a CSIP first.
Q. Okay. So you went through the standardization training, and also the CSIP training, and then you became a Flying Club instructor, correct?
A. Yes, that's correct.
Q. And then when you were offered the factory instructor position you didn't have to take any more training; is that correct?
A. Sort of. No additional, like, I guess, like (indiscernible) exactly per se, but we have a -- we kind of have a rubric that we go through to make sure that all of the Flying Club instructors have been kind of taught on everything flying and not flying related. So I spent two or three weeks basically going around and shadowing factory flight instructors kind of figuring out the day-to-day operations of both teaching paperwork, all the non-flying aspects of it too. About three weeks with a couple little

corporate events in there.
Q. Okay. Thank you. And then when your duties -- can you compare and contrast what your duties were when they're -- when between a Flying Club instructor and a factory instructor with the emphasis being on what did you do as a Flying Club instructor?
A. Yes. So as a Flying Club instructor that's much more similar to just being a standard primary flight instructor. Like the job was very similar to what I was doing back in my Part 61 flight school. So you're working with employees, and we offer good flight training rates to all employees. So I was just working with four or five employees doing primary training. I did private pilot, lots of instrument pilot training and commercial pilot training. Just the, just the standard --
Q. And when you say private pilot --
(Crosstalk)
Q. And when you say private pilot training, you would be indicating, like, student pilot certificated people going for their private pilot license?
A. Yes, yes, that's what I mean by that.
Q. No, no. I just wanted to clarify. So we might have some additional questions about that later on.
MR. FOX: So that are -- those are my questions at this point, Sabrina. Thank you.
Brandon.
MR. MAYER: Great -- my camera on. Austin, hi. Thank you

for your time today. Really appreciate it. I had a question, but Todd just asked it. So I'll pass for now. Thank you.

DR. WOODS: Okay. Thanks, Brandon.

BY DR. WOODS:

Q. So, Austin, can you tell me a little bit about how, like, information, particularly safety information or --

MR. FOX: Sabrina, you might be on mute.

DR. WOODS: I'm totally on mute, yep. I was just talking, and no one was there. But we -- all right, sorry about that.

BY DR. WOODS:

Q. So, Austin, can you tell me a little bit about the communication processes at Cirrus? Like how information flowed up and down the chain, particularly like safety information or policies and procedural changes, things like that.

A. Yeah. So a lot of times, I'd say the majority of information is done -- and we have a morning meeting every morning, every -- one day a week we have, like, a kind of group meeting with all of the, with all of the pilots, all flights ops. And it's kind of divided like each, each week kind of has a different -- like one week just like financial stuff. But a lot of weeks are more safety related stuff. And any pertinent information is usually relayed there. We'll also sometimes -- I guess we get a revised (indiscernible) checklist more recently, and, and like e-mails are sent out for that. I don't know if that answers most of the question there.

Q. Yeah, it does. So would you say that the communication was pretty constant, or, you know, were -- I guess, just rate the level for you of communication and understanding kind of what was going on at all times?

A. Yeah. It was, it was pretty constant now that I think about it too, like, you know, like one time I was, I was in Duluth, and I got the -- a fuel cap hadn't put on -- been put on correctly enough. Then I would (indiscernible) fuel, found a lot of water in the fuel. I believe that after I notified the supervisor about that they actually sent out a reminder, make sure that we're completing really thorough pre-flights and everything. Here's like the good firsthand evidence of why we do all this stuff. So the kinds of little stuff like that. I think one time they found the plane jumped the (indiscernible). So we made sure that I think we got an e-mail communication and talked about it in morning meetings, you know, make sure we're doing this procedure to make sure that all the planes are safe on the ground and everything. So I think, honestly, I don't know if there's -- probably the most safest communication that I'd ever seen thus far. So I'd rate it, like, scale 1 to 10, I guess, like an 8 or a 9. I just don't personally know much way that I would make it much better, really.

Q. Okay. Great response. So transitioning a little bit just to your experiences as a flight instructor with, like, new customer, with new owners of the aircraft. Just give me a quick, quick high

level review of you show up to work, you've been assigned a, you know, a new owner who is coming to pick up their aircraft, then what happens?

A. So we'll get the schedule usually 2 to 6 or 7 weeks before we actually work with the customer. And (indiscernible) moves around a little bit. So we'll generally know who we're working with, and we'll -- there will be a couple, like, brief notes on kind of what training has been coordinated with that person. And before we even show up for the week we already have a pretty good idea of what we're going to be doing, and we should have already communicated it with the customer. Usually preferably about a week out we'll call the customer, and we'll kind of give a brief overview of how the training works, have questions, figure out what exactly they want out of it. If they've already owned three Cirrus, and they're doing really, really well, they might not need the actual transition training. So it's more just like a time to work with an instructor to learn more things to become more proficient. Work with somebody that also has a lot of time in the plane. Sometimes it might be a person that just, just got their private pilot's last week. So that phone call a week prior we try to -- me personally I try to set the standard as early as possible because I mean you buy a 500 thousand, 10 million dollar plane usually you don't like it when people say that you're not good to fly it. So I try to set that standards. If I know somebody just got their license pretty recently, I'm, like, we're going to try

to work towards proficiency as much as we can. We're going to work towards becoming a safe pilot and all this other stuff. But kind of set the standard. You can usually tell if somebody is going to do pretty well or not as well. That make sense?
Q. It does. So, I guess, for that latter part, what happens if they're not doing as well? If they're -- by the time that you're done, I know you generally afford like 3 to 4 maybe 5 days to an individual. What is they're simply not there? Then what are some of the tools you have in that situation?
A. Yeah. So if they're not there, I try to, I try to give feedback as early as possible. So a lot of times after the first flight I can think of just, you know, a couple different times this has happened, after the first flight maybe they just -- they're really far behind, right? You're having to do -- you know, you can kind of, you can tell pretty early on. And I'll usually start to talk about this is kind of what we're going to try to work on the most throughout the week. And most people, most people have a good understanding of they're going to take a little while. So a lot of people like that aren't doing well might already have something scheduled for them to get the plane back home, like, an instructor coming down. Or they might already have you scheduled to fly back with them. But that first conversation is kind of -- going throughout the week what, what do I do if somebody is not ready? I'll, obviously, tell them what they need to work on. We'll set up like a CSIP or another

instructor at their home base. A lot of times we'll work with both their sales rep and training coordinators to make sure they get set up with somebody else that can kind of pick up on the training where we left off. And then, obviously, they're not fit to fly back most of the time we'll get, like, an instructor to fly down. But sometimes we'll fly back with them to their home.

Q. So in that situation where there might be a performance issue or maybe they're simply not comfortable, and you're going to fly them back, who ultimately makes that decision? Is that something that you make, like, with the customer yourselves or is that something, something that is made higher up the chain of command?

A. Most of the time unless the customer -- if the customer is, like, yes, 100 percent I already have this planned, and it was already kind of like set up before, usually that's kind of a decision that we make throughout the week. But if there's any sort of pushback a lot of times I'll talk to my, my supervisor. I'll kind of talk about the situation, and kind of see what they think about it. I'll take that into account as well. Most people, most customers that I worked with at least -- like I've heard some customers that just put their foot down, but most customers understand that they need an accompaniment home or they need more work, right?

Q. Yeah.

A. So I kind of, I try to (indiscernible), and we kind of talk about it together. And if they don't understand that really

easily, then we'll get, we'll get a supervisor, someone higher, involved. And that's kind of how I think about them, you know, that's how I was trained to think about them. But most of the time people surprisingly pretty understanding there.
Q. Good, good. So during the training portion when you're working with a new customer who do you consider to be the PIC in that situation?
A. I consider myself for sure to be the PIC.
Q. Why is that?
A. Especially a new customer, first time ever flying the airplane, I am basically taking full authority of the plane in case anything happens. Unless I've signed the person off to have completed the transition course, I consider myself the, the resource in case something happens. Obviously, according to the regulations I guess we're both logging the time, but I -- if anything happens, I would assume authority.
Q. So that was a great actually transition to my next question is in an emergency who is taking control of the aircraft?
A. Personally, yeah, especially if I haven't signed anybody off, I think of myself as the person that would do that. I'm, obviously, have a lot of time in the aircraft, and I've run through the situation. So it's in my head and in training a million times. Like, I'd feel like especially for most customers or pretty much everybody I'd, I'd take authority in that situation.

Q. Is that a conversation that you have with the new, new customer is -- at all? And if so when do you have that conversation?
A. I think back to it I might have had that conversation a little bit, like, during, like, a CAPS briefing. But I don't know if I, I do a lot of formal discussion of that too much.
Q. So is it, is it assumed, I mean, at any point -- if you're, if you're not having that discussion, I guess, what does the -- what does the new owner assume in that relationship should an emergency situation arise?
A. I would assume that they would think that their instructor would do it. I know it has -- I can think back. I can picture myself having that conversation with multiple people, but if I think about when exactly I plan on doing that, I guess I don't think about necessarily planning to have that conversation, but it's actually an extremely important thing. I haven't thought about that much. Because I definitely talk about, you know, I talk a little bit about (indiscernible) CAPS every once in a while during CAPS briefing, but it's not -- I don't have it necessarily in my rapport every single flight. It's just when I establish exactly what we're going to do in each situation kind of deal. But I did think it was assumed that the instructor would --
Q. Okay.
A. -- become the PIC.
Q. So if you were in that scenario, obviously, you -- it sounds

like you never were, but if you were in that scenario to where you felt you had to pull CAPS is it you understanding that you would be the one responsible for that decision with the new customer?
A. Yes, that's what I would -- I was understanding for sure.
Q. Okay. And so can you -- just again another high level. Let's say I'm the, I'm the customer, I'm the new owner sitting here in the aircraft with you. Can you walk through your CAPS brief, and what, what you would tell them? How does it go? How did you teach it?
A. Yeah. I'm having (indiscernible) weeks. So a lot of times I'll work it into -- well, every single time, I'll work it into the normal takeoff checklist. So we'll go through kind of briefing the normal take off. When we're on the runway we're going to be taking off on runway two three left. There is 9,000 feet of runway available. On takeoff we're going to advance the power to full power within (indiscernible) seconds. We're going to check our -- instrument (indiscernible) at this point I'm working through a checklist pretty much. We're going to rotate at whatever speed it says in the checklist to rotate. We're going to initially climb out at this speed, blah, blah, blah. I go from that. That's the kind of the normal checklist. From there I go into the CAPS briefing. So now I talk about -- I go from ground up pretty much. So on takeoff if we have any sort of engine failure, abnormalities, something doesn't sound right, we'll immediately close the throttle, stop on the runway if necessary.

If we get past rotation we've rotated and started climbing out, and we have any sort of engine failure, we're going to try to stop on the remaining runway. Once we get up to -- I go -- just do the math in my head. So in Knoxville we're about 1,000 feet. SR22 (Indiscernible) add 600 feet to that. So climbing through 1,600 feet CAPS becomes available. Any sort of catastrophic engine failure above 600 -- 1600 feet we pull -- I'd pull CAPS immediately. From 1600 feet up to 3,000 feet, just 2,000 above the ground, that's kind of that pull CAPS immediately area. At that point you're going to be more beneficial pulling CAPS than trying to troubleshoot essentially getting below that altitude, and having to land in field.

Above 3,000 feet, that's our hard deck. Above 3,000 feet now we have a little bit more time to kind of troubleshoot through the problem. We're going to immediately return towards an airport. Try to restart the engine. And if we get below 3,000, and we're not just 100 percent sure we're going to be able to make it to an airport, we'll pull CAPS. As if they have any questions, and that's kind of how that works there.

Q. Okay, and the -- I'm going to transition to Todd in a moment, but I have one more question, and that is what are the, what are the emergency action items for engine out scenario?

A. Emergency actions for engine out?

Q. Yes.

A. So it's where below that hard deck, and above the CAPS

altitude pretty much CAPS immediately. Above the hard deck I usually start running -- I initially go through everything. I go fuel selector, switch fuel tanks, mixture confirm (indiscernible), roll over -- mixture. My mags are on both the 22 or 20 (indiscernible) I pull the alternate air -- been a few weeks since (indiscernible), but that's pretty much everything I would do on an initial flow. After that and, you know, at the same time you're looking to return to the airport, you would go through the emergency checklist (indiscernible) the engine failure in-flight checklist, and then verify that everything you did on that initial, that initial flow was correct. And you kind of troubleshoot it through everything. Obviously, there's more things like going -- checking each individual mag or a couple other things. But right offhand it's pretty much all that main engine stuff, related stuff, and mag related stuff.

DR. WOODS: Okay. Thank you for that. I am going to transition. I've been yakking for a while. So I'll let Todd do some yakking himself. So I'm going to transition to him to ask a couple more questions.

MR. FOX: Thanks, Sabrina.

BY MR. FOX:

Q. And, Austin, can you hear me okay?

A. Yes, I can hear you.

Q. Okay. So you -- Sabrina kind of walked you through kind of, like, hey, how do you do your briefing for the CAPS. And you kind

of went through like a takeoff kind of like orientation where you had your 600-foot AGL and your 2,000-foot AGL, and you mentioned that you added up to get an MSL altitude, and you talked to your students about that, and you had those. So thank you for walking her through that. So let's just do like just real quick scenarios just to -- and you've kind of answered some of these questions. So I just wanted to make sure I understand. Let's just say you're a VFR cross-country, and you're at 8,000 feet, and you have a loss of engine power. Can you walk me through where -- what steps you would take from 8,000 feet to, well, just I'll just leave it open to you. What do you do from 8,000 feet --

A. Yes.

Q. -- with a loss --

A. Yeah, of course. What I initially would do is (indiscernible) so I've, obviously, never truly had this (indiscernible) couple times. Lot of times (indiscernible) on the autopilot, go ahead, and tune it down to (indiscernible) glide. If I want to hand fly, I can hand fly it -- the autopilot, I can, I can tilt it (indiscernible) glide speed. Then I'm going to go through basically what I explained to Sabrina. I start at the fuel selector. I kind of work up. That's sort of like a -- kind of a flow I do pretty often. I would verify basically the exact same thing for every takeoff and before every landing as well. But (indiscernible) fuel tank, see if (indiscernible) mixture is rich (indiscernible) --

Q. So --
A. -- mags --
Q. Yeah, and I apologize. I didn't ask, ask the question correctly. So let's say that you're 8,000 feet VFR, and you had a loss of engine power, and your memory items don't resolve the loss of engine power. Let's say that took you down to 7,000 feet. Are you going to pull the CAPS chute at 7,000?
A. If I'm still at 7,000 feet above the ground, I would pull up the checklist at that point, and I'd also obviously at that point (indiscernible) try to return to the nearest airport, start working in direction of an airport because I'd much rather, I'd much rather land than pull CAPS. But I'd start working in the direction of the airport, pull up the checklist. It's just the -- you press the checklist button, you press the same button again, it gets you to the emergency checklist. Scroll it down (indiscernible) gets you to the engine failure and flight checklist. And I would just verify everything in that flow is pretty much, you know, it should pretty much be everything in the checklist, but I would go through the checklist just make sure that in the stress of the moment I didn't forget anything. If I'm still at 7,000 feet, you know, I've, you know, a few minutes before I reach that decision altitude. So I would continue going through the checklist; try to do an air start, try to do pretty much anything, try to start thinking through the system what could happen. But if I'm above 3,000 feet, I'm going to keep

troubleshooting, declare an emergency, all the other stuff.
Q. Okay. So you would troubleshoot until you got to the 2,000-foot --
A. Three -- 2,000 feet. That's right.
Q. No, no. I was just --
(Crosstalk)
Q. Yeah. You've absolutely right. In your example you had a 1,000 MSL airport, and that's where you're adding 1,000 feet to your example. So, but, okay, so what's -- yeah, go ahead, go ahead, Austin.
A. I was going to say a lot of times in flight especially I'm using -- as you're flying from one place to another obviously you kind of know over to Denver can be much, much higher, but we have the, the GPS -- {above} ground level {the gaggle}, and I use that quite a bit. Probably in the event of an emergency like that situation, that's probably initially where I look. I'd verify that quickly for the altitude that I'm at and kind of known ground elevation. But that {gaggle} is -- I would use that.
Q. All right. And you mentioned that if you were at enough altitude that you would be turning towards an airport. Would you always -- is your first option to always land at an airport?
A. Yeah, that's definitely the first option. If I'm directly above an airport, I've practiced hundreds of {power off 180s}, especially being a Flying Club instructor I did, I worked through a couple commercial trainings with people, and we did

(indiscernible) {power off 180s} after {power off 180s}, and I feel pretty comfortable landing in that situation. Yeah. Airport definitely is the number one option.

Q. Okay. Let's just -- different scenario and you're VFR doing a practice ILS approach. You're on glide slope inbound from the outer marker, and a half a mile from the airport, and you have a loss of engine power.

A. I should --

Q. Half a mile from the runway, I should say.

A. Yeah. Half a mile from the runway. Like at that point you're going to be below 600 foot. So CAPS is not available unless it's the only survivable option. Yeah, that's definitely a different situation. Knowing that Cirrus, you know, SR20 potentially if you're on glide slope in an SR22, 22 turbo, probably a 20 as well, there's pretty much no -- I don't think there's a chance that, you know, unless there's just a lot of space prior to the runway there's not much of a chance that you would be able to land at that point. If I was 500, 600 feet, I would pull CAPS immediately. Getting much lower than that that becomes a much, much more difficult situation. So if there's a perfect field to land at just prior to the runway, I would continue the approach if I'd be able to make like a, less than a 30-degree turn pretty much either direction from the runway, but our final approach -- get there pretty quick, and there's not, not much great options other than that. It's really like if I had a

midair collision at 3, 400 feet, 100 percent CAPS immediately {you know} that's {not a} survivable option. But loss of engine, you're not going to make the runway, just depends on quick half-second check is there something I can land on or if it's just, just a (indiscernible) space pretty much, then, you know, I'd still pull caps but --

Q. Kind of similar to a line of that you were talking about earlier, a line of questioning or answering, if you are on VFR base and had a loss of engine power what would your first reaction be?

A. If I was on a pretty tight base, I'd turn directly towards the airport. Most airports have a little bit of grass on either side of it. Especially a 22 turbo (indiscernible) with no power. SR20 you're probably more likely. I do like to keep my patterns in a little bit closer for that situation, but again a pretty tough option -- for best glide and, you know, immediately turn towards the airport, lower the nose, and try to land on a field or somewhere.

Q. Okay. Same kind of scenario VFR with a, with a new student base to final. You're in a left-hand turn towards, towards final, and the stall warning horn goes off. What would you do?

A. Immediately lower the nose producing -- or reduce the banking going on power. I would probably just initiate a go-around at that point.

Q. Okay.

A. (Indiscernible).
Q. Let's say that the student who was in the left, left bank turn towards the runway tries to recover from that situation with the stall warning horn, and suddenly the airplane pitches right wing low nose down.
A. I'd continue lowering the nose, and correct it with the rudder, not with the (indiscernible). So that sounds like a (indiscernible) speed. Make sure you continue to lower the nose. You don't want to get into any sort of spin, and correct that right with a little bit of left rudder, but primarily it's going to be lowering the nose.
Q. Okay. And what's the, what is the -- what kind of response do you train your students in the event of a spin with regards to CAPS?
A. Say that -- that thing cut off right at the end.
Q. I'm sorry.
A. And in what situation?
Q. Stall spin scenario. What's the CAPS deployment procedure? Like, do you, do you use CAPS or do you not use CAPS?
A. Yeah. So for a spin if you got into like a developed spin do CAPS immediately. But for the stall procedure it's going to be -- we practice quite a, quite a bit of stalls. Obviously it's going to be lowering the nose, and if you, if you do have a wing that drops either direction it takes a lot of training not to, not to try to correct with aileron primarily. Obviously, it's going --

by lowering the nose, you know, there's plenty of time -- you get a little bit of a wing drop, right. By lowering the nose and correcting there's still a little bit of rudder there, but I've never had it obviously not (indiscernible), right? But if you ever just get into that spin scenario a lot of times with my primary students and stuff I kind of show videos of spins. You have quite of spin training there. But that's going to be like the CAPS immediately scenario even if you develop spin.

MR. FOX: Okay. Thank you.

That's all had, Sabrina.

Brandon.

DR. WOODS: Brandon, did you have anything? Oh, there you go.

MR. MAYER: I had some technical difficulties getting my mute -- sorry.

Austin, thank you for your time. We really appreciate it today, all these questions we're asking you. I don't have any additional questions for this section. So thank you.

BY DR. WOODS:

Q. Okay, Austin, I'm going to transition to a little bit more about Chris Jensen. So for the record can you can -- like, how do you know Chris Jensen?

A. Yeah. So I originally met Chris when I was in flight school in Nashville. I did my instruments (indiscernible) ATP flight school, and I believe he -- I'm pretty sure he started from

private at ATP flight school. I came there kind of in the summer of 2020, and he had -- I think he was either working on instruments -- he was about a month, month and a half, two months ahead of me at that point. In flight training we kind of became friends. He kind of helped me, you know, and we studied together. We were just he was like one of my closest friends at ATP.

And then we kind of both went our separate ways, and I got my (indiscernible). I went over to Tri Cities Airport. He stayed at kind of the AT, you know, Nashville area. I think he did a little flight instruction outside of the Nashville area as well as at ATP. We kept in touch a little bit. Shot a text to each other every, every month or so. His wife's family was from where I was up in, up in east Tennessee. So (indiscernible) I got to see him once or twice up in, up in Tri Cities.

And then when he came back to Cirrus we became pretty good friends, and I was one of the people that he knew that was already there. So --

Q. So when you first, I guess, met him before Cirrus what were your impressions of him overall just as a person?

A. I thought he was -- it grew over time, but I thought he was, like, one of the nicest people I'd ever met. He was pretty outgoing, super, you know, always cracked a joke about a lot of things. Did everything -- I know when I got there him and somebody else kind of walked me through the pre-flight of the Piper (indiscernible). He just came completely out of his way to

help me out and to kind of be my friend and everything like that. So that would be kind of first impression there.

Q. So I know that you went to Cirrus first, correct?

A. Yes, I did.

Q. So because I think I have you as a referral or as somebody he knew when he was looking.

A. Um-hmm.

Q. So did he, did you, did you have a chance to fly with him before you were together at Cirrus?

A. No. I had (indiscernible) on the job. So I had never, I had never flown with him before.

Q. Okay. So you were just kind of just buddies. Did he from what you knew of him before Cirrus did he seem like a good referral? Was he a good referral for --

A. Yeah, I --

(Crosstalk)

Q. -- at Cirrus?

A. Yeah. I thought, I thought he was for sure. He had -- I hadn't heard anything bad, I guess. He completed his training. I think it might have taken him like a tiny bit longer, but he completed his training. A lot of people just wash out at ATP. From my experience ATP I thought if anybody completes it you've got to be somewhat competent, pretty competent. But I didn't see any, any problems there. And personality-wise I thought he was, he was a great (indiscernible) people that aren't probably very

good customer (indiscernible). They might just want to go fly boxes for the rest of their life; not talk to anybody. But Chris was a very outgoing kind of guy. Super nice, super fun, really cares about people. So I thought he would be a good fit.

Q. Okay. And so once you -- once he got to Cirrus did you ever have a chance to fly together after then?

A. Yeah. So we flew together. One time I was -- I flew up to Seattle. He was, he had a commercial flight (indiscernible). I already was planning on taking an SR22 up to Seattle, and I asked if he wanted to come along, and he was able to come. I did all of the flying because I think he had just started, but, you know, I just -- I was with one other friend too. I did all the takeoffs and landings, all the flying and everything. I think he took maybe the occasional radio call. But so have I ever seen him actually handle the aircraft? No, I have not.

Q. Okay.

A. But has he been in the plane with me while I'm flying? Yes.

Q. So how did he seem -- presumably if you talked, how did he seem at the beginning of his training? Was he excited or nervous or concerned at all?

A. Definitely excited, and I think he was definitely drinking out of the fire hose. He was learning a lot. It's definitely, it is a lot, a lot in their systems and stuff to learn. But, obviously, he had a decent amount going on in his life and everything, but he was excited. He really enjoyed going and doing

the learning and everything.
Q. Did he ever express any sort of concerns and frustration with the program and how it was organized?
A. I think of (indiscernible) second ago. I think there was one thing that he complained about. I think he kind of wishes that he had maybe one instructor for the entire time. I know, I think, I think he might have had, like, an instructor, and then, and then taking a few days off, and then had another instructor. So I think I remember him saying you know I wish, I wish that I kind of would have had one person. He felt like that probably could have made him go through his training faster. That's all I can think about there.
Q. Okay. What about the content of the training itself? Did he have any issues with, like, that? Did he express any frustration over what he was actually learning when he was able to learn it?
A. I don't -- yeah, I don't remember him saying anything really about like the content and stuff. I remember he had like a -- pretty sure -- he had like a white board that he would, like, go and, go and, like, write things down on. He was always really excited about it, like, he was, oh, I have like -- or he's, like, they're going to, you know, my instructor told me to go home and make sure I have this system down. So he kind of, like, you know, remember him talking about, like, I went down, like, I practiced it a bunch when I got home and stuff. So I remember something about that. But, you know, frustration with the content, no, I

don't think, I can't recall anything there.
Q. Okay. And so during that time, and this is just the initial training still, were there any, I guess, outside events or issues or concerns that he had that would interfere with his ability to perform at the highest peak during the training?
A. Yes. I know he was having some troubles with his marriage especially kind of right when he started at Cirrus, and like within, within the week of him going to Cirrus I think he was having a little bit of, a little bit of trouble there. He also had a long, pretty sure, I think he had like a little bit trouble with trying -- getting an apartment. Knoxville is extremely hard to find housing in. I think he might have had a little bit of trouble there. But I know he definitely -- he was definitely -- spent (indiscernible) amount of time going through stuff with his relationship. But it seemed like that improved kind of over, over the summer, and a lot better not spending nearly as much time worrying about it. But probably the, the couple weeks that he came to Cirrus he was definitely, you know, struggling with that a little bit.
Q. What was his overall, I guess, outlook on it or attitude? Did, you know, was it -- was he taking it in stride or was he -- did it seem to you that he was managing those things well?
A. I think he was doing pretty well. Obviously, I was kind of -- I feel like all this sort of happened right when he came to Cirrus -- right when we started hanging out a little bit more

often. And throughout the time that we'd hang out seems like he was getting a million times better about everything. The very, very -- it was more just, you know, kind of, you know, he, he cares so much about people. So he, like, wanted his wife to be happy, but at the same time, you know, everything like that. I think he was handling it. Honestly, I think he was handling it well. He just he really cares about people, and he wanted that. Probably the biggest problem if anything after this, the initial shock of it, which I think (indiscernible) really well was his dog. I know he had a little bit of back and forth between trying to take ownership of his dog, and he pretty quickly, you know, you know, he did get his dog back, and honestly once he got his dog back he was doing great but --

Q. So his dog was not -- his dog was not there with him in Knoxville?

A. In -- during his training and everything for the first couple months that he was in Knoxville, no. But I don't know the exact date, but it would have been, like, July, late July maybe he got his dog back. It was in Seattle --

Q. Okay.

A. -- with his wife.

Q. Okay.

A. So, yeah.

Q. So do you know where all Chris' training occurred? I know he was -- it sounds like some of it was in Knoxville, but I also know

that he was in Orlando for a bit.
A. Yeah, that's -- honestly, I don't know that much about that either, but I know he went to Orlando for a week or two to do training with one of our CSIPs down there. I think it was -- I can't remember his name. But, yeah, I think he did a lot of training down in Orlando just because a lot of our instructors here we, we're relatively busy working with customers and stuff. So I think they, they brought him down there. I think they do that was quite a few people. When I did my training I did it all in Knoxville, but I think it's pretty common to go to either McKinney or to Orlando to finish; do a lot of your training as well.
Q. So do you think that was what he meant by the, the one instructor portion of some of his concerns was that he was kind of having to go bounce between Knoxville and Orlando, and presumably different instructors at that time?
A. I think maybe. I, I don't -- I really don't even know exactly if he had one or multiple instructors in Orlando. But I think it was less -- I don't think he minded. This was all before he even had a dog too. I don't think he minded going to Orlando or somewhere else. I think it was just having multiple instructors. In my training I had a couple. I had a couple different instructors as well. Like, it's a, a pretty, pretty common thing. And I think to some extent it's good, but some extent it's good to get multiple sets of eyes and everything, but

he might have occasionally felt like it was holding him back some. I would say if it was me looking in on the situation I'd say it was more them holding him back from progressing, and him feeling like it was taking him longer than the fact that he thought he was not getting thorough training. And that's just, like, honestly, that is my take looking into it. Like, it just looks like he kind of had to restart kind of the lesson when he got a new instructor, and then kind of prove it to that instructor.

Then they would move on.

Q. I see.

A. That's personally what I would, I would think looking into it but --

Q. And this is all during the initial training, right, that transition training? The learning how to fly a Cirrus.

A. Uh-huh, yeah.

Q. Okay. So I guess did he -- did you have any discussions with him about his own performance, how he felt about that, what his own outlook was?

A. Might have talked a little bit about it. But we really we became really close friends kind of after he was done with his training. We hung out once or twice or -- and occasionally saw each other, but mostly when he was there I was pretty busy. I was doing stuff. So I didn't talk to him a whole lot during his training or anything there. I just kind of assumed that since my training was really good and really thorough that he was kind of

going through the same thing. He was having to jump through more hoops because of, because of that.

Q. Because of the different instructors?

A. Yeah.

Q. Yeah.

A. Yeah.

Q. Do you -- I do happen to know who the instructor was in Orlando, but do you happen to know who he worked with when he came back to Knoxville?

A. I can't -- I honestly, I don't really, I, I wasn't really even that close to Chris like I was (indiscernible) friends with him but --

Q. Yeah.

A. -- during -- I don't really -- I wasn't really hanging out with him every single day. So I don't really have the --

Q. That's fine. Okay.

A. Like, I remember at one point he was, like, oh, yeah, I had five or six instructors or something. I don't remember exactly. I never did any instruction for him, but that's --

Q. Yeah.

A. -- but other than that, I don't, I don't -- who he did it with.

Q. Okay. So after -- it sounds like then once he was kind of a full up ground flight instructor is kind of when you got -- when you were afforded more time to hang out and that sort of thing; is

that correct?
A. Yeah, yeah, that was, you know, like, he wasn't having to, to go through all that he wasn't, you know, going to Orlando for a week or anything, and then I think he was doing a lot better. We just kind of became really, really good friends out of it. So, yeah, it was kind of, yeah, I'd say pretty on par with the end of his, with the end of his training there.
Q. And so by then he was also -- did it seem to you he was more settled in, like, where he was living, and having his dog and that -- and maybe even in his relationship with his spouse?
A. Yeah, yeah. Honestly, yeah, he his apartment. He was -- he had gotten all his stuff out of his, out of his old house. Sometime in the summer he got his, he got his dog back. And was a little bit to work with even trying to find places -- I would, I would go and, I would go walk his dog for a lot -- for him a lot of times if he was -- if he was out with a customer until really late, I would if I got off early, I'd go walk his dog, and we'd kind of just help each other out in that way. But, yeah, and then his relationship with his wife was it was a little bit complicated, but it was getting better. Definitely wasn't -- he wasn't really doing too badly at all that I would say.
Q. Do you know about what time in the year was this that he, he was kind of getting more stable and finishing up CSIP and starting to work with customers?
A. My guess would be give or take July. Pretty broad range

because I don't remember the exact date. There was a --
Q. Yeah.
A. -- and the other thing that -- little bit closer is a similar time to me as well. So kind of when, when he was finishing up with training is kind of like when I took my -- took a few weeks to kind of go and shadow some people, and I know he was shadowing people at the same time as me. And that's another reason why we kind of became a little bit closer friends because we kind of were transitioning at a similar time.
Q. So now let's chat about -- now he's done. His training is behind him. He's completed that hurdle. How did he seem about getting to work with, with new customers and being that kind of forward facing member of Cirrus? Can you talk a little bit about what his outlook was like, and if he seemed like he was enjoying it, that sort of thing?
A. Yes. I remember him being extremely excited. Obviously, first customer he was pretty nervous. I think I was, I think I was there when he called his customer, first customer for the first time. I think it went really well, but I think he was, I think he was really nervous right before he did it and he's, like, oh, that's, like, really fun. This guy's really, really cool. And I remember he, he was loving what he was doing. He, he always talk about his customer. I know he, he worked for the customer weeks prior. I don't remember the customer's name, but I know he, he lived in, in Denver, and I remember him, that customer I know

he said that he had a really good, he had a really good time with him in particular. And, honestly, I think, I can't even remember him complaining about a customer. I feel like, you know, like, I complained about customers more than he did. Yeah. I remember he, I think he probably felt the most satisfied. And I feel like I can't remember 100 percent, but I think when he came to Cirrus like a lot of people he, he wanted to go to the airlines when he hit around 1500 hours, but I remember when he was working with customers he, like, yeah, I kind of want to do this for, like, 2, 3, 4, 5 years or longer. Because I think he liked it a lot.

Q. Okay.

A. Yeah.

Q. Did he ever -- I know he liked it, but I -- but dealing with the customers is just kind of one aspect of your job. I guess in the total everything else the administrivia everything else that you guys had to do did he have any complaints about that?

A. About -- say that again.

Q. Like you work with customers absolutely, but you also have some administrative tasks, some reports on customers, right, some data keeping. And then there's the process itself of the day-to-day operation at Cirrus. Did he ever have any -- I guess, what was his outtake on that? Did he ever have any complaints or was it all positive or was there ever any concerns that you knew that he had?

A. Yeah. I'm sure there might have been some that potentially

he talked to me about. I can't really remember. Like I remember, like, like one example. I remember helping him with his expense reporting. Other than that I guess with his time and everything else, I don't ever remember even beginning to work with him on, like, his Cirrus Approach, his LMS, I guess, is what we call it which is where you kind of work (indiscernible). I don't ever remember helping him with that. I don't remember him ever asking questions for me to help him with that. I know he -- I remember explicitly helping him with, like, his expense reporting and timekeeping. I can't -- but I don't remember him ever asking about that. So, you know.

Q. Yeah. I just figured like if you ever -- you know how people do. You're sitting at work --

A. Yeah.

Q. -- maybe watching the game or shooting some pool or bowling or whatever, and you just -- people talk about work. And sometimes it's, hey, this happened to me today. And sometimes it's complaints. It's just what people do. So I was just wondering if you picked up on anything that he had some general concerns about.

A. Yeah. I can't remember that much. If I had one thing to say it's not -- doesn't (indiscernible) your question. If I, I think he had a complaint kind of close to the end. It's the reason why I walked his dog. I know he had, he had a couple weeks earlier he had a customer that, that just wanted to go fly a lot, which I'm

always excited about a customer that flies a lot. You talk to your supervisor at Cirrus, and somebody that's -- really wants to fly like after hours you don't have to, right?

Q. Um-hmm.

A. But if I had a customer that wants to fly within our duty day, but wants to go on some longer flights, I'm -- I was always excited about it. Because I, I feel like going out and flying. But I know once he got his dog kind of working with boarding his dog and stuff. I know he had the one customer who wanted to fly until, like, 7, 8 p.m. most days. That was a little bit more difficult on him just because he would have to text me or Daniel, another one of his friends that watched his dog, and we'd kind of go, go -- have to go take his dog on a walk. But I know if he had any frustration it might have been he might have been frustrated with that. But I guess other reports, I can't think of anything that he ever told me.

Q. Okay. So going back to, I guess, some more personal things that you might have observed. Did he ever complain about or have any concerns or report issues with for instance like sleep, like being fatigued or -- well, let's -- I'll walk through them one at a time. So did he ever report issues with being fatigued?

A. I'd say right when he started, I think, yes. He was definitely, definitely fatigued. That's kind of right when the whole complications with his relationship started. I remember specifically one night I think it was like -- I think it was a

weekend night, but I think he said that he couldn't really sleep so he went out to the boat dock and went fishing at 4 a.m. So but during the week I know he was definitely struggling sleeping a little bit kind of right when he started. But my perception is that got a lot better after a few weeks after kind of about the time he was finishing his training. Yeah, I guess --

Q. And so those, those early days did they parallel when he didn't have an apartment yet?

A. I think it was, like, kind of close or right when he got a new apartment.

Q. Okay. But he --

A. Yeah, and --

Q. -- was still in transition training?

A. Yeah, he was still in his very initial training. I think that was all prior to him even finishing his transition training.

Q. Okay. So the next one which I mean in my -- going to sound kind of obvious now, but so the next one would be stressors. Did he report or have any concerns, like, were there any stress-related incidents? But it sounds like there might have been some, and they were hand-in-hand with the fatigue issue.

A. Yeah, yeah, definitely. I would definitely say that he had stressors that progressively seemed a lot better, but definitely pretty, pretty high, like, you know, right when he moved here.

Q. And different from when you knew him at ATP?

A. Yeah, definitely. Because, yeah, you know, I think he always

had some slight -- a little bit of relationship problems but --
Q. Yeah.
A. -- but not -- the worst time was probably that initial couple weeks when he came here.
Q. And then what about, like, overall fitness? Was he generally healthy? Did, like, was there, like, maybe a bum knee that was bothering him or any particular, like, some of us, myself included, gained that Covid 20 pounds. Was there anything like that that he had complaints about?
A. Yeah. Not really. I think he, I think he always, he always talked about he wanted -- I don't know -- yeah, he did start going to the gym. He went to the gym. That was like one of the last times we hung out. We went and got -- we went -- I met him at his apartment. He was just finishing up a workout. But I know he, he wanted to, like, get into, like, working out more, and stuff like that. But was he really fit? Yeah, I think he was, he was really fit. I don't think he ever complained about any sort of injuries or, or any problems like that. I know he wanted to, he wanted to lose a little bit of weight, build a little muscle, but, but nothing -- I don't think he had any problems.
Q. Okay. And I know you mentioned Daniel, but were there any other people that you were aware of that Chris talked to a lot or confided in a lot?
A. Me and Daniel are probably, I think, one of his closer friends. It's like we're one of the few people that knew him;

kind of hung out with him out work kind of thing. I don't -- and, again, we're all, we're all kind of friends with each other, and we'll hang out basically on outside of work. But it was mostly me and Daniel would hang out with Chris pretty often.

Q. But you don't know, like, for instance, did he have, like, a mentor or, like, maybe a, a religious figure or anybody like that that he would confide in?

A. No, I don't. Well, actually, I guess he did have his -- he was kind of a mentor for one of his students at ATP, and I know he stayed with, he stayed with while he was trying to get his apartment with his student ATP's dad who -- can't remember if he's a pilot or not. But I'd say if he had any sort of mentor he kind of helped him out a little bit, but Chris is kind of a mentor to that student.

Q. Okay.

A. But that's about -- other than, like, people in Knoxville, I don't, I don't think he ever had any, like, like religious leaders or anything or other particular mentors.

Q. Okay. And we briefly touched on, like, what you understood with his relationship with his spouse, but what about the rest of his family? Were they involved at all do you know? Did he keep in good contact? Does he keep good ties?

A. Yeah. I think he had a really good relationship with his family. He tried to go back to, back to Seattle pretty often. I know his wife was even staying at his parents' house kind of

throughout a lot of the -- I remember he called his dad pretty often. He would text (indiscernible) sisters pretty often I think, and think they all had a really good relationship.
Q. So overall what was your, like, leading up to let's say the month before the accident, what -- how would you rate his overall demeanor, his outlook? How was he doing?
A. I thought he was doing pretty well. I thought he was doing, you know, obviously, still had the questions, and, you know, his real big debate was like if I said that he had a debate in his life it would be do I want to try to work on -- continue working on my relationship with my wife or do I want to continue with a divorce, and, and break this off. Other than that. But the last month he was 100 percent, like, if a girl came up and asked him -- if a girl came up and asked for his number, he would say he wouldn't give it to her because he cared about his wife more. Other than, like, kind of the debate in his head, I thought he was doing pretty well. He was enjoying getting to go out and fly, and I think he was really enjoying the flying part, and, you know, but --
Q. And what about his outlook with Cirrus and that? Because I know like you said, you, you had a goal. You came in. You wanted to build this time, and ultimately, and a lot of people want to go to the majors. What was your perception of him? Did he, did he -- I know he might have had something along the lines of that goal, but did it appear he was going to stick with it or was he

maybe having second guesses?
A. I thought, well, so, like -- I know because when I decided I was going to go to Piedmont Airlines we all kind of -- I think it was me, Daniel and Chris. Might have been somebody else, but I think it was me, Daniel and Chris. We all joked about, oh, we're all three going to get a, get an apartment and live together in Philadelphia or something. So I think he, he was still kind of on the edge of deciding what he wanted to do. But going into Cirrus I think he was like 99 percent sure he wanted to go to the airlines, and I think he was a little bit more okay with potentially spending more time, and kind of taking his time at Cirrus, and not, not looking for opportunities of overtime. Just kind of enjoying his time where he was, I think.
Q. Okay. So I am going to transition a little bit more to -- well, first of all do you need a break? How are you doing right now? Are you good?
A. I'm doing good.
Q. Okay. Because I'm going to transition to kind of the week of the accident and leading up to the day of the accident. So I guess what is your -- from your point of view, I don't know if you talked about it or maybe just your point of view as being another factory flight instructor there at Cirrus. This customer was assigned to Chris. Do you have a -- can you walk me through, like, your experience? Were you aware of that? Did you have any conversations with Chris about the new customer? Just kind of

walk me through that week.
A. Yeah. So Chris and I hung out on, I think it would have been Saturday night beforehand. We went out. We got one drink at a brewery, got some food, and came home. That's the last time that we hung out. He didn't talk about his customer that week when we hung out then. So there's that. We didn't -- and really that week we just hadn't talked much. I might have -- can't remember. I know the last time I saw him I was -- it was on Monday, and I was in the simulator. We were doing CAPS training. I was in the simulator after him. I know I asked him if he was -- what time he was going to get done with the simulator. That was kind of the last time I saw him there. But we really just didn't talk much that week. So I didn't know, I didn't know where his customer was from. I didn't know what his customer was doing. We were going to go hang out the next weekend, but he was -- I know he was pretty busy with that customer. I think I was really busy. I think I had, I had, like, two. I was doing a couple different, couple different customers that week. So I was pretty busy as well.
Q. So you didn't have -- because I -- like, you had said earlier sometimes you guys chat. Sometimes you complain about customers. So there was nothing that you were made aware of in concerns either from Chris or from anyone else in Cirrus about this customer?
A. Yeah. The only other thing I can think of, the only thing I

can think about Chris saying with a customer was in one of the morning meetings. He said, I remember this was like one of, one of the last things I heard him say is that he said, oh, yeah, my customer, we did -- this was on -- I think it was on -- would have been on Tuesday morning. He said, like, oh, yeah, me and my customer did ground. He was, like, I think he said not in quotes but nearly in quotes, like, he was really, really into the ground and extremely excited about everything. I think something along the lines of that is what he said about his customer. And other than that, I don't -- I can't -- I really didn't talk to him that week other than that. And I wasn't even talking to him. That was just him saying it in the morning meeting when somebody asked about how his customer is doing.

Q. So it sounds like the, the customer was, was for him pretty excited to be there. Did you hear anything --

A. Yeah.

Q. -- else in passing in like those morning meetings about how that relationship was going between Jensen and the customer or their training experience?

A. I remember I walked by the room one time when they were, when they were up teaching systems, and Chris was up on the board teaching system like, like every instructor normally would. If I have anything to add there kind of like, like, oh, the customer was kind of odd, like kind of little bit weird. I didn't hear that from Chris or anybody else. That was just kind of just word

of mouth. But that wasn't -- I didn't -- I never saw the customer, and I didn't talk to Chris about it.
Q. Did, I guess, was there any sort of explanation of how odd? Like, odd, I wear two different color socks odd, or odd as behaviorisms and mannerisms?
A. My guess would be behaviorisms, mannerisms. Other than that I really don't, I don't -- that was it. That was -- I don't really know anything more than that.
Q. Okay.
A. That's me trying to search for every possible thing I have in my head about it.
Q. Understood. And we'll get to that later about what might come up and pop up in your subconscious later when we're all done talking. So you have no idea leading up to Thursday how that interaction was going between Chris and the customer?
A. No. I didn't hang out or talk to him that week really. So --
Q. Did you --
A. I didn't even --
Q. Sorry. Go ahead.
A. No, he was -- yeah, I didn't even know he was flying his customer home or anything. I was kind of out of the loop a little bit. So --
Q. You just --
A. -- when I got the call --

Q. -- stole my question.
A. When it happened, like, oh, like, that couldn't be Chris because I just assumed he was in Knoxville. So --
Q. Yeah. I was actually just about to ask that question was were you aware that he -- that there was an intention to fly back with the customer to the home base?
A. No, yeah, yeah, that was probably one of the biggest things kind of took me off guard because I, I didn't know.
Q. So do you --
A. I was going to, like, I think I was going to -- I think I was going to -- I can't remember -- it was a -- it was a Thursday night. I think I was going to text him either that night or like the next day and be, like, hey, do you want to hang out on over the weekend a little bit? Because I assumed he was already at home. So and he didn't ask me to take care of his dog or anything at that point.
Q. So, I guess, was it odd because you didn't know that that was going to be a potential plan for this customer, or is it odd because it's not commonly done to fly somebody home?
A. Did I say the word odd? Because I --
Q. No. I might have, I might have been transplanting --
A. -- didn't think anything --
Q. -- the word odd from previous. But you just said it took you by surprise. You did not know that was happening. And I was wondering is it because it doesn't usually happen ever or you just

didn't know that that was going to be --
A. No, no.
Q. -- the plan for this particular pairing?
A. Oh, no, yeah. It's just I didn't -- nothing was -- I don't think -- yeah, that's a pretty common things, and it didn't surprise me that it happened. It didn't surprise me at all that it happened. It just -- or that he was going and flying with a customer. I was, like, oh, like, if that would have just happened, and he would have -- if I would have texted him that night, and I would have been, like, hey, do you want to go hang out tomorrow? He would have been, oh, I'm coming back from Texas tomorrow. We can hang out when we get back a little bit after we get back. That would have been -- I would have not thought anything of it. That's completely normal.
Q. Okay.
A. If that makes sense.
Q. But you --
A. I can't --
Q. -- you weren't involved. You just didn't happen to know that, hey, there was this change of plans --
A. Yeah, exactly.
Q. -- for the customer and Chris?
A. Yeah. If anything was odd potentially he would have -- I think he asked, I think he asked Daniel. Maybe he asked Daniel to watch his dog. I think he'd usually ask Daniel before he'd ask me

because Daniel know has the dog and housesitted (verbatim) for him before. I just kind of walked his dog when he came home late every once in a while. But occasionally, you know, yeah, he did. But nothing was really -- I really wouldn't say that anything was out of normal at all.

Q. Okay.

A. Just a very (indiscernible) week that I didn't know what he was doing.

Q. So rounding to that Thursday how did you find out about the accident?

A. I found out because I got a phone call from Daniel watching Tennessee football game, and I don't know, it was sometime after (indiscernible) don't know what time it was, but it was later in the evening. He was, like, did you hear about the accident in Houston? And I'm, like, no (indiscernible) like Houston accident (indiscernible) and then he was, and then Daniel was, like, I think that might be Chris. But we don't really, don't really know. So that's how I found out.

Q. When was it confirmed for you that it was Chris?

A. Confirmed that it was Chris I think like maybe an hour later I think somebody was able to see, like, a tail number, and look at our scheduling software, and see if he was assigned to that aircraft.

Q. So, I guess, what did you do then? Is there any sort of, like, emergency plan in place at Cirrus that you have to react to?

A. I got a -- well, I did then I texted my boss because I had -- I was going to ferry an aircraft back. I think I had a customer through Thursday. I just finished with my customer, and I was going to fly a plane back from Atlanta or somewhere the next day. So I texted my boss, and I said, hey, I'm not going to be able to fly back. I basically just called myself off. Because I assumed that he probably already knew what was going on. He hadn't -- this was very, very preliminary. And then he -- my boss went and asked me, like, you know, if everything's okay? Like asked if I needed any help with anything. Immediately said, yes, so (indiscernible) to work with anything like that. So and this was kind of all before. This was really just kind of word of mouth through the grapevine. Like this was before any formal thing had been announced from Cirrus. Quickly after that though we got a message saying that everybody needs to be at, like, the morning meeting the next morning for, like a, like a, like an emergency kind of, like, important meeting. So I think that's actually where the official course of action went. I just happened to get the information earlier than pretty much anybody else could have gotten it.

Q. So --

A. If that makes sense.

Q. It does. So, I guess, during that emergency meeting the next day what, what were you guys told? What were you supposed to do next? This would be --

A. I --
Q. -- Thursday or, sorry, this would have been Friday, correct?
A. Yeah. I didn't show up to the meeting because I was pretty distraught, and I didn't really want to go, and I already kind of knew. I, but, actually, well, no, I called into the meeting. I didn't show up in person. That's what it was. They basically they went over everything I had figured out the night prior. I did lots of Googling and such. But they basically said, I think in that meeting, I'm not positive, I think in that meeting they said who it was, and I think following that meeting they sent out a e-mail to all of Cirrus not saying who it was. But I believe in that Friday morning meeting I don't -- don't quote me on this because I don't, I don't remember, but I believe they might have said that one of our flight instructors, Chris Jensen, was involved in an accident. I can't remember if they said he had passed away that morning. I think they did, but I'm not positive on that either. So but in the meeting they said they -- that's the big thing that they did, they, like, gave us all, like, resources, like, kind of I think HR resources. They encouraged us to spend time with each other. They basically cut off all customer training events. I think there might have been some simulator events, but they cut off all flight events. I had -- I was honestly pretty external from all of it because I already just 100 percent I was not going to go fly that day. So I was completely removed from a lot of it. I really didn't pay that

much attention to it.
Q. Understood. So after that notification, and I know you're a bit removed, but was there any additional information that was requested from you or given to you in regards to like I said kind of those post-emergency actions that Cirrus might have?
A. I think Rob Haig reached out to me. It was a busy day too because now I just remember this. I know that's the -- one of the first things I thought when I knew Chris potentially wasn't going to be making it back for whatever reason, maybe he was in the hospital, whatever, I thought about where is the dog? Can I, can I go help get his dog (indiscernible). Since I was pretty, you know, often took care of his dog for him, and like went on, went on walks and stuff with him. I tried to come and (indiscernible) helping out with that. So Monday or -- not Monday -- Friday I was pretty busy. I was -- I got his dog, and I was kind of coordinating to get his dog back to his, back to his wife's family which is what they wanted. So I was talking a little bit of it like to Rob Haig trying to both coordinate that. And I know he was helping condoling me, I guess.
Q. Okay. So I have been yakking quite a bit. So I'm going to stop talking for a bit, and I'm going to let somebody else do the talking for a bit. Todd's going to ask you a couple of questions, and we're going to move away from the accident for a little while.
A. Okay.
BY MR. FOX:

Q. Andrew, it's Todd. Can you hear me okay?
A. Yes, I can.
Q. Okay. So these next kind of questions might be bouncing around a little bit. Like Sabrina said, we're going to be moving away from the accident and Mr. Jensen in general. So these are more kind of like administrative kind of, kind of questions. But I want to circle back to your, your activities real quick as the Flying Club instructor. Because that's a -- kind of a unique -- for the interviews that we've done we've only come across one other individual who was within the last year doing like primary flight instruction, and there was another interview that we did where somebody like yourself started as a Flying Club instructor, but then transitioned to a factory instructor. So being that you've had recent experience as a Flying Club instructor, I wanted to get your sense on a couple of things. One, did you actually have experience with Cirrus employees seeking flight instruction at the Flying Club when they came off the street was like zero hours of any flight time?
A. Yeah, yeah, I think I did.
Q. Okay.
A. A couple.
Q. A couple. So like two or --
A. Well, a couple. I guess, I did a few of, like, discovery intro flights. And then I had one student who I started out with zero time. I flew with him for about 15 hours, and then he had at

home things. So he decided he wanted to stop training.
Q. Did you ever --
A. I think --
(Crosstalk)
Q. Did you ever bring anybody from zero hours of flight time to a solo while you were employed as a Flying Club instructor?
A. I brought one person. I think I only soloed one person, and that person had nearly 100 hours when he came to me. He had kind of been bounced around. Done some training four or five years ago. Almost got -- solo somewhere else, lot a, lot a, lot a. Had been with an instructor for a short period of time, and then he came to me, and we worked together for about, about, I'd say maybe 30 hours, and soloed worked for the rest of his license. He was relatively high time, but really a good pilot finally by the time that he, he got his private license.
Q. Okay. But he was a student pilot with over 100 hours by the time you started working with him?
A. Yes.
Q. And then you flew with him an extra 30 hours before you signed him off for solo?
A. Give or take. I know it was, I think it was around 30 hours.
Q. Okay. And then did you actually sign him off for his private or did he move on to a different instructor by the time --
A. I signed him off for his private as well.
Q. Do you know how many hours he -- you worked with him in total

before he went for his private? Just give or take.
A. I think I worked with him for maybe 60, 70 hours, 60 hours maybe.
Q. It doesn't sound like you had many students that you would have brought to solo besides this one; is that correct?
A. Um-hmm, yeah, that was the only one. Yeah, that was the only one that I signed off for solo.
Q. Okay. Do you have any other, like, knowledge from the other instructors that you would have worked with at the Flying Club? Like how long does it take to get somebody to a solo state?
A. Everybody comes in -- I want to solo in 10 hours. And when I have that conversation with them, I say, you know, the Cirrus is definitely a lot more plane especially when you haven't flown anything before. You're not only having to learn the characteristics of flying a plane, but you're also having to learn the systems of the Cirrus which are definitely a little bit more advanced, and you haven't seen anything else before. So I would give people the expectation of I'd say a solo in a Cirrus would be a minimum of close to 30 hours, 30 to 40. But I would say average is a little bit -- is probably closer to the 60 to 100 range. Like I don't tell anybody that -- I wouldn't say to anybody that if you get to 100 hours and you haven't soloed that they're abnormal. Everybody moves at their own pace. I would, I'd say it's really -- we're training you up to proficiency. We're not training you to like the minimum okay standard. We want you to be

just as safe and be able to handle anything by the time that you solo and, you know.

Q. Okay.

A. You know.

Q. What about --

A. And I --

(Crosstalk)

Q. What about a private pilot or if you had any commercial pilots how long would it take you to get somebody to be a solo operation?

A. Like if they --

Q. They already -- yeah, they already have a private pilot license or they already have a commercial pilot license or --

A. Yeah. So that one, a lot of it depends kind of on prior experience, and how well they perform, how well they pick things up. I'd say somebody with pretty good knowledge of the plane, pretty good background, pretty good, pretty good piloting skills. It depends a lot. The bare minimum 10 hours. I'd say that the bare minimum would be 10 hours.

Q. And what do you think typical would be?

A. Typical it just depends so much on ability for in my understanding. It's just like I'd say typical, the typical minimum is probably closer to 15, but the typical average like the, just like the straight average of the 75-year-old hasn't flown in 40 years compared with the 25-year-old that picks up

things really fast I'd say an average would be 25 to 50.
Q. Okay. All right. Thank you. And then like I said, I have some kind of like administrative questions like. Can you explain how, how you were told, like, policy-wise how you were told to utilize that Cirrus Approach application for logging of flights? Like how did you use that system?
A. Yeah. So in -- are we talking Flying Club instructor or factory instructor?
Q. Let's talk about when you were a factory instructor maybe with a customer.
A. When, yeah, when I was a factory instructor with customer most courses were maybe six, six lessons long, I would log, you know, when I, when I conducted the training with a customer I would, you know, weather changes so much, right? So sometimes you might get some more IFR days where maybe a 2,000-foot ceiling where you can do pattern work or kind of local stuff there usually. But you can't really go do VFR cross-country procedures. You can't always 100 percent go in the order of the training. So I would conduct the training to try to cover everything on the LMS, and then I would log each flight kind of as I went. I would kind of give a description of kind of what we covered, what we were trying to look for, what we were going to try to do next time, everything like that, kind of what they did well on, what they didn't do well on. It's my understanding that the customer can also see this. So pretty much everything that we talk about

in debrief and everything. So say throughout the week we did, we did eight lessons, and there's only six lessons available, I would do, like, I would do two lessons into one lesson if that makes sense. Kind of covering everything that we did there, what we, what we did, what we missed, everything like that.

Q. Okay. But it sounds like you're logging, logging your, your flight and what was done on a flight in some manner in the Cirrus Approach for each flight at the completion of it?

A. Yes.

Q. Okay. And you would be using the Cirrus tablet to do that or would you do it on a, on a laptop or a, a --

A. I --

Q. -- kiosk or something like that?

A. I did mine on iPad on the application.

Q. And so if you were doing like a cross-country would you be landing in Louisiana and getting fuel, and filling out something about that flight leg or?

A. I would do it either at the end of the day or after a day or two. I don't think I ever once did it between flights.

Q. So you would do it maybe once a day for like how many flight legs you have during that day you would fill it out at the end of the day versus between each flight?

A. Yes.

Q. Or you said something about maybe every couple of days.

A. Um-hmm, exactly. Yeah, but I wouldn't do it like between

days or --

Q. Okay. Between what? I'm sorry I cut you off.

A. Between, between flights. I wouldn't do it between flight legs.

Q. All right, and, again, like I said, these are kind of like bouncing around topics. Do you know what Cirrus' policy was on seat restraints and use of seat restraints?

A. Yeah. You use seatbelts I'm assuming takeoff, landing, and all, all phases of flight. I put my seatbelt on the second I sit down in the seat. Don't take it off until I land. There's about I don't know the exact number, but there's at least three times on the checklist where it says ensure seatbelts are attached or secured for all passengers. So there's lots of looking to the back seat, looking to the passenger seat, verify that everybody's seatbelt is on. I'm assuming somebody told me at one point seatbelts are on for all the time during the flight, but I -- that's what I thought.

MR. FOX: Okay. That is all I have, Sabrina, for right now. Thank you.

Brandon.

MR. MAYER: Yes. Thank you. Austin, thank you again for your time today. We value your time. Really appreciate you working with us (indiscernible) the questions. For now I don't have any further questions at this section. Thank you.

DR. WOODS: Okay. Thank you for that, Brandon.

BY DR. WOODS:

Q. So Austin, I'm -- I am kind of circling around on some more unusual questions now. And I will always, of course, gentlemen, Todd and Brandon, if you have alibis feel free to chime in. But for now, Austin, in the time that you were working at Cirrus have you ever heard of an accident or a significant incident where the CAPS system was within its operable envelope so, I guess, between that 600 and 2,000-foot AGL but it wasn't used?

A. But it wasn't used?

Q. Correct.

A. Like just like any accident in all of Cirrus' history?

Q. Yes, like, yes. Have you been aware of an accident or incident where it was warranted but it wasn't used?

A. Yes. I've definitely, I've heard of incidents. I don't know if there's any in particular, but I feel like I heard a -- like there was a morning meeting back in 2021 where somebody talked about an accident where this guy thought that he'd rather land in a field than pull CAPS, and -- was in like west Tennessee, and he landed in the field and, I think -- I don't think he made it. I think he passed away. I've definitely heard of accidents like that.

Q. So, I guess, in that conversation where you heard of it, like, how does, how does Cirrus address that information? Is it a chance to do a lessons learned amongst all of you flight instructors and then on to your -- to customers or is it -- is

this a, you know, I guess, how, how does -- is that information handled? What do you do with that when you hear a story like that?

A. Yeah. So that's -- the reason I heard about that one, it's been a year and a half since I heard it. So I don't remember the -- every single exact detail of it, but we did that for a few months at least we had in a couple of our morning meetings we would do instructor led kind of debriefs of the accident. So, like, the one that I did, I did, I did a debrief of an accident where a Cirrus was taxiing, and it hit the wing on -- it was on kind of narrow taxiway, hit its wing. It went full power, and then it ran into, like, three other planes. So, like, I'd kind of briefed the accident, talked about how it happened, what we can do to make things better there. So there's at least a few months where we kind of did that conversation. And we kind of went over quite a few different accident there. And one of the accidents was that accident where the pilot decided that he was just not going to pull CAPS. And he decided he was going to land in a field at 90 miles an hour instead. But that's kind of how we covered; if that makes sense.

Q. Um-hmm. And then another kind of off random question is in your experience as a flight instructor have you ever, like, directly experienced or heard of a customer or an instructor inadvertently maneuvering the fuel mixture control to idle slash cutoff while in flight?

A. No. I've, yeah, I don't -- it's like if it happened -- it's way more common. It happened to me. I've heard of it in a Cessna 172 because they're right next to each other and they're similar size. I have never heard of that in a Cirrus because they're very different sizes. Yeah. I've never heard of that before.

DR. WOODS: Okay. I think -- while I'm doing a quick review of all my notes, I think that's it for me. I reserve the right to have an alibi, but for now, Todd or Brandon, do you have anything further?

MR. FOX: Austin, Todd. Thanks again for taking the time. I know we wanted to be able to talk to you before you departed Cirrus, but just from the timing and the holidays and stuff like that we didn't -- weren't able to get that scheduled and on the books before you departed in November. So thank you for making yourself available after you left your employment with Cirrus in November. So thank you.

MR. RAY: Of course. No problem.

DR. WOODS: Okay. With that I'm going to --

Go ahead, Brandon.

MR. MAYER: No. Also thank you as well. Thank you for your time today. Appreciate it.

DR. WOODS: Okay, Austin, give me one moment. I'm going to stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Austin Ray
ACCIDENT NO.:	CEN22FA405

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.

_____

Katherine Motley
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL,	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: ANDREW SIPERLY, Former Factory Flight Instructor Cirrus Aircraft

APPEARANCES:

TODD FOX, Investigator-in-Charge
National Transportation Safety Board

DR. SABRINA WOODS, Senior Human Performance Investigator
National Transportation Safety Board

BRANDON MAYER, Party Coordinator
Cirrus Aircraft

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I N T E R V I E W

DR. WOODS: Okay, Andrew, again, thank you so much for taking time out of your busy schedule to talk with us. My name is Dr. Sabrina Woods. I am an Aviation Human Performance Investigator with the National Transportation Safety Board. The Board has been congressionally charged to determine probable cause in aviation accidents and significance. Currently we are investigating the September 1, 2022, fatal crash of an SR22 just outside of Tomball, Texas.

With me is Todd Fox. He's actually the Investigator-in-Charge of this accident. I am supporting him in all those functions.

And then we also have Brandon Mayer. He is the Cirrus party coordinator for this. So he's working and aiding in the investigation on behalf of Cirrus.

So we'll get to, like, your formal title when you were at Cirrus in a bit, but as a flight instructor there you just have a lot of information that can help fill in some gaps of what we think we know, and to help advance this case.

Just so you understand, like, we do this all the time. Conversations like this are really routine for us, but I get it that it's not routine for you. It's something that you probably haven't experienced before, and hopefully you won't have to experience again. So please with that take your time to answer the questions. Don't feel pressure to rush. We're not here to do

that to you. That's not in our best interest. Understand that I don't know is a perfectly acceptable answer. If you don't know, don't worry about it. Just say you don't know. We'll move on. If you don't understand, please do not hesitate to ask for clarification. We're going to do likewise if we don't completely understand your answer.

If you need a break, just say, hey, can we time out for a second? And we'll do so. And I'll also try to remember to check in with you to make sure that you're still doing okay.

As I said earlier, this interview is being recorded. That is to ensure that what you have to say is documented exactly. The recording will be sent to a transcriber. Only the transcription goes in the docket.

Again, are there any questions about that?

MR. SIPERLY: No. I'm good to go.

DR. WOODS: Okay. Perfect. And as I said, you're allowed one person, and it sounds like you do not have anybody with you at this time?

MR. SIPERLY: That is correct.

DR. WOODS: Okay. All right. No problems there.

INTERVIEW OF ANDREW SIPERLY

BY DR. WOODS:

Q. So then with that just for the record could you please state and spell your name?

A. Yep. Andrew Siperly, A-n-d-r-e-w S-i-p-e-r-l-y.

Q. Thank for that. And so we're going to start off kind of easy; get some background knowledge on you. I know you are no longer working for Cirrus. It looks like you've moved on to Endeavor. But while you were there could tell me what was your title at Cirrus? What was your job title?
A. Factory Flight Instructor.
Q. Okay. And when did you originally get hired into Cirrus?
A. August 2, 2021.
Q. Okay. And were you in that position, that flight instructor position the entire time?
A. I was.
Q. Okay. Did you hold any other positions while you were at Cirrus? Like any other additional duties or managerial assignments?
A. I did not.
Q. Okay. And when did you leave? Was it -- I have on record that it was this past August, but I wanted to confirm that.
A. Yeah. That sounds about -- it was definitely August. I think it was August the 12th. I think it was the second Friday of August.
Q. Okay. All right. So can you give me a high level overview of what your day-to-day function was while working at Cirrus? What did you do?
A. Yeah. So I -- starting out you kind of train customers. You do train customers. They purchase a new aircraft, they get three

or four days of training depending on what the sales rep throws in or what's included in their order. You do your ground with them. You do your flight training with them. And then they, they either fly back to their homes themselves in the new airplane, or you might escort them home if there might be some weather along the route that they're not comfortable with. We would, we would take them home, and then airline back.

That was the brunt of the job. And then as you gain experience and become more senior in the company then they start handing you CSIPs to do. And so at the tail end of my career there I was doing customers as well as internal and external CSIP training.

Q. Okay. And so, I guess, if, like, one of your best buddies came up to you on the street, and said, hey, man, what's this about Cirrus, can you tell me a little bit more about it, what would you tell them what it was like working there?

A. Oh, I had a great experience there. The only reason I'm not working there now is because I -- it's not an airline. Being an airline pilot is my lifelong dream to do, and I just wanted to go fly bigger, faster flying aircraft, and have a (indiscernible) epaulets on my shoulder. But my time at Cirrus I really enjoyed the people I worked with. I enjoyed the training I received. I got to meet some really cool people and, obviously, fly very nice airplanes. I had a, I had a great time there.

Q. Okay. So if somebody were to ask you about the safety

culture there at Cirrus, what would you have to say about that?
A. I think it's rather high. The training that I received, and the training that we were expected to give the customers was, was pretty, was pretty good training. We would really go in-depth on systems and stuff like that with people. Get to shoot, you know, people would want to go, you know, shoot approaches or something like that, work on their instrument skills, and, and we were, we were encouraged to do, to do things like that. Like it was a, it was a sharpening experience for myself, and it was a sharpening experience for others I believe as well. And I, you know, and, obviously, all the airplanes are equipped with parachute systems. I think, I think the value of safety is, is held pretty highly at Cirrus.
Q. What about, I guess, those, like, day-to-day operations? If you saw something that you felt was unsafe, would you feel comfortable reporting that?
A. Yeah. There were a couple of times where I would have customers come in for something. I think I had two different -- it was like a CSIP renewal or something like that where they were not speaking good English. They were from -- I can't remember the countries they were from. That was two of the most frustrating things I had is there was multiple occasions where I had to work with customers who were not English proficient, and it was very hard training them, and expecting them to perform at a high level, and me teach at a high level when we're having trouble just simply

communicating back and forth to each other.
Q. So who do you elevate those concerns to?
A. I would -- I told the training people that scheduled the event. I asked them why that was happening. I talked to bosses about getting a Spanish speaking instructor. We had one at the time who could speak Spanish, about putting them with those customers. But that was not encouraged because that just simply enabled the issue to continue happening further.
Q. So who was your manager, your direct manager while you were working there?
A. I had two. I had Felipe Casasfranco, I believe is -- was the -- Felipe Casasfranco and Chris Johnson.
Q. Okay. So that was kind of an external, I guess, frustrating issue. Obviously, communication is very important. But what about, what about a more internal safety issue? What if you saw something within Cirrus or a practice or procedure that you just felt unsafe with or uncomfortable with? Would you feel comfortable elevating that issue?
A. Are you asking me if I had an experience that you're wanting me to talk about or are you asking me would I have said something if I had seen something?
Q. Both. So the first thing is would you have said something if you had seen something? And then my follow-up question was going to be have you ever experienced that?
A. Yeah. If I saw something that was unsafe for a fellow pilot

or a co-worker at Cirrus, I would have, I would have said something or tried to get something done about it. I don't recall a time of ever just blatantly feeling or seeing something being done that's unsafe; nor was I ever put in a position like that. I wouldn't have put myself in a position like that, but I don't feel like I was attempted to even be put in a position like that. Any time I ever felt uncomfortable about anything, heck, there was even times where I would ask for an extension to a date to get a customer somewhere because I just want to be done with what I'm doing, and get back home, and get the job done with, and they would not extend it. They would -- I remember one, one instance clearly. It was nighttime. We were trying to get customers placed back in their home, and get the training event over with. And I was feeling good. I -- the day hadn't been all that hard. The main goal of the day was to try to get them home. We had done some stuff throughout the day, but due to the, the length of what that day was going to be, and there was, like, some weather along the route, even though I felt comfortable with the situation, Cirrus actually did not extend my day, and let me continue on with them, and we had to pick up the next day and, and go on from there. So there was even a time where I felt comfortable about pushing a duty limit, and they, they did not let me.

Q. Okay. Can you describe for me kind of the communication and feedback program at Cirrus? Like, how does communication flow up and down the chain?

A. Communication up and down the chain. Well, I mean, I was obviously in pretty good contact with my supervisors. Both Chris and Felipe were often available in an office. They did not fly very often. So they were often available for a meeting or a phone call. I'm sure you got to meet Mutt. Well, I guess you know him as Matt Manifold, but we all know him as Mutt. I'm sure you got to meet him in your Knoxville visit. He really had a pretty good open door policy. I had no issues at all ever going to his desk or in his office and talking about anything.

I feel like for me personally communication went rather smoothly. Now, granted I was just a factory flight instructor there, not a manager or anything like that. I didn't need, like, you know, any more communication than anybody else. But when I needed something done or somebody to communicate most of the time who I was looking for was readily available; and, if not, somebody else was that could answer a question for me or something like that.

Q. Okay. So when you came to Cirrus did you have any previous SR time?

A. I did. I had about 60 hours in an SR22. A buddy of mine had bought it, and was trained, and I simply just got in it with him as kind of like a confidence booster for him to be kind of a safety pilot while he fooled around on the buttons and switches and all that stuff. It was an (indiscernible) Cirrus. So he was, he was learning about on that some. We did some instrument

instructions. And, yeah, I think I had around 60-ish hours in that aircraft with him.

Q. So with that experience coming in, I guess, how long did it take you to go through the actual training program that they provide to become a flight instructor?

A. Okay. So the company training was a week of VFR IFR training in systems. Then after that we would go on our ferry trips where basically they would, like, airline us up to Duluth; get new airplanes; or do corporate missions around. Just building confidence hours in the airplane. And then after that for two or three weeks just building a lot of hours in the airplane and just pure flying then we would go into our CSIP course, and that was another week of training. Where we're not turned around. We're kind of re-taught systems again, but then we're, we're expected to also turn around teach the system. Cirrus (indiscernible) and then we would go up and fly, and do the maneuvers and approaches, and all that good stuff. But on a more experienced level, and be expected to kind of more teach and demonstrate as opposed to just go up and do. And so I guess all in all a week of company, a week of CSIP, two or three weeks of ferries. I mean, it's like a -- for me it was about a five-week process before I was fully fledged, certified, and sent off to teach customers.

Q. How would you rate the quality of that training in your opinion?

A. It was very good. Obviously, it was a nice airplane. I had

a very good instructor. I learned a lot about -- brushed up on a lot of instrument stuff because the background I was coming from just a regular mom and pop shop flight school you're in the old 60s model Skyhawks. You're not doing a lot of, like, in-depth instrument training in (indiscernible) old airplanes. When you get Cirrus (indiscernible) cockpit, you know, you can take those things into more cloud layers and fog layers. So I really enjoyed getting that -- getting the weather and all that stuff. Get to shoot real approaches. I felt the quality of training for me was great.

Q. When you were transitioning through your training were there any sort of, like, stage checks as you went along? Like a checkout before you were able to move to the next component of your training?

A. CSIPs there was always a check, yes. With an instructor, not the instructor that taught you the CSIPs.

Q. Oh. So the person who did your, your checkout was not the same person who trained you for your CSIP duties?

A. That is correct.

Q. Okay. So transition a little bit out of, I guess, your experience. Can you give me just, again, a high level overview of, like, the week -- the start of the week you get assigned a new customer. What happens next?

A. Typically meet the customer. We'll do their -- usually the first day is kind of like you meet and greet the customer, do the

delivery, do all that fun stuff, do some ground, you know, go over the systems with the customers. The sales rep might be there. So maybe we'd eat lunch with the sales rep or go out to dinner that evening. And then the rest of the three or four days is pretty well -- if you didn't get all the grounds in first day, you would, you would space them out, you know, on day two or three to finish up the fuel system or electrical system or whatever. But pretty well after that it's just, it's just flying of whatever, whatever it is they're wanting to go do.

Q. So in that situation with the flying then who would you presume or in your opinion who is the PIC?

A. Well, it's just a single-engine aircraft. So, I mean, technically we're both PIC, but I would deem myself as the PIC for sure. Like, if any, if anything for real happened it was pretty well understood at least from the first bit that I was going to be taking control of the aircraft if we had any issues.

Q. Do you have that conversation with your -- with the new customers or is it just assumed?

A. No. I would say like if we have a, if we have a, you know, obviously, we're going to simulate CAPS pulls and all that stuff, but if we have anything for real I'll assume controls. You work the radios or assist me in any way possible.

Q. Okay. And that's something that you establish, like, on the ground before you took off for whatever flight?

A. Yeah, yes.

Q. Okay. So similarly, let's say -- and I know this is hypothetical. It probably -- it hasn't happened to you, but if there were an emergency to arise, and, like, if you're considering using the CAPS system, who would be the one to make that decision in that scenario?

A. Well, I mean, that's a, that's a good, that's a good question. I would think probably myself, but, you know, a customer you can't always guarantee a customer is not just going to reach up and, and pull, pull the CAPS handle like suddenly over a, over a small issue or something like that. So, like, I guess, it could always be possible that who I was flying with would reach up and pull it prematurely if it wasn't absolutely necessary at the time. But I would like to think that if we resolve the issue and was going to be pulling CAPS, and I was in the aircraft it would be me pulling the CAPS.

Q. Have you ever been in an -- I know now a CAPS, but in any other emergency situation with a new customer to where you had to take over control of the aircraft?

A. No. I had various electrical issues. I had an alternator fail one time. I had a dual alternator failure one time. That's about it. And the -- the single alternator failure happened with a customer. The dual alternator failure I was by myself on a ferry flight. And the dual alternator I deemed -- yeah, I was, I was with a customer, and it was -- it went fine. Or I'm sorry. The single, the single alternator failure I was with a customer,

and it went fine.
Q. So, I guess, in that instance was the customer at that time flying when it happened, and then you took control? Or who was flying?
A. The customer was flying, and to my knowledge the customer continued flying. I actually remember that flight quite well.
Q. Okay. So you didn't actually have to, like, my aircraft, take over control, and rectify the situation?
A. No. There's two alternators onboard. We got the alternator caution. We were coming into Lexington, Kentucky that day. I had just flown from Knoxville. So I knew the weather was good along the route. I can't remember which alternator it was that failed. We lost one. I ran the, I ran the, the CAPS checklist, and we instead of, instead of landing in Lexington, and being stuck there looking for maintenance or something like that, we just, we just returned back to Knoxville, and a safe flight back to Knoxville.
Q. So that's actually a great segue into how, how did you teach CAPS training to new owners? Run me through, like, like, the quick version of your briefing. How would you teach it to new owners?
A. Well, it's been a minute since I went to one of those briefings, but the minimum CAPS altitude in the Cirrus is 600 feet. I think it takes 500 and some change feet exactly for the CAPS to fully deploy. So 600 is our number. So basically if I'm sitting with you on the ramp right now in Knoxville, we're going

through CAPS briefing, if I recall what I would say is we're going to take off from -- 23 left. We'll rotate. If anything happens below 600 feet, we will land straight ahead plus or minus about 20 degrees. If no survivable alternative exists, we will pull CAPS, and simply just hope for the best scenario in that case.

If we're above from 600 feet to 2,000 feet AGL, we will pull CAPS immediately no questions asked. But typically what I would do is I would convert the AGL altitude to MS altitude so you're not having to figure out anything AGL or anything like that. You can typically look at your altimeter and know what altitude you're at. So Knoxville is about an elevation of 908 feet. I've run that to 1,000. So it would be any -- if we, if we lose an engine anywhere between 600 and 3,000 feet MSL we'll pull CAPS immediately. Anything above 3,000 feet we'll troubleshoot, figure something out as pilots, and return back for a landing.

Q. Okay.

A. And then in regards to cruise teaching CAPS, I always taught that let's say you lose your engine at 5,000 feet, and you've got 3 -- it's level elevation. You've got 3,000 feet of elevation of, of -- you've got 3,000 feet left to get to your minimum -- to get your 2,000-foot hard altitude. Well, I'll troubleshoot for that 3,000 feet, but if I don't get my engine back, I'm going to still control the aircraft to a more suitable

-- if I've got an electrical grid plant over here or a city, and I've got a field over here, I'm going to for the field. No, I'm

not going to land the aircraft without pulling CAPS, but what I am going to do, I'm going to manipulate the aircraft down to my minimum altitude of 2,000 feet AGL, which is I deem more than safe to pull CAPS, and that gives me A, more control over the aircraft, and B, I have a better idea of where I'm going to wind up after pulling CAPS. Whereas, if I pull it at 5,000 feet as soon as I know my engine is not coming back, then I'm at the mercy of whatever wind is blowing that day as to where I'm going to get pushed.

DR. WOODS: Understood. Okay. I've been chatting for quite a bit. So I'm going to hand it off because I know that Todd has a couple questions for you. So we're going to let him ask his questions, and then we'll move on to Brandon as well, and then come back to me.

So Todd.

MR. FOX: Yeah. Thank you, Sabrina.

BY MR. FOX:

Q. Can you hear me okay, Andrew?

A. I got you.

Q. Okay, hey, Sabrina kind of got your hire date of August 2021, and then your separation date of August 2022. Did you leave after, like, your one-year contract had expired? Was that the situation that you were in?

A. Yep.

Q. Okay.

A. Contract expired the 2nd of August of this year, and Endeavor gave me an ATC CTP date of August 19th. So I worked through August 12th, was off for a few days to prepare for ATC -- ATC CTP and, then was off to the airlines.
Q. Okay. But the reason that you extended into August was to satisfy a one-year contract with Cirrus; is that correct?
A. That is correct. I would have owed, I believed, $10,000 is what they calculate for training, training costs had I left earlier.
Q. Okay. Your audio may have been just a little off. Did you say 10,000? I just want to make sure I heard that correct.
A. I think that's about the number. And it's not like I left, it's not like I was, like, unhappy or anything like that, and, and wanting to leave earlier. Like I was -- on paper what I did was the dumbest thing in the world going to an airline versus working for Cirrus right here in Knoxville. Now since Endeavor's raising pay and all that stuff, and we got a new contract, and things are looking better than what they were, but I simply just wanted to be an airline pilot. But, yes, had I left any sooner -- Endeavor actually gave me a July (indiscernible) date, and I turned that down because of the, the contract that I had to fulfill at Cirrus.
Q. Perfect. I just wanted to see if you were under contract or not.
A. It was.
Q. Yeah. You indicated that you had about 60 hours in an SR22

PIC. That was with an Avidyne. How many hours of flight time did you have when you were hired at Cirrus, total flight time?
A. Right --
Q. An estimate --
(Crosstalk)
A. -- 1,000 hours.
Q. An estimate is fine. I know you don't have your logbook in front of you probably. So --
(Crosstalk)
A. -- hours, and I gained about 500 in the year that got me to my 1500, and off I went. It really timed out pretty perfectly to where I had my time a little bit before my contract expired over -- I think I had like 1520 hours when I actually started ATC CTP, and yeah, and then I was off and running at the airlines.
Q. Okay. You're answering a question that I had later on in my list here. So you came in with a 1,000, and that's great. And then how of those 1,000 how much flight time had you provided? Like your dual instruction provided. Again, an estimate is fine.
A. I graduated ATP flight school with about -- just the standard 250, 275 hours. So probably -- what's the math there? 750 hours dual given.
Q. So roughly 700, 750 hours of dual given before you got to Cirrus?
A. I would say ballpark, yes.
Q. Do you by any chance have any idea how much flight time you

-- you said you gained about 500 hours at Cirrus. But how much of those 500 hours do you, do you think were dual given when you were at Cirrus?

A. Dual given in the 22 actually --

Q. Or all --

(Crosstalk)

A. -- let me -- I keep an electronic logbook. Let me see if they can cut me out a report like that. Give me, give me 10 seconds.

Q. Either that or we can, we can circle back via e-mail for that level of specificity.

A. You said how much dual given did I get in Cirrus aircrafts specifically?

Q. Yeah, just Cirrus SR20s, 22s, 22Ts. I assume that you weren't Vision Jet rated, correct?

A. I was not Vision Jet -- excuse me. I was not Vision Jet rated, no I was not.

Q. So I was just looking to see of the 500 roughly hours that you gained during that 1-year 12-month calendar month period, how much of that 500 was actually instruction given?

A. Yeah.

Q. And, again, if -- in the interest of time, we can follow-up by e-mail. Sabrina can send you a quick e-mail about that. We just need to kind of get an idea if you were doing -- you know, how much was training, how much was, you know, you doing corporate

flying, stuff like that.
A. Yeah. Do you want --
Q. How about -- we just -- how about if we just generate a report after the interview since we're -- we value your time and --
A. Yeah, that's fine. I can, I can finagle around on that logbook, but I can tell you right now the majority of my time there was dual given time.
Q. Okay, that's, that's fine. And when you say dual given how much would have been customer facing versus training internal pilots?
A. Once again most of that would be customers, yes.
Q. Okay. How much did you, did you -- you didn't teach CSIPs and new hires until later in your, in your tenure at Cirrus; is that correct?
A. That is correct, yes, yeah. You build, you build up a little bit of experience before you, before you do -- especially company training, company training you would start doing rather early. Not too early, but like earlier you would do company training. I personally did a lot of interview flight. I actually did Chris' interview flight. No, I, I didn't do Chris' interview flight. I did not do Chris' interview flight. I met him on his interview date. But anyway, yeah, interview flight, and company training I did before I did company CSIPs and external CSIPs. And company CSIPs came before external CSIPs.

Q. Okay. All right. Sabrina asked you about the CAPS deployment, and you gave very good scenarios at this point. And typically at this point of the interview I would just go through multiple scenarios which you hit most of them for us, and most of the scenarios that you, that you listed were, were either at or below the CSIP deploy altitude of 600 feet. And then you talked about the 600 to 2,000-foot AGL, immediate CAPS deployment in the event of a, you know, engine failure. But then you also talked about cruise, and the example you gave was 5,000, and you said that if you're at 5,000 feet AGL you're going to -- about 3,000-foot to troubleshoot. Let me just give you one scenario that's kind of just a more applicable scenario. Let's say that you are -- it's going to be a twofold question. The first one we'll get through that, and then we'll do the second part of it. So the scenario is you're VFR day on an ILS approach you're inbound from the outer marker. Again, you're VFR, but you're, you're doing training, and you've got the system set up to follow the ILS. You're outer marker inbound, about a mile from the airport, and you have a loss of engine power let's say at 1,000 feet AGL. What are you immediate memory task items for loss of engine power?

A. Oh, you're at 1,000 AGL?

Q. Um-hmm, 1,000 AGL.

A. So that's a, that's a CAPS immediately. That's a CAPS immediately altitude. So I would pull CAPS. I would go (indiscernible) throttle shutoff, throttle shutoff, mags off, and

electrical power off if I -- oh, and fuel selector off -- if I can get to it. The main thing that I taught there was CAPS mix your idle and mix your idle cutoff and then fuel selector. But, yeah, throttle if you can get it. Keys off for the mags and electrical system off.

Q. Okay. Let's say that you were on that same VFR day following the ILS down on the glide slope, and let's say that you were a half mile from the airport on glide slope, and you had a loss of engine power; what would you do?

A. A half mile from the airport?

Q. On glide slope.

A. Okay. And the first scenario you gave me was if I'm a half mile from the airport, and lost, lost engine power, you're pretty dang low. I'm probably going to pull, I'm probably going to pull CAPS.

Q. Okay. Same kind of scenario. Let's say that you're, let's say you're 2500 feet AGL. So you're above that first threshold of 2,000 feet.

A. Yes.

Q. Is there any -- why don't you talk about your, your memory items that you would do above 2,000 feet.

A. Oh, man, it's been awhile. But troubleshooting, it's, it's change -- I believe it was change fuel selectors because we have to mainly change fuel selectors in the Cirrus. So it was change -- mixture it, change fuel selectors, cycle the mags. But if you

are, if you're, if you only have 500 feet, I mean, you're going to, you're going to go through that pretty quick. The glide speed in that thing is 92 knots. So, I mean, you're going to, you're going to go through that 500. So like I'd be willing to troubleshoot, but once you get to that -- we taught that 2,000 is a hard line altitude. And I know that's a lot of altitude, but it's just a good, it's a good, I mean, it's a good safe altitude to where I didn't feel like it was, it was too high to pull CAPS as well. Like I talked about earlier, I'm not going to pull CAPS at 5,000 feet, and then be at the mercy of the wind. But at 2,000 feet, like, I'm pretty well -- if I hit the hard line altitude, I know I've got a buffer for my 600-foot altitude. I'm probably just going to pull CAPS and, and float down.

Q. Okay. So, and, again, I'm not trying to run you through every single possible scenario. but is there any scenarios at any altitudes in which you would identify a suitable landing location?

A. As a -- like in land the aircraft as opposed to pulling CAPS?

Q. Correct.

A. Okay. So that was one thing -- that's one of the hardest things in my opinion in regards to learning how to fly the Cirrus is, is transitioning from every airplane you've ever flown where if you have a nice cornfield off to your left, you're going to go land on that nice cornfield off to your left if you lose your engine. In the Cirrus, you're going, you're going to pull CAPS. And at first it was kind of hard to grasp because you think why

would I not just control this airplane and go land the airplane if I'm (indiscernible) glide down into that field and land. But the other side of the argument though is I've also never had the option of having a parachute. Deploying the chute and floating down onto the ground as opposed to trying to land in a field getting down, let's say there's a gopher hole that your nose gear gets into, and you up end the aircraft. You total your aircraft. You, you hurt yourself pretty bad. And your insurance company is going to be looking at you wondering why the heck did you do that as opposed to just pull your parachute. You have a parachute. Why did you not pull the parachute if you had it onboard? So going into working for Cirrus at the very beginning if you had asked me that question I would say, yeah, if I've got a nice looking field off here to my left that's obviously within gliding range, and I can't see anything from this altitude that would keep me from making a nice landing, yeah, I'm just going to dead stick it in there, and make a nice successful landing.

But that is pretty heavily taught against; at least it was for me. And I kind of bought into the fact as well of you simply just never had the option to pull the parachute. So if you have the, if you have the parachute, you pull the parachute. Now, if I have a range from a power loss to get to my 2,000 feet AGL like I stated earlier to where I can control the aircraft to manipulate that when I pull the chute I'm going to land in a more suitable area than another, yes, I will control the aircraft, no engine

power, I will glide the aircraft to as safe place as I can find, and deploy the chute at the 2,000-foot AGL mark. But I'm not going to try and be a hero and dead stick it in anywhere. That's just not, that's just not what I'm looking to do. Now that I have a parachute attached to the back of this thing I'm simply just going to pull the chute.

Q. Okay. Thank you. Just one more scenario in two parts again. You're on base to final with a, with a new customer. You're on base to final. Let's just say you're on base. You're on base leg in an SR22, and you have a loss of engine power. What are you going to do at that situation?

A. You're on a base leg in like a traffic pattern?

Q. In a traffic pattern.

A. In a traffic pattern that would be an -- if I'm literally in the traffic pattern on a base leg that would be an instance where I would consider flying it to the field. We practice engine out, engine out landings all the time. There's a reason you practice engine out landings is in case you ever need to do one. So if you're coming in, you're, you're going to be close to your glide speed because I think you'd be probably about 90 knots, 90 knots on the base -- well, you might be a little bit slower with flaps, but anyway, yeah, if I'm literally in a base leg on a standard traffic pattern, I felt like I was adequately trained, and I trained customers to do dead stick landings. That's part of the CSIP training. That's part of company training, transition

trainings. We did plenty of dead stick landings. That airplane glides fine if you're in a traffic pattern. But like you said in the traffic pattern. Not many instances I'm going to do that outside of just being in a traffic pattern.

I didn't even teach, I didn't even teach let's say, let's say, okay, you're at, you're at 3,000 feet over an airport, okay. Well, you lose your engine, right? Okay. The old school answer that we always knew was, okay, I'm going to circle. I'm going to enter the pattern, and I'm going to dead stick it in, and it's all going to be great. Well, that sounds wonderful, but in the heat of the moment of an engine failure to find the traffic -- get the traffic situation at that airport, make sure you're not landing with a strong tail wind that's going to, that's going to increase your landing distance and push you off the runway. Getting yourself lined up, troubleshooting your airplane, getting all that stuff figured out, that's a lot of stuff to do. And if I have a parachute once again I'm going to pull the chute even if I'm over, even if I'm over, even if I'm over an airport per se. Because there's just a lot to take into account when you're going into a field to land that is eliminated by simply pulling the chute in my opinion.

But if you are strictly in the traffic pattern on a base leg we taught power outs all the time, the airplane performs very well at 92 knots glide speed, and we made the runway with ease. We would even stretch it to a thousand footer to make that. I had no

issues in the world landing that airplane in the power out scenario in the base leg in the traffic pattern.

Q. Okay. Well, thank you. One more thing. You're in the VFR traffic pattern, you're on base leg, during the base leg you hear the stall warning horn go off. What would your memory action items be for that scenario?

A. Well, reduce angle of attack, of course. I mean, that's the biggest thing in the stall is getting the angle of attack lowered.

Q. Okay. And let's say that the student doesn't reduce angle of attack, and suddenly the aircraft goes from a left wing low turn to a right wing nose down attitude.

A. Immediate, immediate CAPS pull. That's close to a spin scenario. That is an absolute CAPS pull. No questions asked.

MR. FOX: Okay. Thank you for answering those questions, and going through those scenarios. We're asking all the other interviews the same type of questions. So I just wanted for consistency to have -- make sure that we get you on those, on those answers.

Sabrina, go ahead or --

DR. WOODS: Okay, moving along to --

MR. FOX: -- turn it over to --

DR. WOODS: Yeah, Brandon, did you have anything?

MR. MAYER: Yeah, just real quick, real quick. Thank you.

BY MR. MAYER:

Q. Andrew, thank you for your time today, and also thank you for

your work at Cirrus. We really appreciated it while you were here. Just a couple things to add to the report for your flight time and dual given and all that. Just another thought. If you wouldn't mind, help us identify how many students you taught at different variable things. And maybe a little background when you were an instructor before how many students did you, did you teach or sign off prior to coming to Cirrus, if you had that experience? I wasn't sure if you had that level of experience, if you were still working on your instructor ratings, or if you did ever provide any instructing prior to Cirrus. So I didn't understand any of that.

A. Yeah. I --

(Crosstalk)

Q. Thank you.

A. I instructed for a year and a half before I came to Cirrus. I had 750 hours (indiscernible) given. I signed, I signed six check rides off. No. I'm sorry. Yeah, six check rides off. Four were first time pass; two busted the first time, passed the second attempt; one, one messed up on the oral, one messed up the nav log portion. He made a wrong turn in the nav log, and did not correct it in time, got behind in the nav log, and the instructor discontinued the ride at that time. Both of those students successfully finished the oral the next time had a successful flight. And the nav log guy redid his ride just the bits that they needed to go back and do, and he did fine on the second

attempt. So I had six signed off check rides, four first time passes. A number of people I taught at Cirrus I actually have no idea. I do not know a figure of that. I could, I could go back and look if I needed to. I could not tell you a number of people that I trained either customers or -- I mean, there were so many -- so people would come in for only a day, if it was something, some would be a week, some would get extra training. I do not have a number for you. It's not like every week that I was there accounted for one customer. I could do three different things in one week. So with that I have no idea how many people I taught at Cirrus exactly, but in just regular flight instruction prior to Cirrus a handful of students, but six check rides that I've signed off.

MR. MAYER: Thank you. That's all I have. Appreciate your time.

MR. SIPERLY: Yeah.

DR. WOODS: Okay. Thank you, Brandon.

I'm going to take it back over.

BY DR. WOODS:

Q. So are you still doing okay, Andrew? Do you need a break?

A. No. I'm fine.

Q. Okay. So I'm going to transition a little bit to -- from we talked a lot about what it's like and how you train kind of a new owner. I'm going to transition to what it's like to train another potential flight instructor. So another CSIP essentially. And

what the differences are there. So, I guess, you said that you started, I mean, as you gain more time Cirrus then assigns that duty. About how many months were you actually training future flight instructors?

A. Let's see. Actually, I tell you what. If I look here in my logbook, the first CSIP that I did -- right here, I did one CSIP check. That was the first thing I did. And then I taught a CSIP, and that was April 22nd of this year. So I was at Cirrus from August to April of this year before I touched anything with a CSIP.

Q. Okay. So but then after that it was probably a good mixture of both new owners and future flight instructors?

A. That is correct.

Q. Okay. So, obviously, differences in teaching those two people. One is transition training. The other one, I guess, presumably you could be responsible for transition training and the CSIP finishing training, correct?

A. CSIP came in, and there was a specific CSIP course for them. It wasn't per se transition training.

Q. But the first iteration is transition isn't it? When a person comes in they're a new hire is what I'm talking about, they're coming in. Don't they essentially this is how you fly the aircraft training first, and then you said --

A. Yeah.

Q. -- ferry time --

A. Yeah, yeah.

(Crosstalk)

A. That is absolutely correct, yes.

Q. So were you responsible for the this is how you fly the aircraft or were you responsible for the finishing CSIP training or a mixture of both?

A. Mixture of both. I did plenty of company training, and some CSIP trainings, yes.

Q. Okay. Can you give me a, like a high level description of what quality control measures are in place for working a new hire through that system?

A. Company training is pretty well up to the training pilot them self. Company training is pretty well up to the instructor that gives the company training as to how, how they're doing. Obviously, there's checks, you know, a supervisor says, hey, how's, how's this guy doing? Oh, he's coming right along. He's doing good. Systems, you know, we're, we're getting down on that. Hey, have those cleaned up by CSIP. And flying the airplane, like, if they need more time or whatever, like, that was never an issue. It was, it was pretty good. I mean, like, it was, in my opinion, it was pretty good, pretty good training.

Q. Did you ever have a situation where somebody just simply wasn't progressing as they should?

A. Not at a company level, no.

Q. Okay. So by -- it sounds like there's a, there's a caveat in

that. So did you have somebody as a new owner that wasn't progressing as they should?

A. New owners can struggle at times, yes.

Q. Yeah. Okay.

A. New owners can struggle at times. By the week's end you would have them pretty well sharpened up, but some of them would come in, and it would be a lot of airplane for them at first. Some of them come in it would be their, it would be their third Cirrus, and you're, like, hey, you're doing really good. Let's challenge you a little bit. Have you ever been to a Class Bravo? And so for my, for my experienced customers like a two or three time customer who is flying the airplane well I'm like we're going to fly to Atlanta today. We're going to go to Atlanta. It's the busiest airport in the nation. We're going to park at Signature. We're going to go get barbecue, and we're going to take back off from the busiest airport in the nation, and come back home, and that's going to be our day. And you're going to get to say you went in a Bravo airport, and you worked your radio and deal with the, deal with the traffic and all that stuff, and, and push yourself a little bit.

Some customers come in and that would be completely -- I wouldn't even consider in a million years doing that with them if it's like their first Cirrus. There we, we'd simply just stay around in town, and work on our takeoffs and landings, our instrument procedures, approaches and all that stuff. Those are

the ones (indiscernible) a lot more. By the end of the week, you know, we fly a lot there, and it's a very capable aircraft. So, I mean, you can, you know, you can -- if it's windy in Knoxville one day, well, we can take off and go to Kentucky, and do our flying or, or something like that, and then come back later on when the weather is fine.

Heck, I went to Florida one time for a week's worth of training with customers because the weather was bad in Knoxville, and we weren't going to get a whole lot done. One of the guys wasn't even instrument rated. So we took off to Key West, and flew around Florida. So I kind of got sidetracked here. What was the --

Q. So I guess who makes that determination then? Is it, I mean, is there a set syllabus to follow or because it sounds like there's quite a bit of variability. Is it the new owner or the new flight instructor who is determining what we're going to do or is that your determination? How does that process work?

A. Yeah. It's definitely a mixture of both things. So, like, yeah, we have a syllabus, a syllabus to follow, and we would do the things in the syllabus, but like some customers would need -- I had one that needed like 25 hours of training. So he needed, like, a (indiscernible) of flight time. So we did a lot of stuff. That's going to outweigh what he did in the syllabus. Some customers would come in, and it would be like their second, their second Cirrus. They've already had a SR22 team. So you would

kind of piece it together between what Cirrus wanted us to do, what the customer wanted to do, and what the customer's insurance said they needed to do.

Q. Okay.

A. And then on top of all that, on top of all that just being a flight instructor also just making flight instructor judgments and being a flight instructor sometimes you would have to make judgments about, like, okay, we've done soft -- or short (indiscernible) landings now, but that was really fast. Let's go up and do more of them or something like that. So, like, yeah, you might check it off the box in regards to doing it, but you could definitely see it could be done better. So they might want to go do something else. You're, like, no, like, we can go do something else, but we really need to hash in on these things. This is an important thing to grasp. We're going to do this until you do this better at least. And so there was, there was a lot of things that played into what we would actually accomplish with a customer on a week-to-week basis.

Q. And I get that for the, the new, the customer, the new owner because, obviously, it's their aircraft, and I'm sure insurance does play a big role in it, but how much variability do you have with a new hire, a person who is going to be a flight instructor for Cirrus?

A. Not much. You follow exactly what the company pilot VFR is, the company pilot IFR is, and the CSIP training. There's really

not much to vary there. It pieces together quite simply. It makes out for a good week's worth of work. It works pretty well for everybody. And, yeah, there wasn't a, there wasn't a -- not that there wasn't a lot of wiggle room. I didn't feel like there was a need for a lot of wiggle room. We accomplished pretty well everything we needed to do in the training that Cirrus had set forth for us. And there would be sometimes where, like, a company training would happen, and then, and then the next day I'm on standby not doing anything, and, you know, Chris is, like, hey, Brandon just did his company training. He did it satisfactorily, but why don't you go out with him, take him out to lunch, go on a long cross-country, shoot some approaches along the way, and why don't you go grab lunch out, out in Saint Simons, and go get barbecue. And I say that very specific but that happened to me where I -- he finished his company training. He did a really good job with the instructor that he had, and then I went up simply just to do confidence hours with him just on top of what he had already done. And we did like a long cross-country one day. Just went out somewhere, talked about some things along the way, shot approaches, went to a different ATC environment, you know, a different airport; something that he doesn't have, like, memorized that he's just been hammered into him, you know. And we would do stuff like that.

So we definitely followed the cookie cutter program, but there was always -- you could always add more to it. You just

wouldn't really take anything away from it.
Q. Understood. So, I guess, was there any sort of established, like, for lack of a better word a remedial program for those that were just simply struggling with the, the more cookie cutter set of requirements?
A. Oh, sure, yeah. If they're struggling, yeah, we'll, we'll redo whatever we got to do. That's not a problem.
Q. Do you ever just get to the point just like nope, this is, you know, this is -- for all intents and purposes this is a lot cause, let them, let it go? Or do you just keep working until they get there?
A. No. Keep working until they get there.
Q. Okay. Okay. So going back to kind of that -- the factory flight instructor instructing when you're operating in those environment, and you're training a new instructor, is it the same with the new customer in terms of PIC in emergency response?
A. Yes.
Q. Okay.
A. Yes.
Q. Have you ever had to in any of your trainees -- this is, again, new hires Cirrus trainees in the past have you ever had to work through an emergency situation?
A. Not a real one, no.
Q. Okay. But you do, you do train for emergency situations?
A. Of course.

Q. Can you give me like a high level example, like, one or two that you train to?

A. Electrical failures was a big one. Engine failures. Electrical failures and engine failures were big ones for me. No PF -- we would kill the PFD very often. What are some of the other big ones? Those are definitely the -- from what I recall, those are definitely -- oh, no flap. We would do no flap landings. We would do flap (indiscernible) and flap zero landings on the regular which really increases the speed in the Cirrus quite a bit. The pitch attitude and all that stuff is very different coming in with zero flaps. So we would definitely, we would definitely do those things. Yeah. Those were, those were a couple of, like, the ones that you just always, always go over, yes.

DR. WOODS: Okay. Before I transition to my last set of questions which will be more directed towards the accident itself, I'm going to let Todd interject again in case he has any additional questions.

Todd.

MR. FOX: Yeah. Thank you.

BY MR. FOX:

Q. Andrew, can you hear me okay?

A. I got you.

Q. Okay. So thank you for, like, going through, like, kind of like the basic, kind of, like, structure of what is going to be

done with the, with the students when -- or customers as they transition through the airplane, stuff like that. Just a couple follow-up questions just to make sure I understand. Cirrus has, like, a list of criteria or, or specifications that need to be -- skill sets that need to be addressed and documented through the -- the table or iPad connectivity to the system. Sabrina, what is the name of the system again?

MR. SIPERLY: Approach?

DR. WOODS: Yes. Cirrus Approach.

MR. FOX: Yeah, yeah. Cirrus Approach. Thank you.

BY MR. FOX:

Q. And those are broken down in lessons. Do you often, like, do those lessons, like, lesson 1 from 10 in order? Do you skip around? Is there flexibility? Is there no flexibility? How does that work?

A. There's definitely flexibility, and we would -- yeah, we would skip around. Like if it's -- let's say it's overcast, and they've already been company trained, right, so it's not their first time in the airplane, we're doing their CSIP training. Let's say it's overcast 1,000 feet in Knoxville. Well, that day we're going to skip into the IFR stuff as opposed to doing steep turns and slow flight. So, like, yeah, we would, we would make it work. We would eventually hit the items in the checklist, but we would, we would make it work around whatever external factors there were presented to us to, to deal with. But, yeah, I mean,

yeah. Like, if we're supposed to do steep turns and slow flight one day in our traffic pattern, and it's overcast all over (indiscernible) we can't go anywhere, we're not just going to go home. Like, we'll go, we'll go, we'll go through our approaches or something like that. Now, if it's a, if it's a company training there might be a little bit more restriction there simply because it might be their first time ever in a Cirrus. It's going to be overwhelming to go shoot IMC approaches with them in the clouds in Knoxville. That's not going to do you a whole lot of good. They're going to be -- it's just going to be a wash. But with the CSIPs though, like, yeah, they just came off of company training, they've been flying the airplane for a couple weeks now, yeah. I mean we would, we would definitely piece together, piece together our days' worth of work as they, as they came, yeah.

Q. Would you have that same philosophy with customers?

A. You had to. I mean, yeah, you can't, like, if I had a VFR only customer, and it's overcast in Knoxville a week, well, I'm showing up Cirrus with probably a five-day bag because I've got to go to Florida, train them, probably take them home or, or send them off, and then I'm airlining back. So, yeah, you have to, you have to work around stuff with the customers because you cannot just tell a customer who just bought that airplane, hey, sorry, it's bad weather today, let's try again tomorrow. That ain't -- let do some grounds. Like, that's not, that's not going to be the case. You're going to have to work around, work around the

factors to get done what you need to get done with them.
Q. Okay.
A. You wouldn't push -- do something unsafe. Like, I'm not going to take a VFR only customer, and be, like, hey, here's what instrument approaches look like. Let's go do some instrument training. I know you want to do your IFR rating. Like, no. Like, we would do it to their level. If they're IFR -- if they're a VFR only pilot, I'm going to fly somewhere that has VFR conditions, and we'll do their stuff with them, and then we'll figure it out at the end of the day. We'll overnight somewhere or we'll come back. Maybe the weather gets better later. Or we'll go do our days' worth of work, and then come back. And I'll, I'll fly us in, and you can see how an approach is conducted, and you can follow along. Like, whatever. Like, we would, we would do all kinds of stuff to, to work with these people. But it's not like a mom and pop flight school where you come in with your private student who is doing solo prep, and you just send them on their way home because the weather's bad that day. Like, you, you've got three days with these people. They spent a lot of money to be there. They're expecting to go up and fly their airplane, and we have to balance, balance that with doing it safely and matching whatever, whatever their capabilities are.
Q. Okay. Well, thank you for that. I think you addressed my question there. But it leads to another customer related question. So let's say that you have a customer that's commercial

rated, has never flown a Cirrus before, bought this brand new aircraft, they're IFR rated, and they've got, like, 2500 hours or so total flight time, and again they have an instrument rating. If they say something like if, if they say something like -- do you ever, like, structure around what the customer requests are for, for the training? So if a customer comes to you and says the only thing I really want to focus on is instrument approaches and learning how to use the PFD and the MFD, do you, do you kind of like tailor the training to the customer's wishes or do, do you stick with the transition training plan?

A. How's the answer of blending them together? Like yes and no. Yes if they, if they've got 2500 hours, and they want to focus on instrument stuff, but it's their first Cirrus, I want to make sure they're comfortable flying the airplane. So, like, yeah, we'll go up. We'll do our stick and rudder skills, and do our steep turns and slow flight, and I'll make an agreement, like, hey, like, we don't have to do this over and over and over this week. Like let's go. I get that you want to work on instrument stuff, we'll do that, but this is your first airplane. So let's go up. I need to see some, I need to see some things out of you that I have to see to be comfortable with you going off on your own. So assuming you do those things satisfactorily and feel comfortable, and look good doing it, and do it correctly, then, yeah, we'll move on. And then, yeah, once I, once I see those things of, like, yeah, they got a good control of the airplane, they're strong on the

radios, they're a good pilot, then, yes, okay then let's throw on your goggles. Let's do some approaches, and let's do this stuff.
Q. Okay. Thank you. That's -- so, so is there like completion standards, like, for the transition training that you have to check all the boxes before a certificate can be issued?
A. Yeah, yes.
Q. So is there -- so do you reach all -- do you -- is there any instances where you don't complete all the elements because you were focusing other time on other aspects of training that maybe the customer wishes to take a look -- take, spend more time on? So, like, for example, if the customer wants to only do instrument approaches, and let's say you then don't a (indiscernible) stall or something like that, is there a way for them to still complete the transition training without doing that element?
A. There are instances where, like, you really, like, sometimes you just, you just have to go with what they're wanting, and, and like I -- tough question. That's a tough question to answer because it can be kind of a vague answer on my side. But, like, I don't really know -- can you repeat your question one more --
Q. Yeah. I'm just asking because I know that you have like training elements that are supposed to be completed within that application that was on your iPad.
A. Yeah.
Q. And it's been conveyed to us to, to finish the transition training, get a certificate, you need to, like, make sure that all

the check boxes are checked for all those training elements stating that you've, you've completed satisfactorily all these things to get the transition certificate. So I was asking if you had a customer who was more focused, and verbalized the fact that they wanted to do different things that didn't encompass all the VFR things that maybe you needed to check, is there a way to get that, that transition certificate without completing all the VFR maneuvers per se in that example?

A. Yeah. I mean, there's specifically IFR transitions in the system. Like, you can get handed a customer that only has to do an IFR transition, and that includes like approaches and holds and IFR stuff like that. So it's not necessarily doing some things over other things. It could be that you could simply just get their program to be an IFR transition because that's what they're wanting. It might be their second Cirrus. They've done the steep turns, and the -- that stuff, and they've had a G6, like they already know the (indiscernible), and they come to you, and they say, hey, I've got this airplane down pat. I want to do some extensive IFR training. I'm not really interested in landings and VFR. You can see that stuff if you want but, like, I'm not interested in doing it. And I'm, like, okay, cool. So it looks like you're more of an IFR transition than you are a full-fledged transition training. So then I would communicate with scheduling and be, like, hey, this guy this is his third G6, and I'm speaking once again from experience because I had this happen to one of the

best customers I ever had. He was from Boston. He was one of my Atlanta customers. He was (indiscernible) I did the Atlanta thing. He told me what he wanted to do. He was in his second or third airplane. I don't know what. He had had a previous G6. He came to me. He had something on his schedule in my, in my thing to do with him, and he's, hey, here's what I'm really after. And I'm, like, okay, cool.

So I -- you get in with these people, and you can tell really quick that they're actually a good pilot. Like they, they, you know, they demonstrate that they know how to fly their airplane. They're good on the radios. They did a really good job and stuff. And you're, like, cool. Like, yeah, if all you want is the IFR that's fine. Like, let's just do IFR stuff, and we'll call it good, and you can go home. Whatever you want to do.

And so instead of being there for three days doing a full-fledged transition training maybe they do a two-day IFR transition, and then they're on their way. And that was never the original plan. But because of their previous experiences, what they demonstrated to me, and how they actually were -- and they actually were to the level that they thought they were, that, that stuff could be worked out pretty, pretty easily to where you simply just change their training layout for their time, for their time in Knoxville.

Does that answer your question?

Q. It does. I think I -- I think you correctly kind of like

stated that the customer has a say in the training, and that earlier in your answer you indicated that if you got a new person to an aircraft that you need to make sure that they're safe to fly that airplane home by them self. And so you're going to be, like, hey, we need to do X, Y and Z before we can move on to the things that you're really interested in.

A. Right. And there are some -- just going to see. Like there are some things that I as a pilot, an instructor, am going to see regardless of what you want to do. But assuming if this is what you want to do, and assuming you meet that criteria for me, and especially just have good aircraft control, understanding the aircraft. CAPS, obviously, we always do CAPS. CAPS briefings are like no questions asked. You always do CAPS. I go through the PowerPoint with them, you know, obviously, that. But assuming they actually match kind of what they presented to me how they are on the phone with how they are in the airplane those things match, and they're flying really well, then, yeah, I'm willing to look, to look at doing IFR or whatever it is they -- if they want to go on a long cross-country somewhere, and they're just, like, hey, let's just -- I just want to fly somewhere cool with you. Let's go, let's go find a lunch -- place. We've got a lunch box in Ashville. And shoot approaches in the mountains and all that stuff. I've never done mountain flying. Let's go do some mountain flying. You're, like, okay, like, cool. Let's -- we'll see how things are going, but yeah let's do that. Like, yeah, we

definitely -- you're definitely, you're definitely playing pilot and instructor, but also customer service at the same time. And you have to find that fine balance of, of doing all three of those things. If I show up to Cirrus and instructor, and a person's, like, hey, this is my third Cirrus, I don't want to do all this VFR stuff. And I'm, like, well, we're going to do VFR stuff, and that's all we're going to do because that's what my checklist says right here of what we're going to do, I'm not going to last very long in that job without getting a lot of customer complaints, and boss is asking me what is going on? Why are you getting -- not getting along with these people so much? Like you have to balance, you have to balance safety, and being a pilot and instructor, but also meeting customer demands and needs and wants. And that's just, that's part of being a factory flight instructor at Cirrus. That's just part of the role you play there.

But, I mean, there's a way to, there is a way to do those things, and I feel to do them safely. I had to do it for a whole year.

MR. FOX: Okay. Thank you. You've more than answered the question. Thank you.

MR. SIPERLY: Okay, cool.

MR. FOX: Brandon.

MR. MAYER: Yes. Thank you. Thank you for that. More than answered. Appreciate your time. No further questions. Thank you.

DR. WOODS: Okay. Thanks, guys.

BY DR. WOODS:

Q. So Andrew transitioning into a little bit more about, again, directly with this accident can you please state for the record how, how did you know or form your relationship with Chris Jensen?

A. I met Chris Jensen strictly through Cirrus, and that is the only way that I'm -- that's the way that we met and became to know each other. I met him the day of his interview. I stated earlier I did his interview flight. I don't think that was correct. Maybe I -- I can look in my logbook because I logged (indiscernible) flight I logged it as such. But I do not -- I want to say I do not recall if I did his interview flight. But I, I specifically remember meeting him the day of his interview, and we became friends quickly since. He was really likeable, and a, and a good guy out there.

Q. So, I guess, on that initial interview what were your first, like, I've never met this guy, what were your first impressions of him, his behavior, personality, that sort of thing?

A. He was a really upbeat and happy person, big smile on his face. And me personally that's somebody that I'm going to be very, very easily becoming friends with. He also made it known that he's a sports fan and a Tennessee Vols fan. And so we hit it off pretty well. I think within the first few seconds of talking I probably had a (indiscernible) on a piece of clothing I was wearing for the University of Tennessee, and we got talking about

the University and all that stuff, and he was telling me kind of his background, and what he was doing. And that was part of the interview. So that's part of the interview in itself is making sure that, that you're going to work, that you're going to work well with others, and be a personal person to deal with customers. So, I mean, like he, he hit it off really well with myself and others really quickly. I had a good first impression of Chris the day that we met.

Q. So after that first impressions of just like his personality, his behavior, what about his work ethic? What were your impressions of that?

A. It was very good. He loved being at Cirrus. I think because I had the mindset that a lot of us do when you go in is like that is the best job to have -- 1500 hours. Like, it is an awesome freaking opportunity. We are paid really well. I live right here in my home. It's a really good job. So I think he went into that job kind of the mindset of, like, just getting a feel for things, wanted to be there, was excited for the opportunity to be there. But I think it came apparently clear that not long after he started he kind of, he kind of gathered the mindset that Cirrus was going to be a little more of a long haul for him than a temporary stay in regards to, in regards to his employment there, and, and flying piloting career. He was a big Seattle Mariners fan, and Ken Griffey, Junior, is a big, big Cirrus person. Got a couple -- has a couple jets. I think Chris got to meet him in the

hangar on like his first or second week at Cirrus, and he was really just, he was, he was buying into the Cirrus program. I think he was there, I think he was there to stay for a minute. He was a, he was a good employee, and a, and a really good person to work with.

Q. So, okay, so you think he, he wanted to stay because he was enjoying the environment, and he -- and might have changed his mind about, you know, going somewhere else any time soon?

A. Yes.

Q. Okay.

A. Absolutely.

Q. Okay. So I know that you were responsible for a portion of his, his overall flight instructor training. Can you tell me what portion of that training you were -- you covered?

A. I did his CSIP training, the ground and the flight. I did not do his CSIP check.

Q. Okay. And so, I guess, overall how would you rate his performance compared to other new hires with no SR experience?

A. To be completely honest with you the first time that he landed the airplane I was really impressed with touch down. He talked his way through the landing, but he was being very good. The CSIP course is tough because sometimes people get in and you're expected to perform at a high level, therefore, you get into performing, but you kind of step out of the instructing. And to become a CSIP we're evaluating you as a teacher as well. So he

was talking himself through the landing, and I mean he buttered it on the runway. It was a nice landing. And I complimented on. I was, like, that was a really, like, that was a nice landing. And I, yeah, for -- our training went really well together. He did a good job in the airplane, and he had a successful CSIP check. And, yeah, we had a -- his, his grounds, his grounds were very good. I could tell that from when he was shown and taught the grounds to when he was expected to be doing his CSIP course he had been studying, and working on presenting the material, and finding the best way to do it. We cleaned some things up here and there, but, like, he, his grounds and ground knowledge of things, and presentation of the system was good. He did a good job, and I really enjoyed working with him that week.

Q. So understandably because you were just -- you were part of just one portion of his overall training, how much oversight or knowledge did you have about his previous training and how that was going?

A. Internally, I guess, you kind of know how the, the other instructors are doing, but it's more like -- well, you don't really hear -- to be honest with you, it's not like you even hear bad things. I was going to say if you hear anything at all, it's probably going to be that they're struggling with something as opposed to going around saying oh, yeah, this guy did really good. Like you don't really -- unfortunately, most times people talk about things it's about the negative side of things more than the

positive. So I don't recall hearing about his training. I'm sure it was going fine. But, like, I wasn't really involved in keeping up with how his training as going. I just knew he was there. We probably talked about it in like morning meetings, like, hey, man, hey, you know, what are you working on through your company? Oh, you're ferrying to Duluth. Oh, that's cool, whatever, like that. But, like, just overall keeping up with his training, I couldn't tell you how, how he was doing or, or I didn't really have much awareness of how his company training was going ahead of him coming to me for CSIP.

Q. So, I guess, is there no formal process for instructors to pass notes to one another or at least document how the trainee is doing?

A. I would do that with, like, a supervisor. Like I definitely keep up with supervisors on, on things like that. But, like, on fellow instructors unless they ask how, like, hey, how's such and such doing, I did their interview, like, how are they doing? Like, oh, they're doing, they're doing pretty good. I think they're going to be just fine. Very causally from instructor-to-instructor unless something just needed to be brought up. But with supervisors it was definitely more, more kept up with. Supervisor, front office people like Mutt, Rob Haig, somebody like that who is in flight ops or, or some of the supervisors that were over on the jet side. Supervisor-wise, yeah, it's more kept up with. But on an instructor-to-instructor level it wasn't really

that, that highly, that highly monitored. We would typically know when their company check was done and done successfully, and when they would be expected to do CSIP. But other than that, like on a day-to-day basis, I didn't really keep up with how other new hire pilots were doing to be honest.

Q. So, I guess, what I'm trying to get at -- okay, let me give you a scenario of my own. So you're working. You've got a new hire that has completed their transition, has done some ferrying, is now finishing up the CSIP portion of the overall training. You start, let's say day one, but then you wake up day two, and you're not feeling well, and you're just, like, nope, I'm not in for this. Then does that person's training just get put off until you come back, or does another -- would another instructor be assigned to them?

A. That would depend on availability. Like I said when you're doing CSIP you're typically a bit more senior in the company with some more experience. So if I called in sick or something like that, and one of the more senior instructors was with -- doing something else, maybe they would give that assignment to somebody else who could handle it, and the senior person would go take over Chris' CSIP training for the day or something like that. We definitely could bounce around training. Typically it would just be one person would do the CSIP. Like I just would be paired for Chris for the week, and that would be what I did, that would be what he did. That's typically how it went. But if somebody

called out, it would, it would have been handed over to somebody else assuming there was availability. Because, obviously, if a customer there for three or four days or a CSIP candidate, an internal CSIP candidate who maybe can't continue with CSIP training, but would be available for a corporate mission to fly an airplane to Raleigh and back to pick somebody up, then, yeah, maybe it gets put off for a day and, or, or whatever time until it's readily available to come back to again, and then you come back to it.

Me, personally, my first day CSIP training I showed up, and I told the instructor my wife's water might have broke the night before, we don't know. So he was, like, what are you doing here? So I called my boss. He was, like, go home, go to the hospital, and get that figured out. So I did. Her water did not break, but I was just off for the rest of the day. I went back the next day and finished my CSIP training. But, like, yeah, you know, that, that's, yeah. Assuming there was somebody available to do it we would just transfer them over to somebody else to do that days' worth of work or finish the CSIP training.

Q. So Andrew --

A. But being --

Q. -- what I'm trying to get to the point though is then, then how do you know where that previous person left off? Is it, like, detailed sticky notes or just word of mouth or -- do you see what I'm saying?

A. In that instance, yeah, I would just discuss, like, yeah, I would just be, like, hey, you know, we did this, this, and this. He did good. He's good on ground. Pick up, pick up here or whatever, like, whatever, like that, yeah. It would -- word of mouth would be the primary, primary means.

Q. But you don't document that anywhere?

A. It would be, it would be in the approach, but typically what we would do on approach is the ideal way to do it would be along the training, but typically it would just be done at the, at -- some of the tests would be done along, but, like the final of it would be done at the end. You would kind of jump around sometimes like I stated earlier. So word of mouth was typically the most effective way that I found to pick up where somebody else left off. Or just giving them a phone call, and be, like, hey, what's the deal here? What do I need to do? Okay, that sounds great. We'll do that.

Q. Okay. So the reason I'm, I'm drilling this down, Andrew, is because during his transition training the flight instructor that was responsible -- there's actually a couple, but one of them had expressed some concerns over Chris' performance, and that he just, he just needed a little more time, he needed to struggle. Specifically things like getting behind the aircraft, issues with task saturation, some questions about, like, CAPS deployment, emergency action scenarios. But most specifically it concluded with based on the performance there was a strong recommendation

that additional training is needed to finish transition slash company training. And so then -- this was in Orlando. Because like you said, you brought up sometimes people just aren't available and aren't there. So now Chris is back in Knoxville, and presumably his training is finished. I was under the assumption that that training being finished was with you. So were you aware of this -- were you aware of these notes from the transition training at all?

A. I do not recall being aware of those notes, and I did not do any wrap-up training with him. I simply did his CSIP training.

Q. Okay. So there could be a gap there between that training, and then coming to you as a CSIP finisher. That was, that was not for you to answer. That was kind of me musing out loud. So I guess --

A. I kind of figured, yeah.

Q. Yeah. Okay. So, I guess, then I asked you, like, what was your assessment of his performance. You said really great landing first flight out. So how did the rest of his CSIP training progress with you? How would you -- what assessment would you give that?

A. That's been -- that was in June, June of this year. So, like, from day-to-day I, I don't remember, like, exactly how it went.

Q. Yeah.

A. But overall I don't remember being alerted by anything,

anything going wrong. He did his CSIP check. And the feedback I got from that was, like, obviously, it's not a perfect flight. Nobody's ever going to have a perfect flight. If you have a so-called perfect flight you probably weren't evaluated hard enough.

Q. Yeah.

A. So but it was nothing, it was nothing alarming or anything like that whereas, like, you know, he scooted by, but we'll give it to him, like, from what I, from what I gather he did good. And from what I, what I remember with flying with him is that we had a nice week together, and he did a, he did a good job in the airplane. And I remember keeping up with the bosses and all that stuff about his performance that week, how it was going, keeping up with him, obviously, every day about how things were going. I do not recall anything. I remember, I remember the day of the CSIP check he was very, relaxed. He was not doing his check until like that afternoon, and we were just kind of hanging out, rehashing some grounds a bit, ate lunch together. He was not feeling like he's just going to scoot by. I would not have signed him off if I thought he was just going to scoot by. I do not recall any, any thoughts towards feeling like this guy does not have what it's going to take to be a CSIP here.

Q. Okay.

A. And I, once again, I did not do his CSIP check. So there is another instructor also who evaluated his skill set and signed him off to be a CSIP, and the debrief with that. And I clearly

remember that debrief because we swapped seats (indiscernible) that day. He did Chris's CSIP check. I did that instructor's CSIP check. He had an external CSIP up for a check. We basically just swapped. He took Chris for me. I took his guy. And we did CSIP checks for each other, and then at the end of the day we reconvened, debriefed everybody, and everybody was on their way.

Q. Do you happen to remember the name of the person who did Chris' CSIP check?

A. Nathan Kilmer.

Q. Kill, L-i-l -- I-l-l mer or ner?

A. Kilo India Lima Mike Echo Romeo, Kilmer.

Q. Okay. Thank you. Okay. So, again, just to reiterate. So nothing that gave you pause or cause for concern during your time with him?

A. No.

Q. Okay.

A. Now he wasn't a perfect candidate. I guarantee you that. It's not like we didn't redo anything.

Q. Yeah.

A. But there's nothing that I recall of like ending the day and being, like, what is this guy doing here? Like, what the heck was that?

Q. Okay. So then moving through the training he proceeded to his CSIP check. That went well. And then did you ever after that have any other time flying with Mr. Jensen? Did you have just

like, hey, we're both going to ferry an aircraft down or something like that? Did you have a chance to evaluate his flying after his CSIP check?

A. No. I do not recall. I really don't think so, no.

Q. Okay. Did you, I guess, when were you made aware that there had been an accident?

A. The day that it happened. I didn't know it was with Chris at first, but I was made aware the day that it happened.

Q. I guess was it word of mouth or did somebody formally from Cirrus notify you because just, like, hey, you guys you knew each other, you might want to be aware that this happened?

A. No. It was not, it was not anything like that. It was strictly word of mouth. An SR22 had taken off from Knoxville that day to go home. And I didn't know who it was in the airplane. And then when that person found out they said it was Chris, and I was, like, oh, no. And then it wasn't 'till the next day that I learned that he had passed, but the people that he was flying with had survived the accident.

Q. Um-hmm.

A. But it was not a formal call by any means by anybody. I was already out of the company for a couple weeks.

Q. Yeah.

A. It was, it was simply just a, a fellow instructor of mine. Actually, it was, it was opening night for the Tennessee football game. So we were on the phone about the game, and he said, hey,

did you, did you know a Cirrus crashed today? And I was like, no, I did not. And so he told me. I was, like (indiscernible) I had left Knoxville and so on and so forth.

DR. WOODS: I'm going to pause there for a moment, and give it back over to Todd, and then I have a couple, like, one or two more questions. But I'll let Todd ask a few.

MR. FOX: Thank you.

BY MR. FOX:

Q. Andrew, can you hear me okay?

A. I got you.

Q. Okay. So we were provided kind of a, a list of flights and flight times from Rob Haig for Mr. Jensen to include things like his interview flight that was in April, and then his dual received, and also what flying he did with his initial customers. And so we're trying to kind of put together this timeline. And also we had interviewed other instructors that we -- had been previously identified to us as providing dual instruction. Are you -- if I, if I use the name Micah from Orlando would you know who I was talking about?

A. Yeah, Micah Claussen.

Q. Okay. Micah was the original instructor down in Orlando who did the bulk of the initial standardization training as it was relayed to us. Basically over, like, 9 days, roughly 23, almost 24 hours. At which time the training transition from Orlando back to Knoxville I know, I know Sabrina was asking different ways of,

hey, did you -- were you aware how his training was going or anything like that? Did you and Chris discuss, like, why he didn't complete his training down in Orlando, and how it was going for him when you first met with him?

A. I'm sure we would have. I would have asked him how his training was, and maybe get, like, some key things that, like, maybe he wanted to hit on or something like that. But from what I recall we just did the standard CSIP thing, and it went, it went well for me. I don't know if he got -- I don't know about the gap in his, in his company training and CSIP training. He just kind of showed up on my schedule for CSIP. I would have known that he just got done with his company training, and I would have discussed with him like how things went. But to the top of my knowledge I do not recall, I do not recall remembering anything that he might have said, hey, I've struggled with this, I'd really line to hone in on these things to feel like I'm fully, fully prepared or anything like that. I do not recall that.

Q. And going back, and I know this is -- you're at a disadvantage because I'm looking at a spreadsheet, but you did mention having a logbook. You mentioned that you did the CSIP training with him in June. Is that a, is that like a, like a 10-hour kind of like check-out or would that have been closer to, like, maybe, like, maybe 5 or 7 hours?

A. I've got 6.8 hours with Chris Jensen.

MR. FOX: All right. So for the record, Sabrina, I'm looking

at the spreadsheet, and it looks like Andrew probably flew with him June 28th through the 30th. That's 6.8 hours of dual given. There is another individual who flew with him June 3rd through June 16th, and that's the individual who must have completed the standardization training.

MR. SIPERLY: My dates, my dates -- I've got my logbook. I've got it in three sessions. I've got it the 29th, 20th, 29th, and 30th. I had a 1.8 and then two 2-1/2 hour flights with Chris.

BY MR. FOX:

Q. Yeah. We have it on the 28th, 29th, and the 30th all spaced out. That's how they reported it to us. A 1.8, a 2.5 and a 2.5. And so those were CSIP related flights and ground schools, correct?

A. Yes. That's all I did with him, yes.

Q. Okay. Well, thank you for clarifying that. That leads us to another line of questioning with another co-worker. And you don't know by name who may have done his training or flying with him? Like he's, you know, that didn't just come up in discussions?

A. Like the gap training or something like that?

Q. Well, you call it gap. And when you -- I just want to clarify. When you say the gap training, are you talking like additional flying that he would have been flying back and forth from Duluth, stuff like that?

A. Yeah. No. I'm not relating to anything called -- we call gap flying. She just said there was a gap. It was a rhetorical

question that she --

DR. WOODS: Yeah. I -- there's a gap between, presumably, when he finished up in Orlando on May 26th with Micah with that recommendation that more training be had. And then I don't have what happened between that point and, I guess, now coming for CSIP training starting in mid-June.

MR. FOX: Yeah. So we, so we have flights that are listed, Sabrina, for 6/3 through 6/16.

And I think what Sabrina is mentioning is we don't have any Cirrus Approach documentation for those flights.

Is that correct, Sabrina?

DR. WOODS: Correct.

BY MR. FOX:

Q. Okay. So, Andrew, you're very helpful in the fact that we're identifying -- because we were under the perception that you had done all this additional training with him after the (indiscernible) base training. But it sounds like he was handed off to you after he had completed his standardization training. Is that a correct --

A. Yeah. I'm looking. I'm looking here. I have flights varying from the 3rd through the 21st of June, and I have nothing involving Chris Jensen in all these flights I have accounted for in my logbook with descriptions. So I have nothing, I have nothing else -- three CSIP flights. That is all the work I ever did with Chris Jensen.

Q. Okay. And thank you for also identifying that at the completion of the CSIP level of training which was on the 30th of June or that, that he had -- you, you mentioned that you had a 1.8, 2.5 and a 2.5 flight with him. I guess my question is what, what -- do you know what day the CSIP training flight that you, that you swapped with Nathan to do the evaluations for those CSIPs? Do you know what date that was? Because we have --

A. That was July the 1st. So I had a CSIP check ride here with Milton Theola (ph.). That was Nathan Kilmer's CSIP candidate. That was completed on the 1st of June. I'm sorry. The 1st of July.

Q. Okay. Yeah. So we don't have a flight listed for Mr. Jensen on the 1st of July. So we'll have to look back with Mr. Haig and Brandon who is the Cirrus coordinator to find out what's going on with that because that, that flight's not listed. There's a -- basically a P -- a bunch of PIC flights beginning on the 12th of July. So we'll have to look back with him on that. So thank you. I think that's been very helpful, and I'm going to turn it over to Brandon.

MR. MAYER: All right. Thank you. Appreciate that. Thank you for your time again. No further questions.

MR. SIPERLY: All right, thank you.

MR. FOX: Hey, Sabrina, I lied. Actually have a follow-up at this point. I was going to ask this a little later.

BY MR. FOX:

Q. So Andrew can you, can you explain the Cirrus approach documentation? Would you do that at the completion of every flight?
A. Would I actually do it at the completion of every flight? No. Ideally is that what we would do? Yes. But, no, I did not personally. That was just one of my shortcomings there. No, I did not do that after every flight.
Q. Okay. And what about with customers? Would you do that the same way? You would necessarily log each of the training elements flight-by-flight?
A. Yes.
Q. That is true? That's what you're stating in the affirmative that you would wait until a training was completed before you would do basically the electronic paperwork?
A. I -- oh, yeah. I wouldn't log anything before it was completed, no.
Q. So the individual flight parameters that you're supposed to be checking off, steep turn, stall, instrument approach, stuff like that you would basically be completing that at the end of the, the training syllabus?
A. It would be at the end of the syllabus or maybe like after two days of VFR stuff you go through and knock off all the VFR stuff. It takes a lot of time to get through that app and work it all out. If you started on one iPad, and then get on another one, it will, it will like -- it gets to be a lot. And in our busy

days I'll just be completely honest that was just one of my shortcomings there is I could have kept better tabs of that thing. But I would go through and at least mark off what we completed, and what we no longer needed to complete for the rest of the training.

Q. You said you would do that every couple days or would you do it every flight?

A. It would, it, it -- not, not every flight, no. It would be --

Q. Okay.

A. It would, like, sometimes, yeah, if we get, if we get done and, like, whatever, you know, I'd go back through and log that flight. But more often than not I would, like, you do these things so often I know exactly what VFR materials we have to go through. So I do all the VFR stuff, and then maybe go back after day two of VFR stuff, and clear out all the VFR stuff, and know exactly what we did, or mark off the stuff that we did. So ideally in a perfect world scenario you do that after every flight sitting down going over that, like, of marking those things off. But one of my shortcomings while I was there was I did not do that. I just got kind of behind, behind in doing that sometimes, and I would just simply scratch off the material that we did, but wouldn't actually fill out like the actual, the whole, the whole thing.

MR. FOX: Okay. Thank you.

Sabrina.

DR. WOODS: Got to find mute button. Sorry about that.

BY DR. WOODS:

Q. Okay. Thank you again, Andrew. I just have -- and I'm rounding it up because I think we have most of what we need, Todd. So just make sure I -- if you have any alibis. But so two kind of off-the-wall questions for you, Andy. One, are you aware, and, like, you know, Cirrus folklore if you will, are you aware of any accidents or incidents out there involving a CSIP where the CAPS was within the operable envelope, but wasn't used?

A. Any accidents or incidents where CAPS could have been used, like, above the 600 feet, I was not.

Q. Yeah. Like is there any sort of lessons learned or something that you guys would talk about routinely as a warning involving that scenario in the real world?

A. I didn't really bring up examples of that, but in our CAPS presentation it talks about the descent rate with CAPS and without CAPS and the speeds involved. So I would talk about the difference in between the two, but using actual real world examples I am not aware of any. I'm not -- I did not ever use any real world examples of CAPS being used -- of not being used when it could have been. I did use examples of when CAPS was used above parameters, and still successfully deployed, but not being used within parameters I did not ever use anything.

Q. Okay. And then the next weird question for you is in your

experience have you ever, have you ever had or heard of a customer or an instructor inadvertently maneuvering the fuel mixture control to idle or cutoff while in flight?

A. That did not ever happen to me. I had flaps. I had customers that would reach for the flaps when I clearly told them don't reach for the flaps. But I do not recall ever a time of having a mixture pulled on me, and I'm pretty dang sure I would have remembered that had that happened. If I can remember an alternator failure, I would have remembered that (indiscernible) happen to me.

Q. Have you, like, has anybody else talked about their experiences with that happening amongst your -- the -- that flight instructor community?

A. Maybe. To be honest with you, I do not recall though. I do not recall a person or an instance where I've heard that. I could see where it's happened before. People do a lot of crazy things in the airplanes, but I, to be completely honest with you, if I had heard that, I do not recall hearing that. I do not, I do not recall an instance of hearing that situation or of somebody talking about that happening.

Q. Okay. All right, I think that is all I have. We've taken up an awful lot of your time. Apologies for that.

DR. WOODS: So Todd or Brandon, any alibis?

MR. SIPERLY: What's that?

DR. WOODS: Asking Todd or Brandon if they have any alibis or

questions?

BY MR. FOX:

Q. Yeah, just, I also wanted to tell you I -- we appreciate your time. We definitely went longer than, than we had schedule out. So but you've been invaluable with the amount of information you've provided. So I wanted to thank you for that. Just kind of, again, these are kind of, like, just close-out questions that are just out of order and stuff like that. Did Cirrus have a policy concerning seatbelt constraint use during flights?

A. Yes.

Q. And what was that policy?

A. The lap belt low and tight across your waist. Shoulder harnesses you do not cross your arms in a CAPS scenario. If you are in a CAPS scenario your arms are crossed -- or I'm sorry -- your hands are crossed in your lap to basically prevent any part of your arm being anywhere near the chest belt due to the airbag system inside the chest belt.

Q. Okay. So but going back to the restraints itself, the restraints shall be used at what points during the flight according to the policy that you were taught?

A. The seatbelt system?

Q. Um-hmm, the seatbelts, the restraints.

A. There's no, there's no -- there's, there's no lap belt. It's just -- it's two belts. I always, I always had my belt on, and customers always had their belts on. There was never an instance

where I was ever taught a time to pull the belt off or that I would pull the belt off or even though of pulling the belt off. I always just wore the belt.

MR. FOX: Okay. Thank you. That's my final question, unless Sabrina you've got anything or Brandon.

Thank you, Andrew.

MR. SIPERLY: Yeah. Thank you.

MR. MAYER: No. Nothing else. Thank you again for your time. We really appreciate it.

MR. SIPERLY: Yeah, not a problem. Hope I can -- I just want to be a help however I can.

DR. WOODS: Well, Andrew, you have been already. We really appreciate it.

I'm going to go on and stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: FATAL CIRRUS SR22 G6 ACCIDENT
NEAR DAVID WAYNE HOOKS MEMORIAL,
AIRPORT IN HARRIS COUNTY, TEXAS
ON SEPTEMBER 1, 2022
Interview of Andrew Siperly

ACCIDENT NO.: CEN22FA405

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.

_____

Katherine Motley
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
	*	
FATAL CIRRUS SR22 G6 ACCIDENT	*	
NEAR DAVID WAYNE HOOKS MEMORIAL	*	Accident No.: CEN22FA405
AIRPORT IN HARRIS COUNTY, TEXAS	*	
ON SEPTEMBER 1, 2022	*	
	*	

Interview of: DAVID STONEKING, Pilot

APPEARANCES:

SABRINA WOODS, PhD, Human Performance Investigator
National Transportation Safety Board

LADD SANGER
(On behalf of Mr. Stoneking)

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I N T E R V I E W

DR. WOODS: Good afternoon. This interview is being recorded. My name is Dr. Sabrina Woods and I'm a human performance investigator with the NTSB. And I'm here interviewing a key witness in the September 1st, 2022, Cirrus SR22 accident.

Mr. Stoneking, would you please, for the record, state your full name and spell it?

MR. STONEKING: David Lee Stoneking. D-a-v-i-d L-e-e S-t-o-n-e-k-i-n-g.

DR. WOODS: Thank you. Mr. Stoneking, you've retained legal counsel.

Mr. Sanger, would you please, for the record, state your full name and spell it?

MR. SANGER: Ladd Sanger, L-a-d-d S-a-n-g-e-r.

DR. WOODS: Excellent. Thank you, gentlemen.

Mr. Stoneking, we're going to start out fairly broad and kind of let you go at your own pace. After that, we'll kind of narrow things down and I'll be asking specific individual questions.

I expect this interview to take hopefully no longer than 90 minutes, but kind of depending on your pace, you know, that could be a lot faster or a little bit slower.

Normally, we go about collecting kind of a 72-hour history on witnesses. However, in this case, it looks like when you left to go take receipt of your new aircraft was on August 29th. Is that correct?

MR. STONEKING: Yes.

INTERVIEW OF DAVID STONEKING

BY DR. WOODS:

Q. Then that's perfect. Let's just go on and start from there because that kind of already encompasses that 72-hour history we're looking for. So just in your own words at your own pace. You're leaving, you're going to Knoxville to take possession of your new aircraft. Walk me through what happened.

A. Well, I got there on August 29th, Sunday night, me and my girlfriend. And checked in the hotel. And that night, Chris Jensen called me and introduced himself as he was assigned as my instructor. And said he would see me on Monday.

So that's the first contact I had there. So we got up Monday and they had time -- Cirrus had some kind of ceremony to present your plane to you in a hangar. So that was the about -- we were supposed to get there about 9:30. So we got there at 9:30 or something like that at the Cirrus -- I think they call it the Vision Center.

And they took me in -- they have a delivery hangar so they had like a ceremony where they have the plane sitting there and lights shining on it and music playing and this and that. So they said here's your plane and then congratulations and I said thank you.

They -- then they went over. They had a table there with all the -- the engine logbooks, you know, just a bunch of stuff that

all came with the plane. Here's the keys. Here's all the paperwork for the plane, the propellor logbook, the engine logbook, the airplane logbook. And I said okay, thanks. Then they had that in a big black bag and they stuck that in the rear of the plane.

Then -- well, who told me that was a guy named Ryan; told me that. And Ryan is what they call, I believe, a delivery pilot. Not real sure. But he kind of went over all of the -- those logbooks and stuff. Just said here's this, here's that, here's this. And blah, blah, blah.

And he said okay, we're going to go fly this plane. And it's kind of like a delivery flight I'm guessing. So I got in it and he got in it. And he got in the passenger side. I -- like I said, I'd only been in this plane about a year-and-a-half ago for a demo flight in Houston. Thirty-minute demo flight. So I wasn't super familiar with the plane.

But anyway, he said okay, here's -- I think he started it. I don't recall. I didn't know how to start it or anything. So we got in the little plane and we go at Knoxville Airport and he just says okay, take it off, rotated it, you know, whatever it is. Seventy. And he's talking on the radios. I'm just sitting there kind of doing what he's telling me. So I take it off.

Then we fly around the pattern, come back and land. And that was what I guess they call a delivery flight. Like they're saying okay, the plane works and it's yours. I'm assuming. I'm not real

sure exactly what all that meant. But that's what happened.

So then it was lunchtime. So we had -- they served lunch to everybody. There's lots of people coming and going at that place getting recurring training or new training or picking up planes or -- just all kinds of stuff.

So we -- they had us all sitting and having -- everyone is talking planes and stuff like that. Had a little lunch. Then we went and the -- Chris showed us the CAPS simulator which is the parachute operation. So they have a little simulator you go in. It doesn't move or anything. It just has like a wind screen that you -- on the left and the right and you can see down the runway. So it -- and it has a throttle and pedals and to yoke.

So he's teaching us at what times you are supposed to automatically pull the parachute thing, the parachute handle, the CAPS handle which is, if you're the pilot, above your right ear up there.

So Kim, you know, she -- they were showing her all this, too. She was supposed to have some ground school. They said Monday was ground school. So we did that and learned how that worked. Did the best we could. We'd take the plane off and the motor would quit at a certain altitude. And you decided if that was high enough to pull the chute or not high enough. Or -- if you were above a certain altitude, you -- then you decided whether or not to troubleshoot or give you time to troubleshoot before you decided to pull the chute.

So we did that for about 30 minutes. Then we went into another room that had an actual -- they taught me the force of how hard you had to pull down on that handle. It's kind of like lawnmower pull start type of a thing, I would say. Something like that. And you pull it down about a foot and they -- so they'd show us the pressure of how hard it was to do that. We did that a couple times.

And then we went -- I believe then after that we went and he did -- I don't know if it was that day or the next day, between flights, he did -- went to a conference room and drew the fuel system and drew the electrical system, the buses, on the chalkboard. And we sat there and watched him draw that.

And then we went -- I don't know if that was that day or the next day. I don't remember which day that was. But that's kind of the only actual bookwork or anything like that that we did. So the next day, we -- which is -- I guess was then Tuesday. We went -- took off -- well, we did -- he taught me how to do the pre-flight. Check the pre-flight of the plane while it's on the ground. Check the ailerons check this, check that, and sump for fuel. That deal. We did that. So I did that.

And then we took off flying and we stayed in the pattern of the airport, being the Knoxville Airport, McGhee Tyson they call it. So we just took off. And he'd tell me -- go through all the checklists and this and that. And take off. And he'd handle the radios. And that's when I discovered that we -- I believe it was

then that we can't really do any pattern work or learn much because the plane has to have 25 hours on it before you can use the plane below 75 percent power. So of course, when you're doing pattern work, you're maybe -- I don't know -- approximately 15 percent of power, 18. I -- you know, something.

So and you can't go very high either because once you get above 6 -- say 6,000 feet, roughly 6 as I recall, the engine won't put out 75 percent power. So I thought that that -- so then, we couldn't really learn anything because I was hoping to learn approaches, speeds on the instrument approaches, the different power settings with the different flaps and so forth, when you're doing an instrument approach like I've been taught in my other planes.

So and also that day, there -- we never did any normal -- I think we might have landed once at Knoxville. We just went out and kind of flew around in circles out -- 30 miles from the airport. Just a VFR. Kind of just learning the buttons, I guess. And stuff like that. The new -- that new Garmin Perspective. I already had a Garmin G1000 in my 182 but it's a 2005 version and this is of course a lot more new and has more stuff in it. And the buttons are in different spots so you got to kind of learn where to push.

And then, we go back and we're going like 150 coming in on approach and he goes, yeah, this tower here wants us all to go to -- Chris says. I go, oh, okay. So none of the -- every time we

landed back at that airport, we're not doing anything, I would say, that would be like normal, under a normal approach. Speeds were fast. Everything was fast. So it didn't really do a whole lot for me. Keep the plane flying as fast coming in. Instead of like coming in around 100 say, you were coming in at 150.

So along that time, Chris asked me what I wanted to accomplish on this flight, on these flights. And I said well, just kind of what I just said. I wanted to -- I want to learn the approach speeds and how to land and fly -- I was thinking I was going to learn all the power settings.

So it was kind of interesting that they didn't have some syllabus for me or something that told me, you know, here's all your -- here's what we're going to learn today. And then we'll talk about it afterwards. It was really -- never did that occur ever.

So he said well, you know, you want to go somewhere. Where do you want to go. Do you want to go to Florida. Do you want to go -- where do you want to go. So I said well, I want to go somewhere where we don't have to fly at 150 knots to do any kind of work. Land somewhere. Like land somewhere or do a touch and go or something.

So that day would have been Wednesday. Then Wednesday, we flew to some -- I never really know where we were going exactly. He would pick some airport that was 150 miles away and he said we're going to go over there and go to lunch. So that's when --

so I go, okay, we'll fly over there. Then we'd fly over there and land. We'd do some instrument approaches, come -- and would -- that's when I finally got him to get me the speeds and I wrote the speeds down for like downwind, crosswind, final. And that type of thing. I wrote them down on a piece of paper so I could tape them to the dashboard so I knew what the speeds were.

It was just a little bit odd I thought. And then, let's see, so we landed there and had lunch. Then he had some student that he had taught before that was running this little airport. It -- maybe it's somewhere in Indiana. I don't really remember what. It's just an uncontrolled field out in the cornfield.

Then we flew somewhere else and did a touch and go. Then we flew back to Knoxville. So that day we flew about four hours, I think. Then the next day was the 31st. And it was a little windy outside. So he was kind of like, are you sure you want to go flying around. It wasn't, to me, that windy. It was like 15 -- crosswinds 15, gusting 20, stuff like that. And I told him where I land it's always like that. Fifteen to twenty in my airports.

So I said I want to learn how to land the thing in a crosswind so I had no problem going. So we went out and did some -- I'm not -- I can't recall exactly or roughly where we went. Like I say, I don't know any of these airports. The only one I knew was Knoxville. And we came back. And we're doing -- we just kind of flew around and just tried to stay out of the clouds. And then -- because we were VFR.

Then we came back and did the crosswind landing. And I remember -- this is some -- maybe some new information that I -- I don't guess -- I don't recall telling -- maybe I did tell Todd. His name is not Todd. Is it Todd?

Q. It is.

A. Yeah, Todd. That one thing was interesting. When I landed with the crosswind, I'd land my 182 and then -- I flew a Pilatus many years but not as the PIC. I own the aircraft but I had a professional pilot with me. I got dual credit. Landed it and stuff. And so we had a yaw dampener. And of course, my 182 has no yaw dampener.

Well, I never understood how the yaw dampener really worked in the Cirrus. So I'm coming down to land in the crosswind and trying to manipulate the plane with rudder pedals. And I go, man, this ain't working. So we landed but the wing -- the wind got under my right wing. Kind of blew me over to the left a little. Not dangerous. But it was like I -- what's going on.

Then he told me about the yaw dampener. He said well, the yaw dampener stays on until you're 200 feet above the landing and it comes on 200 feet above the takeoff. So you got to be ready for it, when you're 200 feet, to take over. And that's the only time the rudder pedals will work for you. I was like, well, in the hell didn't you tell me that before.

But anyway, I went home and researched that at night. And I read some things about people having issues with yaw dampeners on

Cirruses. And I sent those snapshots to him. And he never said much -- nothing about that.

Then we -- Wednesday -- that was Wednesday so Wednesday -- so we were planning -- the whole plan was to -- for me to -- I was hoping to get -- I was like 75 percent hoping that I would be checked out in this plane by Friday. Well, I could see that wasn't going to happen because of the 70 -- the 25 hours you have to do anything.

So it was kind of weird that -- Cirrus, they don't -- you know, to me, they should -- Cessna told me when I bought my plane brand new, you got to have 50 hours on this before you can do anything -- do any maneuvers or power steady maneuver. Because really -- I don't really know but maybe they were supposed to tell me that. They didn't. I don't know how you get Cirrus training when you can't really train if it's a brand new plane. But any who, the next day that evening, Wednesday evening, I got up to use the bathroom during the night and I just felt some chills. Kind of like shivered a little bit. And I go, oh, no. I'm catching a cold.

And so you know what? I didn't finish that before. Our original plan was to come home Friday because he was just kind of ferry me home Friday and then stay with me here in Houston was the plan. Until I got -- we got 25 hours on the plane and then I could learn from him or find a certified Cirrus instructor. There's about five or six here in Houston that are certified by

them. To finish me up.

So -- but since I had the chills, I said I'm just ready to go home now. I texted him -- sent him a text at like 0700 Thursday morning. Said look, I'm not feeling 100 percent. Let's go home. And so he changed -- I think that day he was wanting to fly to Destin because he -- whatever, go down there.

So he had the -- it was Labor Day weekend so he had trouble finding a kennel for his dog. That took him most of the morning. So we decided we'd fly home and if I felt good Friday, you know, it was just a temporary cold, we would go -- he would -- well, I flew home Thursday. But if I felt good on Friday, he'd fly me -- we'd fly around. If not, he was going to go home.

So he packed clothes. I guess. He had a backpack. I don't know what he had in there really. But he was planning on spending the night Thursday night and then either fly me or catching a ride -- United or something back to Knoxville.

We -- it looks like because we had to fly so low 6,000 feet because of the 75 percent, we'd burn more fuel than would get us home. So we filed a flight plan, an IFR flight plan to, I believe, it was Alexandria. And land in Alexandria, gassed up, and then fly the hour and 10 minutes to Hooks.

So when we were flying -- we'd just take off and then he just -- given me some input here and there. Really there is fairly light, really no training or -- there was no training or anything like that. He just sat over there on the right side and I turned

on the autopilot and off we went.

Then when we got near Alexandria, there was a thunderstorm actually just sitting on top of Alexandria. So we switched over to Monroe which is a little north of there. And we landed in Monroe. And we got gas. And stayed there, I don't know, approximately 30, 45 minutes. We drank some coffee, me and Kim. And him and Kim chitchatted about nutrition or something.

I went out there and checked the fuel and put some oil in the plane. And sumped the fuel. We fueled it full. Then we took off on our next leg to Hooks. It was about -- I think it was scheduled to be maybe an hour and 10. I can't remember. Roughly an hour and 10. Then as we were going along, ATC -- there was some convective stuff popping up here and there. Typical summer weather. So they vectored us around. So I had him bugged it to wherever they told me to go.

So about five, ten minutes after we took off -- it was interesting -- Chris goes, man, I got to urinate. I go, dude, why didn't you go back there. He goes, I don't know. I said, well, I got a bottle for you. I have a Little John. You can go in that. He goes, no, I'll never go in one of those. I can hold it.

Then he was obviously grimacing and kind of squirming around over there in his seat. And uncomfortable. And I then again offered him more -- pee in this for Christ sakes, you know. Then, no. So he just sit there kind of quiet. Then we got too diverted around which added more leaks to our time before we could land.

Plane was flying fine. Everything was fine really. So we get into -- over near Houston and they vectoring us -- Houston center -- not Houston center -- Houston approach is vectoring us north. They're -- we were on a heading mode for 30 minutes probably.

They vectored us north. Kind of a little north of the field. And I got the ATIS. And the ATIS said they were landing 1-7 right. So I loaded 1-7 right. RNAV GPS 1-7 right. Because I kind of wanted to see what the WAAS did, you know. That was kind of the whole reason I bought this plane was my plane is difficult to upgrade to WAAS. I bought it -- ordered a plane that was more advanced.

So I wanted to see it do it. So I loaded it. Didn't activate it because they haven't cleared us to land or any of that. So then, ATC comes on. Houston approach comes on and says hey, you know, our tail number and goes, hey, do you guys want to do the RNAV GPS 1-7 right or do the visual. And we had the field in sight. It was approximately eight miles down there, something, you know, over there. And he goes on the radio and says we'll do the visual.

And I said oh -- I go, I don't have the visual approach on my -- either -- any of the planes I've ever flown. And I go, I don't see a visual in the -- in that V over here in the options for approaches. And he says oh, you got to scroll all the way to the bottom and you'll see a thing called visual there. So I scroll

down to visual and -- well, right prior to that, the ATC goes, okay, you're cleared to the visual 1-7 right, contact the tower. Something like fly heading 2-8-0. Cleared for the visual, 1-7 right. Contact the tower.

So that's when I put in -- then I stepped forward and said I don't know where that is. I don't know what that is. I don't know how to do what you're talking about. I don't -- I was fine with doing the 1-7 GPS, the RNAV, and letting it do it. But he said no, do the visual. I said okay. So I loaded in that visual. And I told him -- I remember saying to him -- I go, look, there's no -- none of the step downs in here, there's none of the waypoints in here. There's nothing in here. And he said that's okay. I said okay.

And so, we contacted the tower. They say you're clear to land. And I see the two red -- two lights and the two reds. I say okay, we're cool. We're on glide slope. And I -- at that time, I don't know if it was activated. You know, I loaded it but I don't know if you activate it. I don't know the visual -- how it works in that plane. I don't know.

We're on the glide -- coming in fine. We're not on a glide slope. It's -- because that thing doesn't do the glide slope. We're just looking at the airport. And then the air speed started slowing down slightly. And he -- so he's not talking a whole lot. He's visible uncomfortable, I would say. And he says watch your air speed. Give it some throttle. So I gave it some throttle.

And I didn't hear any noise, sound of the RPM of the motor, as I recall, going up. And instantly, he goes it's my airplane. And I say your airplane.

Then Kim believes -- he had his hand on the throttle and this is where I don't -- it's not clear. His hands his hands on the throttle. And I believe he said or pushed the throttle forward or three quarters full or something, you know. In these situations, you don't have to push it very hard to climb to get -- to climb. And so -- but he gave it -- I thought he said -- I thought I saw him do full throttle but I can't be exactly sure because I'm looking -- I don't know what I'm looking at this time. I'm just sitting there a passenger.

Then when I didn't hear the RPMs of the motor go, I go -- I know I verbally said oh, shit. Then we hit the trees. And that's all I know. Pretty -- that's the 72 hours, say, synopsis of what happened.

Q. Excellent. Thank you for that. I appreciate it. We're going to go back and -- and I'll be a little bit directive because I have a couple questions along the way but I wanted to make sure you were able to kind of walk through that process and remember what happened. So now just some more pointed questions.

Are you doing okay still?

A. Yes, I'm fine.

Q. Just making sure if you need a break or something. Real quick just to --

A. No, I'm good.
Q. -- confirm. You've got -- I've read through your history. That's why we didn't go through that. And also, thank you for the medical updates. Again, normally, in an interview, we would go through all that but you've already given that to us so I don't need to go through it again.
But I do want to confirm that although you have a great deal of experience with Piston but you don't have a whole lot of experience with the SR22 or with Garmin 100 Perspective Plus. Correct?
A. Correct.
Q. How would you rate your experience with those products?
A. After going flying into that my experience with those products --
Q. I meant -- sorry, let me --
A. -- meaning -- you mean -- tell me like what -- flying the Cirrus or pushing the buttons or the whole thing?
Q. I mean, what was your -- how would you, I guess in terms of hours, how would you rate your experience with those products prior to taking receipt of your new aircraft? I apologize. I wasn't clear.
A. Prior to taking delivery of the aircraft?
Q. Yes.
A. Is that what you said?
Q. Yes.

A. I had one -- the salesman in like February of '21 or March of '21, say -- he's based in Austin, Texas. Flew one of their demonstrators here. I got in there on the left seat. He got in the right seat. Kim got in the back. And he told me what to do and to take it off. And we flew it for about 20 minutes. And he pretty well told me what to do. I didn't -- it wasn't a training thing. It was just like -- I don't know what you'd call it. Check out the plane to see if I -- my main thing was to see if I could fit in one. I'm 6'3" and I wanted to make sure I could fit in there and be comfortable. But I have no -- prior to taking delivery of that plane, I'd say I had like no experience really. I just rode with a guy for 20 minutes in the Cirrus.

Q. Understood. I just wanted to --

A. That's it.

Q. -- make sure.

A. Yeah.

Q. Going back to kind of the beginning, rewind you back, what were your expectations for what was going to happen when you got to the facility? I'm sure you had something in your head that you thought, okay, this is what is about to happen. Can you talk to me about what your expectations were?

A. Well, my expectations were to be -- generally, to be taught how to fly this plane. And basically, to fly a plane, you need to know the speeds, the throttle settings, the mixture settings, the rotation speeds, the glide speeds, the emergency procedures.

Things like that was what I thought I would be taught. But I don't -- wasn't really taught -- I was hoping to come out of there knowing how to fly this plane like Jim Dandy.

Q. Understood.

A. That was what I was hoping for. But I kind of gave myself, say, a 75 percent chance that I would be proficient enough to fly myself home in it on Friday by myself and pass their test. But then again, they call it their -- they call it the Cirrus transition course or something.

I assumed it was some course to teach you how to fly that plane. That was what I was expecting.

Q. Then did Cirrus give you any expectations for you prior to you coming to their facility? Did they give you any sort of prerequisites or training that you had to complete or did they let you know what was required for you to be able to go on and fly yourself home?

A. Well, no. Not really. They just asked me if I was instrument rated. What -- is my medical current. And things like that. One thing that was interesting was they -- say, two months. You know I ordered this plane a year-and-a-half ago roughly. And they tried to give me -- get me logged into something. Cirrus website, Cirrus something or other. That I was -- that they'd send me -- what -- a login and a password.

But I didn't -- it would never let me log in. So I called their training people back. The person that would send me that in

the email. Say hey, you know, I can't open this. And they go, okay, let me get with technical support. So I never received anything from them. I called the salesman finally like two weeks before saying I feel like I should be reading something so I can study. Like where is the POH or something.

And he sent -- and he tried to get them to get me this information. But I never did get it. And I never could log in. Still can't log in. I'm not trying to log in anymore. But he did send me something that was an Apple Books. The salesman. That he said I'm going to download you this thing called Apple Books and it was a series of like five or maybe seven videos of talking about the plane.

It wasn't really anything that you could learn anything. I mean, you -- it was just like a general -- talking about the general things about the plane. So that was about a week before. And I read all that. But I don't -- so that was it. I didn't get a manual or a syllabus or anything. No.

Q. So you said you talked with the sales rep and maybe the delivery representative. How much communication did you have with Chris prior to your arrival to Knoxville?

A. Zero.

Q. Did you know who your CSIP was going to be prior to arriving to Knoxville?

A. No.

Q. What time were you assigned Chris as your flight instructor?

A. Well, I don't know what time they assigned me -- when they assigned it. I don't know when they did it.
Q. What time were you aware?
A. Well, when I was aware of it was Sunday evening about 4:00. He called me about 4:00 and said I am Chris and I'm going to be your flight instructor tomorrow. And he asked me a couple questions. If I knew what a G1000 was. That I -- he said okay, good. You'll be fine. You know what the G1000 was. And that was about all he asked me. That I remember. He asked me about that. And he goes okay, we'll see you tomorrow after your plane presentation show. I never met him until Monday. But I talked to him Sunday evening. He called me. And he introduced himself.
Q. When you were able to meet him and sit down and have a conversation, how did that conversation go? Were you able to convey then what your expectations for the training were?
A. I was really relying on them to teach me. Not me tell them what to teach me. So I really didn't ever have that discussion. I mean, they told me we were going to do ground school on Monday so I thought -- and the CSIPs. I thought ground school was going to be going over typical ground school things. Studying the book or something.

So I never -- I just relied on them. I didn't -- hello. I didn't tell him my expectations. He just -- he asked me what -- he did ask me, well, what do I want to accomplish? Something like that. Or were you -- what are your missions. And I said well, I

fly to my ranch house. I fly to Lubbock. Three hours. I'll fly to Dallas, hour-and-a-half. And I have a place near Vail, Colorado. And I want to learn how to mountain fly someday, too.

And I remember him saying that I fly -- I'm from Seattle so I'm used to the mountains. And that was that. We never -- there was never anything like, here's what we're going to do today. We're going to learn slow flight, we're going to learn stalls, we're going to learn turns around a point, we're going to learn stuff like that that you -- I would think you'd learn. But no one ever talked about that.

Q. So to confirm, neither anyone from Cirrus nor Chris ever gave you a syllabus for this training program?

A. No.

Q. Prior to your first flight with Chris -- actually, just to confirm, was Ms. Hazelwood with you for all of these flights?

A. Was who?

Q. Was Kimberly with you for all of these flights?

A. Yes. She went with me everywhere. She was -- yes. Yes, she sat in the middle of the back seat so she could see everything. She asked a lot of questions. And she's very inquisitive.

Q. Is she a pilot?

A. Yes, she sat in the back. No.

Q. Is she training to become a pilot?

A. No. She just wanted to learn if something happened to me, what -- how she could best be safe and do things.

Q. Understood.
A. And they never really told her what that was. Because there's a level button in there. The salesman -- when I first flew a year-and-a-half ago on the demo flight, he goes, see this button here; you push that button, it's a blue button. But no one ever told her about that blue button in the -- so they -- it was -- they said that it costs extra for us to train the buddy pilot, if you will, or they have some buddy pilot program or -- I don't know what they call it. They have some name for it. I don't know what its name is. But they said that my salesman was covering that for Kim. So we thought Kim was going to go learn some other things possibly while I was flying or something like that. But she never did anything. She just followed me everywhere. That's what --
Q. Let's go --
A. But she was on every flight. Yes.
Q. Let's go to that first flight together. There were some things that you had expected to go over. However, you expressed frustration that there's 25-hour limitation so that you really couldn't accomplish some of the things that you wanted to. Is that correct?
A. Yes.
Q. So prior to going to fly then, did you and Chris have a conversation about who was going to be the PIC or SIC or who was going to be the pilot flying, who was going to be the pilot

monitoring?
A. No. I mean, I think it was assumed he was the PIC. I certainly wasn't. I'd never flown the thing. So I -- there was not a verbal -- I am the PIC, you know, sign here or anything like that. No.
Q. Did you have a chance to go over any emergency action items other than the CAPS system? Like for instance --
A. Emergency --
Q. -- protocols. If an emergency were to happen, it's my aircraft. You work the radios. Any sort of directions like that?
A. No.
Q. Did either of you accomplish a pre-flight for the very first flight?
A. Yes. Well, not the pre-flight when the delivery guy did it. He didn't do a pre-flight. Now, when I flew with Chris, we did a pre-flight. He showed me the pre-flight -- the checklist that's in the MFD and then I performed all of those things to the plane while he watched me. And he said oh, well, you got to check for that little red thing where the brakes are. And he would just say little things like that. And I did the pre-flight.
Q. Did you --
(Crosstalk)
Q. Did you do this for each day?
A. Yes. Um-hum.
Q. Sounds like the checklists are integrated with the system.

Was he able to or did anyone point out to you where those checklists were and how to call them up on the Perspective Plus?
A. Yes. Yeah, he -- there's a checklist button. Yeah.
Q. Prior to September 1st, as you were out flying, did at any point, Chris have to take control of the aircraft?
A. No.
Q. You were flying predominantly most of those times?
A. Yes. Under his direction. You know, turn heading -- he would act like he was air traffic control. And he'd say okay, you know, November 4-2-0 Sierra turn left heading 3-2-0, climb and maintain 5,000. So I'd repeat that back and make the plane do that. Things like that.
Q. During those flights, did he give any other instruction? You said you were quite surprised by the yaw dampener situation. So was there anything else that he gave instruction on or that you were surprised that you did not receive instruction on during those flights?
A. No. Not -- no, I can't recall if there was anything stuck out. No. The yaw dampener was one I -- that sticks out. But no, not really.
Q. For -- again, these are all the flights prior to September 1st and then I'll go to that in a moment. What was your general demeanor in the cockpit? Was it comfortable, was it relaxed, was it -- were you at all ever tense or uncomfortable with the situation?

A. No. Comfortable.
Q. How about Mr. Jensen? How was his general demeanor? Was he relaxed or otherwise?
A. He was comfortable. Yeah. Relaxed. Comfortable.
Q. Let's go through a couple quick equipment items. Were you using headphones or noise-canceling headphones or any sort?
A. Noise-canceling. They provide you two Bose headsets. Noise-canceling headsets.
Q. What about restraints? Did everybody remain restrained during the flights?
A. Yes, yep. We all had our seatbelts on for sure.
Q. I'm just going through my notes here. Apologies for the delay.
A. Not a problem.
Q. Let's pivot to that plan to go home for you. You woke up. You weren't feeling well. You decided to go on and get home and then continue the instruction that you still felt you needed. How did you go about discussing that plan with Chris?
A. Well, like I've kind of already said, I texted him about 7:30. I think we were supposed to meet about 9:30. I texted him about 7:30 and kind of said hey, I'm not feeling well. I got some chills here and -- they'd come and go. They weren't bad. But I don't -- just -- didn't know if it was going to get worse or better or what.
So I said -- I just texted him. And he texted me back in a

little bit and said okay, let me -- I got a meeting at 8. A conference call or something. And let me see if I can find something to do with my dog. And I'll get back with you. So me and Kim -- we -- he -- about maybe 9:00 or so, we were still in the hotel. And he -- I think he called me. He goes, hey, I found the boarding place. I got to drive him over there. I won't be there until 11. And I'll meet you there at 11. And so me and Kim -- that's to the extent of that. Is that what you -- does that answer your question?

Q. Sort of. So was it explicitly clear that you intended to be ferried back and then resume training in the location? Chris understood that?

A. Yes, yeah. That was not -- there were no training. No training. No. We were just going to fly home.

Q. So you didn't intend to --

(Crosstalk)

Q. -- log any of the flights that were to get you home as instructional flights?

A. No. I never even thought about that. I didn’t think that deeply. I just wanted to fly home and we weren't -- we never discussed -- it was obvious at that time, to me, that there is no training because you can't do anything because the plane isn't ready. So there is no real training. So it wasn't like a training flight. We weren't going to do touch-and-goes on the way home or any of that.

We were just ferrying the plane back to Houston. And Kim was in the back and I was sitting up there. I -- he'd give me indications from time to time of -- do this to the autopilot or do something here. But it wasn't really -- no discussion about any of that. I knew we'd have to ferry the damn plane back because I can't fly. So it wasn't really discussed. It was kind of obvious.

Q. So pivoting to that first leg. The -- you were headed for Alexandria but there was weather in the area so you ended up heading to Monroe. How much of that first leg was flown on autopilot versus hand flying?

A. Ninety-nine percent.

Q. Just for the record, I know you've said this before but please confirm, which seats were you in?

A. What was that question?

Q. Which seats were you in?

A. I was in the left front seat.

Q. And Chris, I'm presuming, was in the right.

A. Right side.

Q. And I'm -- was Kim still in that middle back seat or was she left or right?

A. She moved around. She kind of leaned -- she slept. She leaned -- I think she was in the right seat some. And sleeping with a blanket. But then -- you know, I think in the -- sometime during the second leg of that flight, she got in the middle seat.

And she might have got in the middle seat when we landed in Monroe because she likes to see what's -- when you're in the middle seat, you can see what's going on.

So when you're just flying along on the autopilot, there's nothing going on. So I don't really know -- I know she was in the middle seat when we landed or when we crashed. And she was in the right seat some of both legs but I couldn't tell you how much she was in the back right seat. I know she was some. I turned around and saw her sleeping back there leaning against the side of the plane.

Q. Do you know if all three -- of course, yourself, but do you know if all three of you were wearing your restraints?

A. Yes. Everyone wears a seatbelt all the time.

Q. Now, this is going to seem like an unusual question. But think back -- so on that September 1st, think back to what you were wearing to include like any external equipment like iPads or cellphones or anything like that. Can you recall anything that might have gotten inadvertently in the way of any sort of control in the cockpit?

A. No. The only thing I had was an iPhone. And he only had an iPhone. And that was it. I had a pad on my -- a knee pad strapped to my knee. But there wasn't anything -- no food, no nothing. Nothing up there. My phone -- there's a pouch in the front of the seat that it goes in. And you just stick it in there and that's where it sits. But no, no, there wasn't any magazines

or nothing like that.
Q. So for that first leg, I believe you mentioned to Mr. Fox in your very first preliminary interview with us that there's a chance that the flight instructor fell asleep during that first leg. Can you confirm that?
A. Can I confirm that?
Q. Can you confirm? Did he -- did you say that? Did he fall asleep during that first leg?
A. It looked like he dozed off. I don't know how long he dozed off. He might have just had his eyes closed and was meditating. I couldn't tell you if he was asleep or not. But it wasn't very long. But he did have his eyes closed for a little while while we were just straight and level flight.
Q. About how long was that into that first leg? Like about halfway through or right at the beginning or right towards the end?
A. Probably halfway through. If I had to guess -- I, you know, I don't know. It wasn't that at the beginning we were talking about climate change while we were at altitude. I was talking about climate change so we were chatting about that. And Kim was talking to him I think about nutrition while we were just flying along. But somewhere in there, he -- I looked over there and he was -- had his eyes closed. But may have lasted a minute. I'm not real sure.
Q. No problem. Your approach into Monroe, was that standard?

Did you have any issues? And did Chris give you any information or instruction for that approach?
A. Yes. All standard. Everything was totally normal on that landing and on that approach. I don't -- I think it was a visual -- turn right base -- you know, we weren't on -- I don't remember what we did there, to be honest with you. There was no weather or anything. I don't know if we just turned -- I don't know. I can't remember. But there was nothing unusual. Everything was just very smooth and normal. Landing there. I don't know if we did an IFR approach. I don't really remember that one.
Q. That's fine.
A. I don't know.
Q. So --
A. I mean, a lot of these flights run together.
Q. Yeah, I understand.
A. Taking off and landing and going here and going there.
Q. Do you happen to remember if you conducted a before-land checklist?
A. Yes, we would always do that. I would say yes, that's -- he'd pull it up on the screen and we'd go through that. Yes. Prepare the plane for landing. Yes.
Q. Now pivoting to that second leg and the accident leg of the flight. I'm presuming takeoff from Monroe was clean, no issues.
A. Correct.
Q. And about what time did Mr. Jensen let you know that, hey, he

was having some physiological difficulties and that he had to urinate?

A. I would say 10 minutes after we took off. It was really quick. It surprised me. Yep. I would guess about 10 minutes. It could have been 10, 15, somewhere around there. Not totally sure. Something like that.

Q. So did he -- I guess, how did he let you know? Just like, hey, I -- I guess, what did he --

A. Hey.

Q. -- intend you to do about that?

A. Well, I can't speak for what he intended me to do about it. I wasn't -- I had nothing. I never -- he -- I don't -- I can't tell you what he was thinking --

Q. Did he ask you to divert anywhere?

A. -- for me to do. No.

Q. That's more what I was talking about. Did he ask you to divert? Did he want you to -- did he want to take control of the aircraft and land somewhere closer than Hooks?

A. No.

Q. So you mentioned that he did appear like he was obviously in some discomforture [sic]. Going back -- I know this is an unusual question again -- back to anything that you might have had up there with you like jackets, headsets, cords, iPhones, anything. During his uncomfort [sic], did it appear as though his fidgeting could have in any way come in contact with any of the controls?

A. No. No.
Q. So you're cruising along. You're on approach. You are intending to do an RNAV GPS approach, however ATC replies back and offers a visual to which Mr. Jensen takes. Did you guys have a conversation about what kind of approach you would prefer prior to that interaction?
A. No.
Q. Then when he accepted the visual, did he have a conversation with you about that prior to accepting?
A. No.
Q. Did he happen to tell you why he preferred that or selected that option after he accepted it?
A. No.
Q. You expressed that you weren't the most comfortable. This was something that you hadn't done before. Were you clear to Mr. Jensen as to what your preferences were for the approach?
A. No. I -- no, I wasn't. He was running the show, if you will. And so, I just did what he said. I didn't say I don't want to do that approach. I didn't say why are we doing that approach. I just -- when he -- when they cleared us, I just said I don't know how to put that in the -- you know, I don't know how to pull that up, pull that procedure up. I don't know. I already had the other one in there loaded. He didn't expand on reasons why we're doing this or not doing this or whatever. No, none.
Q. At this point, were you hand flying the aircraft or was it on

autopilot?
A. I believe it's on autopilot. This is where it gets a little confusing. I know we were on heading mode to intercept -- well, I thought we would intercept the GPS 1-7 right which I had loaded but not activated. And I don't know what a visual does. If it -- to me, a visual is -- well, I don't even know -- visual is you just fly like however you want to fly in there. Contact the tower and they'll tell you what to do on a visual.

But in this Cirrus, it evidently has a procedure that runs the autopilot on the visual. And I don't know if that -- if it was ever -- if it was activated or not activated or what. I don't know. Because he said change it to that. And I don't know. But I know we were on heading mode prior to that with the ATC vectoring us, basically, to the final -- to the approach.
Q. So at this point, who do you feel was in charge of the aircraft?
A. Well, he was telling me what to do. So I would say he was. I wasn't making any decisions.
Q. So you were on that approach and then things change. It -- I believe you said that the -- you started losing speed a little bit or maybe the engine RPM started to roll back. Can you go through that one more time?
A. No. I never really said engine RPM started to roll back. The -- he said the air -- watch your air speed. So I gave it some throttle. That's what happened.

Q. And at this time, you still believe the autopilot is in control?
A. I'm guessing -- I'm not 100 percent sure. Because I don't know -- I don't know.
Q. That's fine.
A. I don't know if we're -- if the heading bug was turned to 1-7-0 and I'm -- I don't know at that time. I don't know because I got confused when he started telling me to switch all that stuff around. And we were almost on the -- already approaching the heading of 1-7-0 which would have been -- you know, we'd have been on the run line. So right when he said to change it to -- he told ATC he wanted to do the visual. So I don't know.
Q. That's fine. That's --
A. I don't know if --
Q. -- a perfectly acceptable answer.
A. -- he turned the autopilot off. I don't know.
Q. Did you happen to have a chance to look at any of the gauges or controls to determine what their status was?
A. Well, we -- as I recall, the mixture was rich. We went through the checklist, I'm sure. I'm not sure but I'm pretty sure we would have done the checklist. I'm confident of that but I wouldn't -- mixture rich, just switch the fuel. They want you to switch the fuel tanks. Not sure what else you do. I don't know everything about the plane. You turn the landing lights on when they clear you and you mixture rich and you set the power for the

descent.

And so, I'll set -- and so, as far as that goes, those were -- I feel were set properly. The throttle was set properly. Mixture was rich. Landing lights on. I don't know if there's something -- oh, I think you got to check if the fuel pump is on but they run this plane with the fuel pump on all the time. That's the other one. So it would have been on because it stays on from takeoff to landing.

Q. During this entire time, did Chris touch, do anything, himself?

A. I don't really know. This is a critical part of landing. We're going in there. I'm focused on looking where we're going and paying attention and trying to -- he'd never been to this airport. I'd asked him that. You ever been to Houston; ever been to this airport. He said no.

So I thought it was a little interesting that he didn't look -- and maybe he had already looked at that approach to see what it was. Maybe he already had his own self sitting over there and just didn't tell me. I don't know. But then, you know, I guess when you could see the runway and it's a visual, then you don't -- he or I guess pilots don't care what's out there. If they can see the runway, they're fine. I don't know. So I kind of lost what you were asking.

Q. I just asked if he had touched anything or was doing anything at the -- during this phase of the flight.

A. No, no. I don’t know. Sometimes we'd be landing or something and he'd reach down there and unbeknownst to me, give it a little more throttle. Kind of have his -- like his thumb and his index finger on there. And I would look down and said oh, what are you doing. He goes, I'm giving it some more throttle. So --

Q. Do you believe he did that --

A. -- done that --

Q. -- during this flight?

A. I don’t know. He could have. I couldn't -- I -- he could've. I don't know. I don't know.

Q. At what point did you realize with clarity that something was wrong?

A. That's a good question. I think when he told me to give it some throttle and I gave it some throttle and it -- I didn't hear any noise. And he goes, my airplane. That's when I thought something was going on. And that would be the time. Prior to that, it seemed like everything was fine.

Q. So when you gave it full throttle or -- I'm putting words in your mouth. Apologies. When you gave it throttle, did you give it full throttle, did you, essentially, firewall it?

A. No, no, no. Don't -- no. Because we were -- no, you don't -- you know, I was flying it like I fly my plane which it's -- you know, when you're a little bit slow, you just give -- you don't have to give it much gas. You give it like a quarter inch

throttle, something like that. You try to keep a controlled and stable approach. No rapid moves of any nature. So no, I did not give it full throttle. I probably gave it a quarter inch maybe of movement forward. No violent movement or anything like that.

Q. Did you happen to identify any visual or aural alarms going off at that time?

A. None.

Q. So essentially, he tells you to give it more throttle. I'm presuming there was no conversation as to why he's saying that.

A. Well, he wasn't talking a whole lot as I've said before. And he's squirming around a little bit over there. And I know he's got to pee like a racehorse. So he wasn't very talkative. Hang on a second. Hang on a second. I got to say goodbye to my daughter. Just be careful.

UNIDENTIFIED SPEAKER: I will. Bye.

MR. STONEKING: Sorry.

BY DR. WOODS:

Q. No problem.

A. So what was the -- where were we?

Q. I had just asked if he -- after -- you're giving it a little bit of a throttle. Did he say anything? Did he have a chance to communicate to you what he was seeing? And you said that he wasn't very talkative and that he obviously seemed very uncomfortable --

A. Yeah.

Q. -- because he had to go to the bathroom.
A. Yeah. And no, he just said -- I don't know if his exact words were check your air speed, give it throttle, or he just said check your air speed and I gave it throttle. That's all he said. He didn't say anything else.
Q. How long after that did he take control of the aircraft?
A. Almost instantly.
Q. And at that point, again, were there any further directions to you or was he still quiet?
A. No. Yes, silent.
Q. Were you able to see or hear anything unusual at that time? You did mention that the engine didn't sound as though you thought it should.
A. That -- you know, there were no -- no warning sounds, no stall warning, or anything like that, if you're asking. There were no beeping, buzzing, alerts. Any of that going on. I just knew after he took the controls -- he had his hand on the throttle and I can't recall but I think he gave it like full throttle or a lot of throttle. I don’t know if it was full because I was -- never said anything to me after my airplane. Never said a word.
Q. I know this is a bit of a memory game. But do you happen to remember what position the fuel selector end was at this time?
A. The fuel selector?
Q. Um-hum.
A. No. It was either on left or right.

Q. What about the fuel mixture --
A. I don't know --
Q. -- control?
A. -- if I -- I would say it was full rich.
Q. Then the throttle, you said you gave it a little bit but when he took control, he might have given it full or do you know?
A. A lot more. Well, it's only hearsay here at this point. I can't really say but I know -- my feeling was I thought that he gave it full throttle or a lot of throttle. And I verbally said oh, shit. Because I could see the trees coming. And I heard no engine noise. And I could see the trees coming.
Q. Understood.
A. And that's -- my girl, Kim, seems to remember him saying something but you'll have to talk to her what she thinks he said.
Q. You come down. You've come to a rest. I know you didn't say it before and I know it's not fun or pleasant to remember or go through but there are some things that I would like to talk about as -- what happened next? So you've crash landed. At any time, did you lose consciousness?
A. I couldn't answer that. I remember quickly going -- he banked the plane to the left to try to go over to a clearing over there it appears. I -- then all of a sudden, violent noise, tree limbs hitting the windshield. Violent noise. And it got dark. I just remember it got dark. I guess because we were going through trees or maybe I blacked out. I don't know. But I just -- I

remember hitting the trees.

And then, the next thing I remember is we're on the ground and it's totally silent. There's no noise of nothing. And I am in my seatbelt leaning kind of to the left with my head kind of towards my knees because the plane was kind of pointed down slightly, maybe 20 degrees pointed down.

And I remembered I could see the ground and I just unbuckled my seatbelt. And I -- there was no wing there. And there was no door there. And maybe there was a door but it was open. It was up high. I don't know where the door was. But I could just see the ground. And I had some debris or something on me. I don't know what it was. And I climbed out onto my knees. And I started calling for Kim. And she didn't say anything. And then, when I -- so I don't know if I blacked out or not. Because -- answer -- I don’t know.

That's all I remember. Hitting the trees and then the next thing I remember is I'm looking at the ground and it's deathly silent. I don’t remember crashing through the trees, like (makes crashing noises). I just remember the initial impact and no -- nothing else. Until it was silent and I’m sitting in the seat leaning forward and wondering if I was alive or not or what was going on. I didn't know.

Q. Once you were able to extricate yourself, then what happened? What did you do?

A. Well, I called out for Kim. We were wedged up against -- the

front of the plane was kind of up against a wooden deck with a wooden porch over it off on one of the trailer parks. And I saw the wing behind us. I couldn't go around the front. And so, I went around the back and the fuel was squirting about five feet in the air through some hole in the wing. Just a steady ass stream. And I go, oh, crud. It's going to catch on fire.

So no one is responding to my voice. So they must be knocked out. So I need to get them out of the plane so they don't burn up. So when I went around to the back of the plane, I -- Kim says I'm here. And I said -- tell myself, oh, great. She's talking. And the only thing on me that hurt at the time was my right upper hip and lower back was kind of weird. And I was cut up but I didn't really know I was cut up. I was just kind of in shock but just trying to do the best I could.

And she was -- she goes my -- I couldn't -- I didn't know where she was. I heard her. So I went around the other side of the plane and she says my leg is broken I think and maybe both my legs are broken. She goes, I can't undo my seatbelt because I'm going to fall out of the plane. Because there was no wing on her side. Then she was kind of -- I guess there was a front seat. The front of the back. She was leaning, I think, against -- she was kind of leaning out of the plane kind of.

So I could see her there in her seatbelt. And I -- she had a big, old, huge bump on her forehead that I was worried about. Then could see her leg was weird. And so I said look, I'm going

to unbuckle you because she was leaning forward, too. Because how the plane was leaning. I don't know if I've already said it but she said I can't take my seatbelt off because I'm going to fall out of here and I don't know if my legs are going to work.

So I say to hold onto my neck and I unbuckled her. And I couldn't get her through the debris very good. So there were two -- there were -- by then, there were probably 10 people that lived in the neighborhood and all standing there. And one lady was hysterically calling 911. And I got two of the fellows -- I think they were -- they couldn't speak English. And so, that's what I think. Now -- because I kept saying help me, come help me. And they just looked at me. So I'd say come -- so they figured it out. Help me carry her.

So they just kind of helped me carry her. We didn't carry her with -- just kind of -- I don't know how we carried her. She had her arms around my neck and they kind of hold on to her somehow. And we laid her in the street. That's how we got Kim out of there. And she just looked beautiful. She was laying there and she was alive. And just -- she just looked beautiful. Just very -- she looked very peaceful. So I didn't know what was going to happen to her. Then I went looking for Chris. So I couldn't go around the front of the plane because -- is this what you want to hear?

Q. Yes. I know it's difficult for you though so if you need to take a moment, please do.

A. No, it's okay. So then I walked around the back of the plane the only way I could go. And that fuel is still blasting out of there. And I was looking for Chris and climbing around. And it wasn't long before I saw him up on the porch of the trailer park, of the trailer house. And he was -- looked horrible. Wasn't bleeding. But he was gray and yellow, his face. He was like convulsing. His eyes were closed. He was kind of smashed up against the corner of where the floor is with a wall. And just -- and I go, oh, no. He's not going to make it.

So I -- and there wasn't any way for him to get him out of there in case the thing caught on fire because he was kind of -- you couldn't get in there where he was. I don't know if he went through the roof of the porch or -- I don’t know how he got there. But that's where he was. And so I walked around the back of the plane. Then the first paramedic lady shows up. And she looks at me and looked at Kim. And I go, there's a guy up there. We need to get him out. He's on the porch. And he's not doing good.

So she goes around the back of the plane and she's messing with him. She might have been giving him some injections of some sort. I'm not real sure exactly what she was doing. But he wasn't doing very good. Then by then, here comes like three ambulances, three paramedics, fire paramedics, fire engine. And I told them, I go, you need to get that guy -- some of the firemen just kind of looked like they were stunned. And I said look, this thing is squirting gas out. You need to get that guy off of that

porch.

So one guy went and got some kind of chainsaw. And the other ones were just kind of staring. So he went up there and I said go up there. I told them. Said you got to get him out of there in case this thing catches on fire. Fuel is everywhere. And they sawed him out of there. Sawed the sides of the deck off. It was like a 2x4 railing type of thing. And they sawed that out. And they -- and while they were getting him out of there, they were working on him, and then they came over and started talking to me. And then some people were -- some of the paramedics were talking to Kim. Then they just said come here, you're going into the hospital.

So I got in the ambulance and they put me on a stretcher and started checking all my vitals. Then I'm assuming they took Kim in one and then Chris in one. And then while we were going to the hospital, you know, we had a sheriff escort and -- it was about 20 minutes to the hospital. They -- I could hear it come over the radio and they said they got -- one of the ambulances got to pull over because they're having cardiac arrest. And I just assumed it was Chris because he didn't look very good.

And so then they took me into the hospital and CAT scanned me. They put a brace around my neck. And my hip was hurting. And I didn't know where Kim was. I didn't know where Chris was. I didn't have any -- I didn't know anyone's phone numbers. I didn't have my phone. I didn't have my wallet. I didn't have

nothing. And so they CAT scanned me from head to toe.

And I was in there about seven hours, I guess. Then they came in and they took some blood and they tested me for COVID. Then like two hours later, they come in saying you know you got COVID. I said no. But they -- and that was that. And Kim has been in the hospital since then until today. We just got her home today. And Chris died, I guess, in route to the hospital. One of the doctors came in and told me. Then that was it far as --

Q. Got it.

A. -- that goes.

Q. Got it. Thank you for all of that. Just a couple clarifying questions about that chaos. You say that you did ask for help extricating Kimberly and there was some people in the area that did help you with that. But do you happen to know, did anyone else help either you or Kimberly or Chris before emergency services arrived?

A. No.

Q. Do you --

A. No. I crawled out of the plane on my own. I got Kim out of there. No, no one came to the plane. They were standing away from it. They were probably 30 feet away. They were all shocked, too. It just landed right in their yard.

Q. Yeah.

A. But no one tried to come do anything.

Q. You specifically said you unbuckled your belt. You unbuckled

Kimberly because that's how she was actually still being held in her seat. Can I confirm one more time, do you happen to know if Mr. Jensen was wearing his restraint prior to the accident?
A. I can't confirm or deny or know anything what Chris did. I don't know. He was -- he had his seatbelt on that whole time but I don't know why he was ejected. I don't know if he undid it because he was uncomfortable with his needing to go to the bathroom. That was pressuring him. I just thought of that the other day. But I don't -- I couldn't really say whether -- I didn't see him take his seatbelt off. I didn't see him do it but if -- he could have. But I don't know. But I know me and Kim were in ours. I can guarantee you that.
Q. And I know it was very difficult to maneuver around there and you weren't really able to access the porch or anything like that. But were you able to see or did you happen to see if that other seat, that other front seat, was around anywhere near Mr. Jensen?
A. No, no. There -- I don't recall any seat up there by the porch where he was. He was just all by himself up there. If I had to take a test. But I think the seat -- so Kim was leaning against something which, to me, had -- I'm guessing was the back seat -- was the back of the front right seat. You know what I mean? She was kind of coming out between there. But I don't know if that was a piece of metal or a piece of something else or -- I didn't -- I don’t know.
Q. Do you happen --

A. I don’t know.
Q. -- to remember what seat she was in when you extricated her?
A. She was in the middle. But was leaning to the right. She was in the center seat with her seatbelt on. And was kind of hanging to the right. The seats -- you know, really, it's a four-seater. I don't know why they call it a five-seater but it has five seatbelts but I mean, they're -- you can't put --
Q. That middle seat, however, is it a three-point seat or is it just --
A. Yeah.
Q. -- a lap belt?
A. Yep.
Q. Just making sure. I knew the right and left back seats were three points but I wasn't sure about the middle.
A. Yeah. She's got a big whelp up on her -- like I do on her neck where that belt scrapes against the -- I never get the name of it right. Carteroid [sic] artery or -- carteroid or -- whatever.
Q. Carotid.
A. We both had big bruises. Carotid. There you go. Big bruises on our neck from those harnesses. So hers provided that to her.
Q. I know you said that it was -- it kind of went black for a while there and you don't know if it's just like the motion of the accident happening or if you blacked out, but do you happen to

remember if your airbags deployed?
A. I do not know. I don't remember fighting them -- I don't know what they look like when they deploy. And I don't remember fighting. Seem like they would be hanging in front of me or something. I -- but no. I asked Mr. Fox if any of the -- if any of those went off. And he said some did. That was his only answer. I don't know if they deploy instantly and then they shrivel up to nothing and I never noticed them but I don't know if they went off or not. I don't know. I don't remember seeing them anywhere.
Q. That's all right. The only other -- maybe one or two questions I have for you. We're moving away from the scenario itself. You've given me a lot of great information and thank you for that. Let's talk just like general piloting 101 real quick.
Outside of the Cirrus because I know you don't have experience in the Cirrus SR22 so just in any given situation, in an emergency procedure, let's say you were detecting an issue with your engine. What are some emergency steps that you would take just as a regular pilot?
A. Well, I'd get the emergency checklist out first and see what it said to do. That's what I'd do.
Q. So let's say --
(Crosstalk)
Q. -- it's --
A. Sometimes you check your fuel selector. If I just had to

guess randomly. You check your fuel selector. Check your -- turn your fuel pump on. Cycle the magnetos. Check your throttle setting. Check your richness. See if you have oil pressure. Those things. Which -- those are general. But I would look at the emergency -- if I had time, I'd look at the emergency checklist.

Q. And if you didn't have time --

(Crosstalk)

Q. -- would you conduct --

A. I have a book.

Q. -- those same actions just automatically?

A. Like what I just said?

Q. Um-hum.

A. You mean, what I -- yeah, I would -- yeah, you'd look at your gauges and see if you had oil pressure. You know, boom, boom. I got oil pressure, no oil pressure. If I got good oil pressure, then maybe it's a fuel issue. So then I'd check the fuel tanks. In my Cessna, they all drain down so there's no -- it stays on both the whole time.

Then you'd turn on the fuel pump, which on my Cessna, you don't run the fuel pump on. You just run it to prime it and turn it off. But you run the fuel pump and see if that does it. Cycle the magnetos. See if there's something there. One or two or no. Go to glide speed if you have -- if you lost the engine, go to glide speed. Squawk 77-100 and call mayday.

And I'm always flight following so they already -- I don't have to really squawk mayday. I just call them and say my engine is not running. It's sputtering. And that's -- I check -- electrical could be it, too. But that comes way ahead of any engine -- that's an engine battery issue. That'll notify you way ahead of an engine -- the engine not got electrical power. That comes -- that's 45 minutes ahead of that.

Q. Has that situation or anything like it ever happened to you?

A. Yes, actually, twice in my flying it did. Yep.

Q. In what -- I take it you were able to resolve the problem in flight?

A. Yep. Well, you want me to tell you?

Q. Sure. You don't have to give the whole play by play. But just a high --

A. Well, I --

Q. -- level of what the problem was and what you did to fix it.

A. Well, we -- I took off by myself in my 182 maybe four years ago. Took off fine. Runs fine. Take off. I'm full throttle. All of a sudden, the engine starts acting crazy. Sputtering. And I called the tower and said I need to land. I got an engine issue.

And I was very calm. I just turned around and landed. The engine was still running. And I landed and taxied over to my hangar and oil is just flying out the bottom of the plane. And my mechanic who has taken care of my planes since new said that I

blew some seal or some something. I'm not sure what it was. He said it normally happens in your runup.

But anyway, so fortunately, that happened right when I was at the end so I just came back and landed it. People are like were you freaking out. I said well I really wasn't because -- I don't know why I wasn't. But I wasn't. I didn't start sweating or going nuts. And then another time, probably about two years ago, Kim and I were flying to my ranch house and the alternator -- I started getting low voltage warnings and alerts. So we went through the checklist and did all of the things on the checklist.

And sure enough, the alternator broke and fortunately -- we shut down the -- we were only about 15 minutes from landing. So I knew that my standby -- that we had enough time to get to my airport. So when I landed, I called the mechanic and said, yeah, your alternator blew up. And those are the only two things I've had. In all the Pilatuses, nothing ever happened in there. They all just flew. Never an emergency.

I flew in those for -- I bought the first one in 2007. So I sold the last one in 2018. Many, many, many hours in those. So the only two were in my 182. Blew some oil out somehow and I had an alternator failure. Other than that, I've never had any problem.

Q. Have you ever had, in your flying history, an issue with fuel, like fuel starvation or getting bad fuel or --

A. No. Nope. Never.
Q. Well, Mr. Stoneking, I have taken up an awful lot of your time. And I think I have about covered the list. I'm kind of just scrolling through my notes here to see if there's anything that I missed. But I do think I have it.

But while I'm scrolling through, is there anything you thought I would ask you that I didn't.
A. That's a good question. I didn't really -- Sabrina, know really what you were going to ask me. So I guess you -- what you asked me I thought you'd ask me. Was the -- it was pretty well a sterile cockpit. He wasn't talking. It was pretty normal. But no, not really. I think you asked pretty pertinent questions. I think if you have anything else you want to ask me and you think of later, certainly can call me.
Q. Thank you for that. I appreciate you offering that. Looks like I hit everything on my list. And so, granted this is an active investigation and there's only so much I know admittedly and there's only so much I can divulge. However, is there anything that you have for me? Is there any questions you have for me at this time and in this stage in the investigation?

Actually, before you answer that, I'm going to caveat that I had 100 percent assumed that the preliminary report was going to be out by now. So I was assuming that you would ask me questions on that. But I do think that it got delayed possibly until Monday.

So I do recognize that you don't have that information yet. And I don't even have that information yet. Todd is the one responsible for writing that. So I'm not entirely sure what it's going to say myself.

So unfortunately, with that caveat, but I will still offer, is there anything that you have for me or any questions you have about the process so far?

A. No. I mean, just -- nope. I've never gone through this before and every day is a new day. So I just go through the process. So I don't really have any questions.

DR. WOODS: Well, you do have my contact information and of course, you know, you do have your legal counsel who has all of our contact information. So as the investigation goes forward, you'll be more in contact with our TDA, as well, as when that preliminary report comes out, you might have some more questions then. So by all means, you can take advantage and ask then.

So with that, Mr. Sanger, I'm going to open it up to you. Do you have any questions so far?

MR. SANGER: No, ma'am. I mean, obviously, we're interested in what you find out. But I realize at this stage, there's not a lot you can tell us. So --

DR. WOODS: Yeah, yeah. That's kind of -- it is unfortunately how that process works. And to be frank, the way the NTSB does things, we have different subject matter experts that work on different aspects of this accident. So we have a

great aerospace engineer and systems folks and metallurgists that work on the aircraft side and figure out all that.

Then you have me who kind of work on the human side of things. And I work to determine what's going on there. So when we come together under the IIC, Todd Fox, he's kind of the one who has the keeper of the keys to the kingdom. He's the one who kind of knows everything that's going on. So that's why he does the preliminary report.

Then, of course, we work to go from there and figure out what lane we're going to run down. So there are some things that are -- that they're working on that I don't even know about. Just like there are things that I'm working on that they don't necessarily know about. But I can guarantee you that it will come together in the end.

So I don't know if you've been introduced to the system, kind of the NTSB forward-facing internet system. You can go to NTSB.gov. You can look up reports there. It's under a system called CAROL, C-A-R-O-L. And in there, you can click year and month. And then it's got accidents and significant incidents organized. When the preliminary report comes out, TDA will be in contact with you to give you that information. However, you can also find it there on CAROL.

Also, when the final report comes out, those are the places that it will go. And then you'll be able to read kind of more about what's going on. So I just wanted to make sure you had that

information and that you know where to look if you wanted to look up the report later.

MR. STONEKING: That's fine. I'll just -- I'll wait for Ladd to tell me what to do.

DR. WOODS: Understood. So again, thank you, gentlemen. I've taken up a lot of your time. I appreciate your time. I'm going to go on and stop this recording.

(Whereupon, 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: FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of David Stoneking

ACCIDENT NO.: CEN22FA035

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.

Katie Leach
Transcriber

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UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	
FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022	Accident No.: CEN22FA405

Interview of: TROY DANIEL WILLIAMS, Vision Jet Instructor Pilot Cirrus Aircraft

via videoconference

APPEARANCES:

DR. SABRINA WOODS, Human Performance Investigator
National Transportation Safety Board

TODD FOX, Investigation-in-Charge
National Transportation Safety Board

BRANNON MAYER, Air Safety Investigator
Cirrus Aircraft

BRAD BROWN, ESQ.
Appearing on behalf of Troy Daniel Williams

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DR. WOODS: Okay, there we go. And thank you again, Troy, for being here.

MR. WILLIAMS: Sure.

DR. WOODS: It's really important to us to be able to talk to a subject matter expert such as yourself to get a better understanding of the company, and your practices, and your policies, and things like that.

My name is Dr. Sabrina Woods. I am an Aviation Human Performance Investigator with the National Transportation and Safety Board. We have been congressionally charged with determining probable cause post-accident incident. We are investigating an accident that happened in a Cirrus aircraft late last year.

With me is the actual Investigator-in-Charge, Todd Fox. He's the guy. He's the one in charge. I'm actually kind of serving as a consultant for him.

And also with us is Mr. Brannon Mayer. He's actually your Cirrus party coordinator. So he's the Cirrus liaison with the NTSB working through this accident.

You're here because, again, you have way more information that we'll ever have, and we're trying to tap into that resource. We recognize that conversations like this, this is what we all do for a living. It's very routine for us, but I completely recognize it's not routine for you.

So with that, please, please take the time you need in answering the questions that we ask you. Understand that I don't know is a completely acceptable answer. Don't feel like, oh, I'm being put on the spot. I have to come up with something. That's not the case. If you don't know, just say you don't know, and we'll move on. If you don't understand a question, please feel free to ask for clarification because we're going to do the same if we don't quite track your answer.

MR. WILLIAMS: Okay.

DR. WOODS: If you need a break, don't hesitate to ask, and we'll do so. And I'll try to make sure I keep track of the time, and check in with you as well.

MR. WILLIAMS: Okay.

DR. WOODS: As I said earlier, this interview is being recorded. This is just to ensure that what you have to say is documented perfectly. It also kind of alleviates me, like, having to take notes in the corner and distracting all of us as we go.

MR. WILLIAMS: Okay.

DR. WOODS: The recording will be sent to a professional transcriber. Only the transcription goes into the dockets.

So, again, are there any questions about that process?

MR. WILLIAMS: No, ma'am.

DR. WOODS: Okay. And then as stated before you're allowed to have one person with you representing you, supporting you. At this time, do you have one person that you would like to support

and represent you during this interview?

MR. WILLIAMS: Yes. I do. I've brought my golfing buddy Brad Brown.

DR. WOODS: All right. All right, golfing buddy Brad Brown. Being that you're a legal counsel, you're just reminded this is an investigative interview not a legal deposition. Please note that at any time the interviewee can ask for your counsel. However, please refrain from asking or answering questions on his behalf. And as a reminder you represent his interest, and not that of Cirrus. For the record please state and spell your full name.

MR. BROWN: Brad Brown, B-r-a-d B-r-o-w-n. And for the record we're not golfing buddies. That was a sarcastic remark --

DR. WOODS: Thank you for that clarification.

And, Troy, for the record would you please state and spell your name?

MR. WILLIAMS: Yes. It's Troy Daniel Williams, T-r-o-y D-a-n-i-e-l W-i-l-l-i-a-m-s.

DR. WOODS: Thank you for that.

INTERVIEW OF TROY DANIEL WILLIAMS

BY DR. WOODS:

Q. So I guess to start off we're going to start off -- Troy, just what is your current duty title at Cirrus?

A. My current duty title is Vision Jet Instructor Pilot.

Q. Okay, and, I guess, when were you hired on at Cirrus?

A. I started with Cirrus back in the first week or so of July of

2021.

Q. And so have you been in the Vision Jet Program that entire time or have you had other, have you held other positions in Cirrus?

A. Um-hmm. No. I was an SR instructor up until around June of 2022, and then I transferred to the SF Team, the Vision Jet Team. Although I'm dual qualified. So once in awhile I still will go back and do some SR instructing type work.

Q. Okay. So, I guess, for that SR instructing type work, or I, I guess, overall can you give me just a high level insight into what it is you do day-to-day?

A. Um-hmm, sure. So my normal day-to-day duties involve teaching in the Vision jet, and that is a 142 training program. So it's very structured. We have both ground school, initial flight, which is almost exclusively done in our simulators, our full flight simulators, and our FTDs. We do recurrent trainings. So folks that already have their type rating or have acquired it have to come back every 12 months, and do a approximately two and a half day course with us for basically annual certification in the Vision jet. So I'm responsible for that. And then occasionally various corporate missions will come up; be it ferry something or move an aircraft somewhere, return to service maintenance flights, things like that. And then every once in awhile, as I mentioned, I do go back to the SR side to do something on that team.

Q. I guess, how often do you do that, do you go back to the SR side? And under that guise are you working with customers or are you just working, like, in-house with new hires?
A. It varies. So the mission varies. And so as far as frequency, I would say at this point it's once every couple of months, and it might be for an entire week. And it could be transition training with a customer who is transitioning to a newly acquired Cirrus or it could be internal or company training or just we also have annual checks that we do with our -- all company pilots have to do an annual recurrent check. So it might be doing one of those. So --
Q. Okay. And so before you came to Cirrus did you have experience in the aircraft already?
A. I had some SR 20 experience. I instructed at a small Part 61 flight school, and also was a club instructor at a flying club, and we had an SR20 in the club.
Q. About if you have ballpark hours.
A. Um-hmm. Oh, Cirrus time before I came to Cirrus?
Q. Um-hmm.
A. I would say probably somewhere around my best guess would be 50 to 70 hours.
Q. Oh, okay. So, I guess, when you came in then what was your experience like with the on-boarding and then training process to get you to be an instructor?
A. Yeah. It's -- I felt like it was quite a thorough process.

We basically sort of began with orientation to the company, and learning policies and procedures, being introduced to the operating manual, things like that. And then the natural progression you end up getting transition training where they basically acclimate you to the aircraft, teach you the systems of the aircraft, and get basic efficiency with the aircraft. And then you go on to company pilot training. So it's a little more involved secondary training week where you work basically on all the requirements to be able to operate the aircraft in a, in a corporate type role for the company. And then the normal process from there, and what I did, was began to do some ferry flights. So you bring down a new aircraft from Duluth or reposition aircraft as needed on corporate missions just gaining that PIC confidence and competence hours we call it. And then you go into a CSIP regimen. Generally takes about a week to maybe two weeks where you work with a senior instructor basically doing your right seat checkout, and demonstrating your competence from the right seat.

Q. Okay. So do you --

A. Probably six-week process overall I would guess based on my memory.

Q. Do you feel your time -- because you had experience coming in the door did -- does that make it so that you did better average, better than average throughout that program, or was it still just complex and hard enough to where it was a little bit of a

challenge? Can you talk to me a little bit about that?
A. Sure, absolutely. So I, I wouldn't say that I felt like it gave me any significant leg up because the Cirrus that I was operating was a generation two SR20. So it had the old Avidyne avionics on it, a six-pack on, on the pilot's side. So with respect to (indiscernible) was a big jump in terms of just mastering the buttonology, and getting that flow down. And that's what most people just have to take time with. It's just getting up to speed on that. That extra one or two seconds it takes you to hunt for a knob or a button slows you down, and just takes a little time to repetition with it.
Q. Okay. So if you had a buddy that, like, walked up to you on the --
A. Uh-mm.
Q. -- street, and was just, like, hey, what's it like working for Cirrus? I think I want to get in on that. What would you tell them?
A. I think it's great. I've been really happy working at Cirrus. The opportunity that I've had since I've been there, the friendship and camaraderie with the team from my co-workers all the way up to, to my senior supervising pilots it feels like a, a family. And it's been -- it's just been great. I had the choice basically at the time that I was interviewing for Cirrus (indiscernible) others where you were basically, you know, offering interview process to come work for them, and I picked

Cirrus, and I'm really happy with my choice.
Q. Okay. So when I say the words safety culture what does that mean to you? And in your own words.
A. Yeah. Well, in my own words I think a safety culture is one in which that you -- it has structure. You follow procedures. There are guidelines and parameters that you stay within, and the culture encourages that, that safety is the most important element of what we do. Because at the end of the day equipment, machines, deadlines, time, money all that is replenishable and replaceable, but, but people aren't. So I think just in terms of culture safety that we know we have clearly defined operating parameters, and we're allowed to stay within those, and if something is outside of those norms that we're allowed to raise that, and feel supported when we make a decision based on safety.
Q. Excellent definition. So, I guess, how would you then describe Cirrus safety culture? Is it everything you just said?
A. Yes. I feel so. I mean, no, no process is perfect when you have people involved, but I think that the structure within Cirrus is one that encourages that culture of safety, and it's -- our mission statements, our, our operating principles all are involved operating within that excellence in meeting customer needs, and also that means both internal and external customers. So my customers aren't just our external people that pay us money, they're my co-workers. And so I feel overall supported with, within that environment to make the right call.

Q. So going back to the question about, like, person off the street how would you describe it? Is there anything that you would say, hey, this one thing could use a little bit of improvement or this other thing, you know, I don't like that so much as I love the rest of it? Is there anything like that?
A. So I would if I was going to pick one thing, and in my role it's kind of I'm speaking more about something that's specific to, to the way my job flows. It probably would be that, that my flying regimen was a little more consistent in terms of flow so that if I'm not -- if I don't spend three or four weeks out of the cockpit on ground training where I have just a little more consistency -- because every time you step out of the cockpit for even three or four weeks it feels a little foreign the first hour or so, and then it all kind of comes -- the comfort level rises back up. And so same thing bouncing back to the SR. But there are resources available, and it's up to the individual pilot, I think, to, to take advantage of it. We have flight simulators that are readily available where if I want to go hop in, jump into an SR simulator and shoot some approaches or spend an hour just getting up to speed before I go jump in the aircraft, it's available to me to do that. So I think ultimately there's always little tweaks that you would like to have in processes, but Cirrus seems to make a very concerted effort to make that as, I think, workable as possible for us from that point of view.
Q. How much lead time do you usually get when you're going from

the Vision jet to the SR program?
A. Oh, in terms of scheduling?
Q. Um-hmm.
A. I'd probably know two months out.
Q. Oh, okay.
A. Yeah. It's -- my schedule is published, and we have access to it on an app called Flightdocs, and we can see exactly who we're working with, and exactly what we're doing for easily 8 weeks, 12 weeks out.
Q. Okay. Can you describe for me, I guess, Cirrus communication feedback program? You mentioned that when you're -- in your excellent information of safety culture that part of that is you can bring things to people's attention if see, like, a deficiency there. Give me a high level overview of how that process works in Cirrus.
A. So restate the question for me just one more time.
Q. Talking about communication and feedback --
A. Oh.
Q. -- which is a good part of -- or a big part of a good safety culture. Describe for me Cirrus' communication processes, and if it's in place what mechanism --
A. Right.
Q. -- would they have --
A. Sure.
Q. -- for providing feedback?

A. Sure. Sure, absolutely. So first line generally that I go to is my immediate supervisor. So if I've got some question about condition of an aircraft or, or a -- even just a -- maybe I just want someone with more experience to consider some weather consideration that I have a question about, just whatever, I'm going to go to my supervisor first. And my supervisor is very accessible. I consider to be a very experienced pilot, and is just a good resource for me. Now, beyond that, I can escalate to the chief pilot or even if I had to all the way up to Rob Haig. I probably 99 percent of time would only escalate it up to Matt Manifold though. But normally if we actually encounter a safety issue or have by definition sort of per the FAA language incidents or accidents or things like that, then we actually have a formal reporting process that's -- it's computerized online. We log in through a web interface, and we can, we can fill out a report. I had an incident a year ago or so where we inadvertently went over a hold line, a PDK. We didn't get a deviation or anything, but I, I reported it, and wrote up a written report up with my supervisor. Was given training to talk about, you know, reviewing it in terms of wrong surface movement, and things like that. They took it very seriously and, and yet were not punitive about it since I, I just self-reported what happened, and it just was one of those things that if you fly long enough unfortunately sometimes you're human you're going to make, make an error.

Q. As I well know. Thank you for that.

A. Yeah, um-hmm.
Q. So we talked a little bit about kind of about the, the culture there at Cirrus. And so I'm going to transition just a little bit to the actual day-to-day of being an instructor and instructing individuals. And so can you talk to me a little bit more about, like, what does that entail? What are you responsible for? What's your prep like? How do you dispatch your duties?
A. Right. So restate the question or rephrase it again for me one more time.
Q. Sure. Just talking about the day-to-day. We talked a lot about the culture, kind of, like, Cirrus and what you all do. But now I want to talk about your day-to-day. So you said your schedule is eight weeks out.
A. Right.
Q. You're picking up your schedule. You're going in to a Monday to start work. What happens next?
A. Yeah. So, well, in terms of -- depending on what client I'm working with, most of the time I end up making contact with that client at least a week out discussing their upcoming training, learning about that client, their background, what -- where they're at in terms of how much total time do they have, how much have they flown in the last 12 months, 90 days, what are their different experiences they're exposed to, what is their flying (indiscernible). And so with that I start developing a game plan for the client that fits within the training syllabus. But I'm

going to adjust my approach or necessarily the lesson content to try to meet that client's needs to help them with their learning process. So beyond that if it's a structured syllabus that I'm working on, I'll review whatever the lesson plan is, our LMS or in our 142 documents I have either a printout or electronic copy of that for reference before and during that lesson. I will take notes, make notes. Generally, I'll make notes in just a note pad or something on my iPad, then past that into a mission report later. But my preparation is both for the client and for myself. If I'm transitioning back to an aircraft I haven't flown in awhile, maybe an SR20, it's one of the ones that we fly the least in terms of percentage of our fleet, then I will review the AFM, PIM, whatever I need to, to kind of refresh myself on those numbers because there's a lot of numbers floating around out there between the aircraft. So --

Q. So let's just -- the customer now, and, and I'm going to talk more if you can about the SR side. Once you have that customer, then what about their requirements and their needs? How do you ascertain that? How do you -- because that's, that's not as structured as, like, a Part 142 school, right? So how do you set their program up and the execute it?

A. Right. So, again, from that pre-training phone call I will begin to get an idea of what I am dealing with or what to anticipate a little bit in terms of that customer's capabilities, experience level, and need. So that will define some of that

approach. After that, meeting with the customer, talking with them in pre-flight briefings involving a little bit of a game plan, where they're at through questions, just investigative type discussions, get a good idea where we're going to be for that flight. Most of the time most customers have done their homework. They have taken the online prep courses that Cirrus (indiscernible), but not everybody avails you. People have their real lives, their business lives, and so sometimes they come in under prepared. In those cases, you have to adjust. And occasionally you run into the client who is just not going to be able to, to reach the completion standards. And I think it's really important that you let them know sooner rather than later in that process. Okay, here's what's going on. We're going to, we're going to kind of adjust here in audible and focus on a couple areas we know we can achieve success, but you're not necessarily going to be able to complete this training this week. If you wait until the bitter end to tell them you're not going to make it, that tends to be a very unhappy conversation for everybody.

Q. What do you do next? What if you have that customer who is just -- simply just they're not getting it, they're not there yet.

A. Yeah.

Q. But now it's the time at the Knoxville facility is over, and it's time to do something next. What do you do?

A. Right. So our internal protocol in that scenario is I need

to involve the supervisor sooner rather than later in that conversation. So I, I make sure, A, as the training progresses that I give updates to that supervisor when it's going well, but particularly when there's problems. One, to get some feedback, and keep that feedback going for possible suggestions, alternatives. Once every once in awhile a supervisor will be, like, did you think about doing this? No, I didn't. I will try that. That's a great idea. Or maybe you've already tried that. And so that's, that's a kind of a, a resource or support that we have, and also it braces management for that potential outcome so that they're not blindsided either. And then I had one of these a couple weeks ago. I just was not willing to recommend the gentleman for his check ride, and I brought in Matt Manifold into the conversation, and he came into the room, and met with the client, and helped let the client know that we were there to see their ultimate success, but at this point that client had hit a wall, and just needed to take a little break and come back, and we would have success later. And in fact that client passed their check ride on Monday this week. And that was so great to see that client from failure through success, happy for you, and share in that joy. But I've been there at that low point with that person too where he was not happy with me, right? Because his goal was not, not being able to be obtained that week.

Q. So to get a little bit more specific, I know you said you bring in, like, Matt, or, or the supervisor and things like that,

but I guess what actual tools are at your disposal for progressing that individual to the next point?

A. Sure. Well the actual -- in terms of tools besides my training, and my tool kit as an instructor, hopefully over time I've added to my little tool kit to -- personal too kit. But in terms of formal tools, we have our what we call LMS or Cirrus Approach that we use on the SR side. Those are very structured -- lesson plans, if you will, grouped in, in various master lessons or either be VFR transition or advanced transition for VFR, IFR, whatever the case may be that we have numerous learning modules out there. And then on the Vision jet side that's a 142 program. So it is incredibly structured in terms of absolutely these items have to be checked out to these standards. And, if not, there is a formal documented process for remedying that in terms of additional lessons and such. But there are -- beyond just the normal guise that we as CFIs all have within -- there's so much information out there to help the instructor and the psychology of the learner. Just it's -- that's one thing I think I like about aviation. It's just this infinite learning possibility. You never stop learning.

Q. Okay. I guess what I was looking for is that some of, some of the other people we've interviewed were talking about, like, you can't -- as you said, you have a schedule. It's eight weeks out or whatever. You can't just always stay with an individual. Sometimes it's time for them to get moved on to another CSIP at,

like, a home base of operations.
A. Right.
Q. Sometimes --
A. Right.
Q. -- people mention that you might escort them home.
A. That's --
Q. Fly them home so that they can continue instruction later. So I guess I was looking for more, like, what are your experiences with that? Have you ever had to do either of those two things?
A. Okay. I see. I see. So in terms of if the learner is not able to complete within their, their scheduled time they're with us, they have the opportunity to either return if they can work with our flight training team to come back, or we have a huge ecosystem of Cirrus standardized instructor pilots that are out there. Now really speaking on the SR side. Because this does not exist on the vision jet side. The Vision jet side they're coming back. That's -- you don't send them out for additional training unless, for example, they just have a basically weak instrument scan or something like that. Then they can go practice that in any similar avionics package perspective plus SR that's fine. But as far as accompany a customer home, I don't believe that I've ever had to accompany a customer home because they couldn't complete training. I have accompanied them home because they wanted that. They were still seeking that competence hours, and wanted me to go with them or, or maybe there was some more

challenging weather along the way or something where that more experienced pilot was of interest to them, and that's a good call on their part, right? So it's brand new to them aircraft. They're very low on their initial operating hours at that point in that aircraft. So but other ones come in here, and you work with them, and this is their, their third or fourth Cirrus, and they're just looking to brush up on proficiency. They take advantage of the training, and that's a great thing, right?

Q. So in working with a customer through all of this, and going through the day-to-day, and like you said you have different types, some who, who might just need a little bit more work later on, and some who are old hat at on it. But on those day-to-day training opportunities who would you consider is the PIC in that relationship?

A. Whenever I'm onboard the aircraft is, is -- I'm, I'm going to be the PIC. I'm the senior pilot in that arrangement, and ultimately I would consider myself to be the acting PIC if I'm onboard that aircraft. And we have that conversation in a pre-takeoff briefing. And that conversation that addresses that is if I say my controls, they're my controls. You're going to relinquish them to me. And I've never run into pushback in that scenario while at my time at Cirrus where somebody was, like, well, no, it's my plane. I'm going to be the pilot. No. They understand that there is a seniority there in terms of experience. So --

Q. Okay. And so, I guess, it's good you said you have that conversation before. You are the PIC through the training experience. Can I presume that during that pre-brief conversation are you having -- do you discuss, like, emergencies and what should happen --

A. Sure.

Q. -- outside of having to intervene for training purposes?

A. Absolutely, yes.

Q. And what are some of the things that you talk about during that briefing?

A. Sure. Well, in what I could call a standard pre-takeoff briefing that I teach, and that I'm going to practice we discuss basically, one, runway length. What's our available runway length? How much do we need for takeoff? So we can discuss our ability to get airborne safely. What our rejection options are for that takeoff, and what our rejection requirements. So the -- if we have any kind of -- we call a CAS message, an abnormal or warning CAS message yellow or red basically, we're going to reject that takeoff. Unless it's a short field where that is potentially not the right call. And that would -- then that discussion would be incorporated into that particular takeoff. But in a normal takeoff we're going to reject that takeoff if we have some abnormality develop before what we call rotation. After that then our next stage that we discuss is from liftoff up to 600 feet AGL that is a pitch -- 80 to 90 knots depending on configuration, and

we're going to land straight ahead basically scenario if we have an engine failure. From that 600 AGL up to 2,000 feet, we brief that if we have engine failure or a loss of control, we're going to deploy CAPS immediately. A loss of control can be due to weight, turbulence, control malfunction, wind shear, or something severe to where the aircraft is positively no longer under our control. It's not doing what we want it to do. Above that 2,000 feet one thing that I feel is kind of near and dear to my briefing is that I almost always hear new learners coming in saying above that altitude I'll troubleshoot it. And I want to correct them at that point in terms of (indiscernible) because, no, we're not going to troubleshoot (indiscernible) above 2,000 feet. The first thing we're going to do is fly the aircraft, fly the airplane. We're going to maintain aircraft control. And following the Cirrus philosophy in our AFM we're going to take the time after that to be sort of intentional and methodical, and analyze that situation, and make some determinations. Maybe we do run a checklist after that. Maybe there's no time for that checklist. So we need to be sort of in an assessment mode before we actually take the next action. But if we just immediately think we're going to launch to a checklist the second a problem happens, it's very probable we might run the wrong checklist or take the wrong action.

Q. Okay. Thank you for that. And so to get a bit more specific in that scenario --

A. Sure.
Q. -- when you're determining what you should do next, and you mentioned earlier that you consider yourself the PIC onboard, who is actually making the decisions? Like, for instance, if it comes to the point where you would want to pull CAPS, who is making that decision onboard?
A. Yes. That -- I could call for CAPS if I needed to call for CAPS. Basically, our guideline within our, our operations manual are in a high workload environment or in the event of an emergency I am supposed to assume command of that aircraft. So I need to call for that plant at that point. And then any decision after that becomes my decision. Now, I could tell the client I'm pulling CAPS. They don't necessarily have to relinquish control at that exact moment. That's not going to interfere with me reaching up and pulling that handle if that came down to it. We're not going to spend a tremendous amount of time from 600 to 700 feet deciding what's going to happen in that scenario because if it's an engine failure or loss of control we have to pull CAPS quickly in that scenario. I mean, the SR22 is a great plane but it doesn't glide super long. So in that altitude range you're coming down probably I'm going to guess 1500 feet per minute without an engine. That -- you're going to lose that altitude very quickly.
DR. WOODS: Understood. Thank you, Troy. I've been talking for a bit. So I'm going to, I'm going to hand it off to Todd and

Brannon, and let them ask you a few questions.

MR. WILLIAMS: Okay.

DR. WOODS: Give you a break from my voice.

BY MR. FOX:

Q. Thanks, Troy. Doing great. Basically a third through the, through the interview process here. So just to give you kind of a timeline.

A. Sure.

Q. So if you need a break or for some reason or for something like that, just let us know. You mentioned that you had access to an SR20 with the standard six-pack, and you had maybe 50 to 70 hours or something like that of SR time before you got hired on to with Cirrus. I want to ask questions. The first one is you didn't give us kind of a, like, an idea of what your aviation background was before --

A. Okay.

Q. -- before -- so just kind of tell us like the high level items, bullet items, like you would find on a resume.

A. Okay.

Q. Tell us about, tell us about you.

A. Sure, sure. Thank you. So I, I graduated from Embry-Riddle Aeronautical University in Prescott, Arizona. My degree was in aeronautical science. I had a great experience there. I really enjoyed flying out in the West back I don't want to tell you how long ago it was though. I graduated back in 1990. So but it's a

great school. I went on to instruct for a couple years out of school, and ran into basically a significant recession within the aviation industry about that point in time. Newly married and starting a new family decided that I was going to have to take advantage of some other opportunities within family business to, to accomplish some of those personal goals within the family. So ended up buying my own plane; had a Commander 114B for a few years, and flew that as part of my secondary pursuit of aviation (indiscernible) to earn a real income at that point in time. And then probably five years ago or so with the blessing of my wife, and the oldest kid out of the house, went back into aviation full-time. And so started flight instructing again full-time at a Part 61 flight school, and worked there for almost two and a half years before I went to work for Cirrus, and I was doing that full-time, six days a week, as well as teaching at a flying club. Total experience I have about 34 70 right now total time. About 20 -- almost 2400 hours dual given as an instructor. FAA Gold Seal. Commercial single-engine, multi-engine instrument airplane instructor certificates. Going to hopefully add on the ATP on my recurrent check ride here coming up.

Q. Well, thank you. Thank you for giving us that background. Kind of pivoting real quick. Sabrina was kind of asking you about CAPS deployment, and --

MR. FOX: Sabrina, are you done with your CAPS deployment questions? You're on mute, Sabrina. I apologize. So --

DR. WOODS: I am. Sorry. I had to find my unmute button. But I'm, yeah, yeah. Go on and take it away because essentially he, he already offered up the one other thing I was going to ask about. I guess, whose duty is it, and whose responsibility?

MR. FOX: Yeah.

BY MR. FOX:

Q. So, Troy, you did a great job kind of like doing your pre-flight briefing, and how you brief the approach -- or I'm sorry, not the approach, but the takeoffs.

A. Departure. Um-hmm.

Q. Just -- the departure sequence. And that's a lot of -- seems like the other interviews that we do that all the instructors kind of think about that takeoff briefing. So I'm going to flip it around a little bit, and just kind of give you a scenario. You're flying VFR day cross-country over the Mid-West, no obstacles, no terrain issues, no weather issues, VFR day. You're at 80,000 feet, and you have a loss of engine power. What memory items would you immediately implement as you try to resolve a loss of engine power a 8,000 feet --

A. Sure.

Q. -- in an SR20? Sorry, 22, SR22.

A. Okay. Sure. So, I mean, again, going back to the whole maintain aircraft control. The first thing you need to do is establish the air speed. So I'm going to trim or leverage the AFCS to set 92 knots, and get that established. For me

personally, that involves setting flight level change on the AFCS, dialing down an altitude that's above 2,000 feet above the terrain for the area I'm at on the autopilot, and (indiscernible) autopilot manage that 92-knot flight speed. And that way my attention can work -- precisely focus on checklists subsequently after that.

Next thing I'm going to do is figure our my situational awareness in terms of if I don't know what's right around me in terms of airports, I'm going to pull that information in pretty quickly, and start determining what's near me that I can land at if I have to power out, and what's near me if I get the engine running again that I want to divert to in any case. So I'm going to grab that SA for 15, 20 seconds, and then I'll execute the rest of the memory items. And so from the memory item point of view for an engine out, it's going to be switch fuel tanks, boost pump on, make sure as required. If it's a 22NA we're going to pull alternate air on. If it's 22T, that's automatic. And then I'm going to check those mags independently left and right. I never understood the value of doing a left right check. I always thought well just make sure they're on both. And then I had an instructor friend who had a bad mag actually interfering with the good mag, and when he isolated he gained like 900 rpm. And after learning that lesson years ago I know that left right is very critical in that process.

So and then if that doesn't resolve it, I can't get the

engine up pretty quickly, and that whole process should have taken probably no more than 50 seconds tops, then declare, and start figuring out what this looks like, if it's actually going to be an emergency landing without any power. My personal criteria for that to happen -- this is just Troy Williams' personal limits, it's got to be a 5,000-foot long runway, and I've got to make 2,000 feet downwind before I'm going to consider a power off 180 type approach. If I can't satisfy those two requirements, I'm just going to pull CAPS in a Cirrus aircraft.

Q. Okay. Again, we're talking about the Cirrus SR22 aircraft.

A. Um-hmm.

Q. I know that you drifted back to your vision jet. I can see it in your, in your mind sometimes.

A. Yes.

Q. So you're going to stop your troubleshooting for that engine at what point in your descent from 8,000 feet?

A. Right. So (indiscernible) issues can take a little while to resolve. If you have some sort of cavitations, vapor lock, I mean, you have to be a little bit patient with that. I don't think you give up on that right away. When there's altitude to burn, keep working the problem as long as you can. Run the -- make sure you run the checklist, back them up, check every possibility. You've got time on your side. Especially if the aircraft's on glide speed, and it's headed towards something good, be it an airport or more favorable terrain. I think part of your

CAPS strategy -- I know I play this game when I'm flying along, I'm always going left, right or center in my mind. Is the best option to my left? Is it to my right? Do I keep going straight ahead. I start thinking about where am I going with this ship in the event something fails. And I don't know if I do it just because it breaks up the boredom or if it's just good practice.

But in terms of giving up on it, there is a point when you give up on that restart process, and if, if -- I would say that basically once you start getting below 5,000 AGL it's time to really start focusing on the decision making, and for that airport that you're either going to, A, try to get -- stick it into; or, B, where you're going to deploy CAPS at, and what that's going to look like.

Q. Okay. Your engine hasn't restarted, and you're crossing through 2,000 feet AGL --

A. Yeah.

Q. -- what's your decision making process? How's that change at this point?

A. Yeah. So if I'm not, if I'm not in the downwind, in what I would call my height position in the downwind, then I'm just pulling CAPS.

Q. Okay. And just to be clear, you're -- we're talking about 2,000 feet AGL?

A. Yes.

Q. In the down -- on the downwind?

A. Yes. For me personally it's just, just something I've established from just playing this game for years in 172s and Piper Cherokees, and everything in the world that you watch pilots making mistakes at unfamiliar airports, it's all easy to do if you're on an airport where that little fence line is or you know these references visually, the runway length and width is familiar to you. But I know for a fact that I'm going to unfamiliar airport with unfamiliar landmarks that my chances of misjudging that are so high, and in the SR22 even if you're exactly at the right point, and that would be nearly a beam of point of landing at pattern altitude, and you pull that engine to idle you'd better be within three-quarters of a mile laterally, and even then you're barely going to probably make it around to that runway if you do it just right.

And you guys are in the business, you, you -- and I've simulated this in the simulator over and over again. In human behavior when bad things start filling the window everybody does the same thing. They pull back, and it ends really badly with high sink rate or loss of control, and I just know that's an eventual outcome I don't want to be forced to resist.

Q. Okay. I think you've answered a lot of the scenario questions that I usually kind of ask other things. Just want to ask a couple follow-up. You're in the traffic pattern. Do you -- is it part of Cirrus' standardization training or transition training to do that 180 power off abeam the numbers that traffic

pattern altitude?
A. It is -- and you're within the agencies you know that this is part of the ACS requirements within our, our private pilot and our commercial pilot syllabus that we have to practice and do these, these power up 180s, and demonstrate proficiency. It's a mastery element, and I have no control either over these pilots if they're actually going to be flying a Cirrus tomorrow or if they're going to go back and fly their 182, right, that doesn't have that parachute. So that is a perishable skill that has its place. But in the decision making process we have to really reinforce that CAPS option, and the Cirrus provides generally the better outcome in most cases a pilot accomplishing that. But it is a skill that we need to be able to demonstrate as pilots.
Q. Okay. So what I'm gathering is if you're flying in the traffic pattern doing touch-and-goes with a student at any point during the downwind base or even maybe in final depending on your distance on final, your, your CAPS deployment is a immediate CAPS deployment; is that correct?
A. That's the contract we make with ourselves at takeoff. So and I'll remind them of that when I -- especially in the simulator when we're doing CAPS training in the simulator they'll turn back for the airport, but I give them some sort of engine failure, say I had them on a cross wind departure, 1500 feet AGL, and I fail their engine, a lot of them will turn back. And you're like didn't we just agree with each other that an engine failure below

2,000 feet was CAPS immediate, right? Oh, yeah, that's right. And that's part of that learning process that we kind of have to really reinforce when they're in that transition. Because it's a new concept. I mean, we all if we didn't learn in the Cirrus, we always learn that you're trying to make somewhere good as a landing. And in Cirrus we have a different option, and it's statistically a better option.

Q. Okay. I think you've answered my CAPS deployment related questions. Just a -- just I think Sabrina asked it. I just want to make sure that --

A. Sure.

Q. -- we do it. If you're doing a customer training and it's transition training --

A. Okay.

Q. -- so they haven't -- and this is a customer who has no Cirrus time. Your -- who is operating as pilot-in-command at the beginning of the training, middle of the training, and at the completion of the training? Who is the pilot-in-command for those different, like, sections?

A. Right. Well, so we have, we have two PICs, right, by, by definition within the regulations. The customer is likely a PIC (indiscernible) because they're acting as the sole manipulator of the controls. But the acting PIC in that scenario is the instructor. I'm responsible for that flight. I'm responsible to, to be prepared to take over that aircraft, correct errors. It's

my responsibility.
Q. Okay. And does that relationship change, is what I'm trying to get, at during the course of your transition training or do you, do you have that same mindset until the day you sign, sign his or her transition certificate?
A. It doesn't change for me. The only scenario where that becomes murky is when you get two equally qualified pilots onboard, right? You have a corporate mission with two Cirrus instructors or two instructor period or equally rated pilots, right? Then you definitely have to agree on who is the flying pilot, who is the, who is the pilot that's supporting in that role, right, the non-flying pilot. But as far as the customer goes, I mean, and 'till I bid them that fond farewell, and see them on their way that's my job.
MR. FOX: Okay. Yeah. Okay. I'm going to hand it over to Brannon real quick.
Brannon.
MR. MAYER: All right. Thank you, Todd, appreciate that. And, Troy, fantastic answers, and I really appreciate your insight, and really appreciate your time. I don't have any questions for you at this moment, but I just want to thank you.
MR. WILLIAMS: Okay. Great. Thank you.
BY DR. WOODS:
Q. All right, thank you, Troy. I just want to check in with you that you're doing okay, everything's good?

A. Yeah.
Q. Do you need a break at this point?
A. No, no. I can talk (indiscernible) I love, I love my craft.
Q. Yeah. That's probably a, that's probably a good trait in an instructor. So that's just fine. Okay. So we've got a background of kind of, like, the Cirrus culture, what you do at Cirrus, how you interact with the customers. I'm going to maneuver a little bit to how you interact with new hires. Can you tell me on the SR side how that differs distinctly from how you act with -- or how you train customers?
A. So I don't in reality think I -- it's really hardly any different. To me they're just an internal customer as opposed to an external customer. So I'm trying to really treat them in the same capacity. Just because they're not personally paying for their training it's still their training. So I, I don't know if there's much difference in interaction with them in terms of how we treat them over an external client.
Q. What about the quality control metrics that are in place for, like, getting those new hires through the program?
A. Yeah. So I don't have any direct control over any quality control metrics in terms of that process. When I'm working with a new hire I can simply deliver them the best quality instruction I can deliver during that process, and then that is accomplished by following a lesson plan documenting what I did with them. And if there are deficiencies, addressing those deficiencies, and coming

up with a training plan to address that with them. And because you're talking about an employee that would, that would mean their supervisor. If it's something simple that we just simply need to practice steep turns a few more times to get within standards, well, I don't have to go tell their supervisor that. But if I see something that would be troubling enough to the point where I feel like, hey, there's some, some remedial stuff that has to go on here, then I'm going to kind of update, and try to relay that information verbally as well as included in a mission report.

Q. So that's a great segue. That mission report we've heard from a couple others that that is, that's a little bit different than, like, let's say an actual customer for Cirrus and how you document training and history. So, I guess, how far in advance do you know -- is it that same kind of, like, eight weeks in advance do you know you're going to get a new hire to train?

A. No. That I definitely would say does not follow that same plan. I think for some that it may, may follow that, that if they may have it on their schedule a couple of weeks, three weeks out, and I may very well have -- it's been awhile since I can think back to any particular employees that I've worked with. Whether or not they were on my schedule with any amount of lead time I don't recall. But it would not be unusual if you had a cancellation or an opening within your schedule to where you're on what we call on-call or standby, and somebody was in the middle of their on-boarding or training process for a supervisor to say,

hey, can you go spend the day flying with this person? And, generally through it's more structured in terms of their progress through a syllabus. But if they're just in what I call competence building hours where they're, they're done with their primary training that that not -- might not be unusual. I had just one of those the other day in the Vision jet, a new type rated pilot, and they just asked me the day before, hey, would you go up and build some time tomorrow with this pilot? Sure. So I came up with a game plan, and we went and flew of seven hours. So --

Q. So what do you -- you said came up with a game plan. So let's talk a little bit more about that. Like, what do you do? Where do you, where do you go to get your information? What do you --

A. Right.

Q. -- look into? I mean --

A. Right.

Q. -- how do you know where that person's at and what they need besides, like, your manager going, hey, fly with this guy?

A. Yeah. Right. So in the case of the Vision jet we have a program that we follow-up with after the type rating called the SOE, Supervised Operating Experience, and that's a structured syllabus. So for this pilot we're talking about in the example last week I just looked at, at some elements out of that syllabus that I could accomplish that day based on the mission and what was available to us. And just said, okay, we're going -- we need some

(indiscernible) airport operations. So we're going to go down towards Orlando fly a Star. We're going to do this, do that. We'll fly a standard instrument departure. It was 400 overcast. So were going to get some low IFR approaches that kind of deal. But all where I could check, check boxes off on that, that SOE form. Now, when it comes to sort of an example where it's competence hours on say the SR side, if it's not on a syllabus, it might be a discussion with the client themselves, the employee in this case, or their supervisor. Hey, what do they need to work on? What -- you can look at the notes. What issues has this person had? How can I help? How can I -- I'm here. What would you like to do? Sometimes it's just the pilot. What would you like to do? Oh, I'd like to go get into some icing conditions or I've never been into a Bravo. Yeah, let's go do it. I think that's a philosophy that is within our, our steps of service that we have available to us in Cirrus that we can make things happen to satisfy those goals of an internal or external client.

Q. So before the new hires, I mean, there is a set established, there is a goal. There is a set of procedures that --

A. Yeah.

Q. -- they have to do, correct?

A. Absolutely. Yeah. I mean, if they're -- depends which stage they're in. So --

Q. So, I guess --

(Crosstalk)

A. -- your question.
Q. What I'm asking on the, specifically on the SR side, is how do you know where they are in that set prescribed list of things that they have to accomplish?
A. Right. So either they -- if I'm assigned to them as a instructor that's working within that phase of their training, let's say, for example, company pilot training, then I'm going to go to their syllabus, and either accomplish an unaccomplished lesson in that syllabus or finish it out or make progress towards that. Whatever I can do in that scenario. If they're doing transition training, I will simply look and see, okay, what modules have they -- what lessons have they completed? What are they lacking? And you just -- that's pretty easy to pick up with. Now, if it's just competence hours, for example, they're done or they're at a point where you're just saying, hey, they just need to get comfortable with the aircraft, more approaches, more time with the avionics package, then I just try to pick real world scenario, and go out, and immerse them in it, and be there to supervise and expose them to that. Again, trying to -- depends on what their goal is, right? Are they a corporate pilot? Are they going to be an instructor? So all that is just kind of up to my judgment if I'm not operating directly off of a syllabus at that point.
Q. And what are the requirements for recording that information?
A. Right.

Q. How well you did that day once you've --
A. Yeah.
Q. -- taken that person up?
A. Right, right. So simple FAR requirements are that I log dual given and log -- give them a log entry be it written Foreflight, whatever their method is, and dual received if that's what, if that's what it was. In terms of Cirrus requirements then we have our LMS lessons. If we're working within an LMS lesson itself with Cirrus Approach then we can log the flight there. We long the hours, the -- if it's simulated, actual, cross-country, number of approaches, all that's logged. And if it's a formal mission, then there's a mission report that we fill out weekly where we're going to add -- the mission report is a bit more freestyle in terms of you can log the date and the time and the hours and where you went. The quality of information that you put in that report is a bit subjective. Sometimes you can put everything in there. Other times you're just going to put they did great, no problems noted, and that's basically the mission report.
Q. Is there a requirement for when that information has to be input or when it has to be accomplished?
A. As far as the LMS to me we're encouraged to do that before we leave the premises that day. We also have a Flightdoc app that we log the aircraft in and out on. That should occur before we leave the aircraft. The mission reports are due weekly. So typically I try to make sure all mine are finalized, and turned in by the end

of the week or certainly by Sunday night. If I had training that went late on Friday or Saturday, then obviously I still have about a day or so to assemble those.

Q. Okay.

A. But, yes, we're encouraged, and I'll just use the word strongly encouraged to have those done on those timelines.

Q. Understood. So can you ballpark for me? Do you know how many new hires that you have trained in your time in that part of the program?

A. For me?

Q. Um-hmm.

A. Personally? I don't really remember having that many touches on new hires myself. I might have flown with -- if I was just going to guess, no more than two or three people in terms of in a new hire capacity that I can remember. I was always doing transition trainings, and then got real heavily involved in the CSIP side of our training process, training CFIs that wanted to have that CSIP certification that are external to Cirrus.

Q. Got it. Got it. Okay. So I'm going to pause again there, and then I'm going to totally pivot to a different subject all together. But before I do so, I want to make sure that I address any questions that Todd might have.

MR. FOX: No. In fact, I'm ready to move on.

DR. WOODS: Okay.

MR. FOX: You did a great job, Sabrina, asking the questions

that we had talked about.

DR. WOODS: And, Brannon, any -- do you have any interjects at this time?

MR. MAYER: No. No questions. Thank you.

BY DR. WOODS:

Q. Okay, Troy, like I said pivoting just a little bit, and kind bringing you to the, to the reason that why we're here is. Can you state for the record how you know Chris Jensen?

A. Yeah. So I know Chris Jensen. Briefly he came on the SR team probably within a few weeks or less of my leaving that team as a full-time member of that team. So I -- just peripherally got to visit with him, and see him, and get to know him just, you know, just a very limited amount. And then I got asked to fly with Chris one day for to give him some more time to be comfortable using Perspective-Plus on approaches in the aircraft. And so I spent a day flying with him basically going out shooting approaches, and doing a little bit of traffic pattern ops as part of that.

Q. Okay. In your brief experience with him can you, I guess, what were your initial impressions first of him as a person, and then second as a pilot?

A. Very likeable, friendly, nice guy. And in terms of like as a pilot I made no note of deficiencies in my log entries in my own logbook. And my recollection of Chris was that it was an average experience for someone at his hours in a Perspective-Plus

aircraft. He was making a few little mistakes here and there, and needed just -- taking a little extra time. And I had a phone call best of my recollection with his supervisor at lunch, and said, hey, I think we definitely could go out, and do some more approaches this afternoon. I've got other airports I'd like to take him to. And just, again, with more confidence hours. And that's what we did, and he -- I felt like at that time that he was definitely showing that in terms of managing the aircraft from the left seat that he was doing fine with the aircraft.

Q. You said that you had, like, written up the performance that, that you saw, or maybe there's no deficiencies, and so you didn't write anything up. But prior to that was there anything in his mission report that you took note of to kind of help prepare you for what you needed to go do with him?

A. Yeah. And so in this case I did not see his -- any mission reports on him prior to flying with him. I was asked on very short notice to go fly with him that morning. So it was really, my recollection was we just basically, hey, how you doing? Okay. Do you want to go out, and get some more practice with, you know, on the aircraft? Let's go practice some approaches, and we'll go through -- traffic pattern. And that was sort of a, an on-the-fly mission, if you will, that day. So I did not have that background on him.

Q. Is that typical that you kind of do that ad hoc surprise you're going to go fly with this individual?

A. I would say no. In terms of for me that is -- I wouldn't call it -- I wouldn't characterize as like a usual request. I mean, I was available, and the aircraft was available, and Chris needed some flight time. So, sure, let's go fly. But in terms of how many times that it's ever happened to me in my time at Cirrus, I'm sure there's probably got to be one or two other cases, but I can't think of them right now.

Q. Okay. And, I guess, during that time how would you kind of rate overall performance as compared to other people that you've trained? Was it average, slightly above average, slightly below average?

A. I don't remember anything that struck me as any kind of real negative in terms of his performance. I think it was probably just average or as expected for what he was needing at that point in time. So I don't recall anything that stood out to me as a problem or an area that was of concern.

Q. Okay. And then can you clarify for me how many times did you actually fly with him?

A. Yeah. So basically two sorties that day. We flew in the morning, and we went to a little airport south of Knoxville, and did an approach in there, and I think we did a little traffic pattern ops there. I have my wallet, so I can look if, if -- that way I can give you a little more of an accurate answer. So, yeah, it looks like we flew 1.7 hours that morning, and then 3.2 hours after lunch that day.

Q. Okay. And did that complete his training do you know? Or was he still due to train with other individuals after that fact?
A. I was not involved in is training syllabus to make that determination. My goal that day was simply competence hours. Just to fly with him, get him some approach notes, just building up his time and his experience, proficiency with the aircraft. So I was not assigned any responsibilities to even complete a lesson with him that day.
Q. And so do you have any idea where he was in his training program? Like was he --
A. So --
Q. -- halfway through transition, at the end?
A. Right, right, right. So I did not at the time I was flying with him my understanding was is that he was in company training at that point, and was getting ready to do ferries. That was the next logical step after the company pilot training. And so that's where I was just involved in the process at that point.
Q. And I know you said no deficiencies. So I'm assuming that also means that there is a -- there was no time during in which you felt you had to intervene or take control?
A. Oh, no, no, huh-uh. I don't remember having to take over the aircraft or bringing, you know, safety of flight issues. Nothing more than verbal that I typically am used to doing. Somebody remind him, hey, don't forget to run your (indiscernible) checklist or little stuff like that just as part of that process.

But -- or giving tips. But, yeah, no.
Q. And did you have any recommendations for after your time with him? Did you recommend, like, hey, you need little more work in this? Or what was your, I guess, write-up once he moved on from you?
A. Yeah. So I did not, again, was not charged with making any recommendations or determinations about where he was at in this process. The biggest, you know, the only piece of advice I remember that kind of stood out to me with Chris was he mentioned that he was getting a little fatigued at the end of the flight, and mentioned that he wasn't sleeping very well. And I did, I did specifically remember telling him make sure you keep your supervisor up-to-date, man. If you get tired, we're all responsible for (indiscernible). And so if you feel fatigued or something else is going on in your life, just be sure you let your supervisor know, and you all, you all stay on the same page.
Q. I don't suppose he gave you any indications to why he might have been having trouble sleeping?
A. I think it had to do with his move being just newly located. I don't even remember what his arrangements were at that point in time as far as his -- if he was living in a hotel, apartment, I don't, I don't remember.
Q. Okay.
A. And I think he, he mentioned that he had some family issues. So (indiscernible) issues. So just whatever is going on there.

Like I said it's a lot -- I recognized it as just it's a lot of balls up in the air. You've got a new job, and you're living in a new place, and if you've got any other issues going on that you begin to check up some check boxes on your personal self that you need to just be aware of.

Q. And were you able to, I guess, talk about that, kind of that, that work-life balance with him, or kind of give him any mentoring having been in the program for a little while on, like, how, how you should take each day, and how you should respond? It sounds like you did talk to him a little bit about the possibly being fatigued part, but were there --

A. Yes.

Q. -- any other conversations like that?

A. It wasn't an extensive conversation. Just more just be sure you're fit to fly when you fly. But it wasn't a scenario where -- it just kind of came up in the end, end of the debriefing, and almost in passing with him. He, I think, you know, as an instructor we're used to students or learners kind of rationalizing if you're critiquing them no something. Well, I was tired, or, oh, this is my reason. So you kind of hear that a lot, different reasons. And particularly on the jet side I hear it all the time because our clients come in here, and they're staying at the Airport Hilton, you know, it's true, right? You know what I mean? Hotel sleep is not great sleep. And then you're training all day. So but in the case of an instructor I certainly felt

obligated to mention to him just, hey, just remember you've got to take care of yourself, and make sure you're fit for duty.

Q. Okay. And so I guess kind of continuing a little bit in that vein. I know -- I don't want to harp on it, and if you don't know, by all means you don't know.

A. Sure.

Q. You mentioned that there might have been like some other external stressors to what was going on in addition to the move and learning a new job or anything like that. Can you give us any additional insight on to what those external stressors might have been?

A. He said he had some family issues, and that, that's about all I know. I really don't have enough recollection to accurately comment on that.

Q. Okay. And did you ever have a chance -- okay, so after Mr. Jensen set it down, he was done with the program, he's a full up round factory flight instructor, did you have another chance to fly with him after that flight?

A. No.

Q. Okay. So it was just the, the one day, two different sorties?

A. Yeah.

DR. WOODS: Okay. I think -- just kind of looking through my notes. I think that's all I have for that topic, but before I move on to what I call my wildcard questions, I'm going to let

Todd get in there again.

BY MR. FOX:

Q. Yeah. So I've been trying to listen very, very intently on the reason you were asked to fly with Mr. Jenson. Because you were the first person to fly with Mr. Jensen after he came back from his Florida stint where he was flying with Micha down in Florida. Do you know Micah?

A. I do know Micah. Not very well, but I know, I know who he is, and --

Q. Okay.

A. -- we would recognize each other by name, by face.

Q. And I just want to, just want to kind of explore a little bit about this. I know you said that this flight kind of came at you right in the morning, and that you didn't have any kind of background either on -- did you have any kind of background at all on how Chris Jensen was doing with his training? Sabrina had asked you how far he had gone in his training. I'm --

A. Right.

Q. -- asking you how -- did you have any idea how --

A. So my --

Q. -- he was --

A. -- my understanding was that he had worked with Micah on his company training. He was functionally or nearly complete with that, and that he just needed more competence hours in the SR22 with Perspective Plus doing approaches, and to get familiar with

the Knoxville area as far part of that. So that's why I took him to several airports around the area that we might go to on normal missions when we're training transition type, and just -- that was my understanding from his supervisor.

Q. Okay. And that was another question I had. Who was the supervisor as you can remember --

A. Yeah.

Q. -- the recommended --

A. That would be Felipe Casasfranco.

Q. Okay. And now we talked about how he was down with Micah. How did -- did at any point when you guys shook hands and did pre-flight or anything like that, at any point did Chris Jensen indicate how he felt he was doing with the transition training from the company training?

A. I don't recall.

Q. Okay.

A. I'm sure those pleasantries were exchanged, and we chatted in regards to how it went, and how he -- I, I almost think I remember him talking about the good experience working with Micah and all that, but I could just be making that up at this point. I don't know.

Q. Okay. And you said that there was no requirement for you to kind of, like, do a learning management system --

A. Right.

Q. -- entry or something like that for that flight. But was

there any level of debriefing that you did with Felipe following that flight?

A. So if there was, it was strictly verbal.

Q. Okay.

A. And I would think in all probability that that occurred. It would be unusual I would go fly with somebody like that that I wouldn't at least have said something to the supervisor. Particularly if there was anything that troubled me about it. So but in terms of a formal report, none. I don't remember one -- if one was issued. If there's, if there's an e-mail that exists or something like that, I don't have a copy of it. I don't know.

Q. Do you recall verbally during your debriefing with Felipe if you made any kind of recommendations for Mr. Jensen?

A. I do not. I do not recall at this point.

Q. Would it surprise you to know that he may have gotten at least 10 hours of extra dual following the flight with you?

A. No, it wouldn't surprise me at all because in terms of where he was at in the process, my perception and kind of take on what was going on with Chris with a bit of hindsight is that they just weren't putting a lot of pressure on him to meet any particular milestones, and if he felt like he needed more time they were more than willing to give him those competence hours. But I would say that's not inconsistent with how they treat most folks. If you feel like you need more time, they -- in some phase they're fairly generous about making sure that you're accommodated in that area.

So I don't know what those hours entailed. I don't believe that those hours necessarily would have been because of deficiency as much as I would guess maybe they were simply competence hours. But I --

Q. Okay. If you had to make a executive decision following your, your flight --

A. Yeah.

Q. -- those 4.9 hours that you flew with him, would you have signed him off for the company training or the transition training certificate?

A. So in my perception of where Chris was at he was competent to operate the SR22. I saw no problem with his operations of that aircraft, and but I at that stage was not charged with making that final determination. I wasn't even aware that honestly that he was not fully ready to go as far as the ferry process at that point in terms of, like, completion of the company training. I mean, I -- it seemed like he was executing well enough at that stage to me.

MR. FOX: Okay. Thank you. That's all I had.

Sabrina, I'll pass it over to Brannon.

MR. MAYER: Nothing. Thank you.

DR. WOODS: Thank you, Brannon.

BY DR. WOODS:

Q. Like I said these are my -- what I call my wildcard questions. I try because they're a little bit, like, whoa, we're

going in a different direction. But we talked a little bit earlier about communication within Cirrus, and a little bit about safety culture and things like that. And I'm just wondering have you ever heard -- have been given information or even anecdotally have you ever been made aware of an accident or incident involving a Cirrus product where CAPS was within the operable envelope but it wasn't used?

A. Am I aware of such a -- of a case?

Q. Um-hmm.

A. I've heard of such cases, yes. I mean, I've seen -- read reports or seen cases where pilots got into some trouble where CAPS was used or not used or used too late. I'm aware of those -- that that has occurred.

Q. And so for those reports were you getting, were you getting those through, like, the Cirrus system or are you just, like, an advocate of looking out for -- looking for that information on your own time?

A. I think internally in terms of the Cirrus training process w discuss about pull, pull CAPS early, pull, you know, pull within the recommendations of when to consider CAPS. That's an ongoing training process that we both as instructors teach, as well as internally are reinforced. So I think that that's a, that -- I would call it a culture. The CAPS is a, is a culture at Cirrus. And so that's an ongoing process of continuous reinforcement.

Q. Why might somebody, do you think, or maybe is it discussed in

these forums why might somebody hesitate to do that?
A. Yeah.
Q. When it's, when it is within the operable envelope.
A. Yeah. I think a couple of -- there's several reasons. I've heard or read reports where anecdotally real pilots don't pull CAPS, right, or non-Cirrus pilots kind of picking on Cirrus pilots. There are -- we have all these hazardous attitudes that we identify in aviation, and resignation is one that can come to mind, right? You give up on the scenario. I think for a lot of folks it's negative transfer where you've learned for years that when your instructor reaches up and pulls that throttle that the first step is to set the glide speed, and second step is what field are you landing in? That's just the mindset that's been beat into every pilot from day one that didn't learn in a Cirrus aircraft. So you're dealing with that, and then you have the startle response, right? I mean the startle response is a real problem that we deal with when something happens unexpectedly. We're frozen for a few seconds, and then we -- if we aren't very really intentional at that point we can do the wrong thing. So there's a variety of reasons why somebody might not react, but I think the biggest reason is not having a strategy in a contract with yourself, and just kind of keeping that situational awareness constantly updated.
Q. So it sounds you are very knowledgeable on it. But when you have those discussions within Cirrus are you talking about those

things? Are you talking about, like, hey, I'm going to have customers in here, and they may fall into one of those categories? How do we, how do we --

A. Right.

Q. -- effect change when we're trying to teach these new people to kind of get over some of those issues that you mentioned?

A. Right. So for one thing we have a whole team of folks that are smarter than I am that develop our learning material and our teaching processes. So those folks are way above me. I go in there and ask a question about the instruction or learning process, and I feel like a kindergartener walking into a college professor. So but they're always willing to help. It's really just a -- we got some fantastic resources in that area. So I think that there's this constant emphasis on the CAPS strategy. I mean, it's, it's reinforced over and over in the process of transition training with the clients. We -- from the pre-takeoff briefing that we've discussed to when we're flying with them, we're constantly doing little things, like, okay, what would you do if the engine quit right here? Or what would you do if you roll over right here unexpectedly? And we do that departure below 600 feet, above 600 feet, en route, kind of like Mr. Fox described. Give them time to actually be methodical, and prosecute the problem. So we try to address that at various stages. For myself the approach stage is a really important stage. I'm thinking what does it look like when I'm on that last

two miles. That last two miles you're below CAPS, and so you have a strategy at that point. What is it? So that's just part of that whole planning process that I think is constantly going on. Every flight is unique, but having the CAPS strategy is the core part of even getting that handle pulled in the first place.

Q. Okay. Great explanation. Thank you. And then, I guess, my second wildcard question is so going along with that have you ever heard of, talked about, discussed, or have you ever experienced either yourself or, or somebody that you were training inadvertently maneuvering the fuel mixture control to either idle or (indiscernible) cut off?

A. No. I've never experienced that. What I have seen is clients that don't advance it to an enriching state coming out of a high altitude and short final. That's just something I'm going to check three or four times, and make sure that mixture is where it needs to be. And obviously how a debrief or consult if that action isn't getting done. But I've never seen anybody actually pull it off in the course of flying in a, in --

Q. And I don't mean -- to clarify, not just pull it, but, I mean, like, have you ever seen or heard of, like, like, your headset cord getting caught on it or --

A. Yeah.

Q. -- you know, a --

A. Yeah.

Q. -- really baggy shirts or something like that.

A. Sure. I'm laughing because I'm thinking -- I'm actually remembering back to a flight in a 172 at the other flight school where I was rolling out on the runway, and the student reached up and pulled the mixture to idle cutoff, and killed the engine as we were rolling out and exiting the runway. And I, I looked at her, and said why did you just do that? And her reply was I don't know. And that's the ones you really hate as an instructor, right? You're, like, man, that's a tough one. Why, you know, that's a wildcard. You're talking about wildcards. It's like when they do something and they can't tell you why they did it, you've got to figure out, well, okay. So let's not, let's not make configuration changes. And that's why we don't like change flap settings on the roll out. Let's not touch that 'till we're clear of the runway. I think in her mind she thought ahead, and was thinking about learning after clearing the runway, and just tried to do too many things. But I did see that happen one time, but it wasn't in a Cirrus. But to answer your question have I seen a headset cord or anything get caught on it? I haven't seen it, no. Would I think it's possible? Sure. You know what I mean? That mixture control is an area that has to be guarded, and definitely that's a possibility I'm sure.

Q. Okay. One more kind of off the wall question.

DR. WOODS: But before that I'm going to -- last time, any alibis, gentlemen? Todd?

MR. FOX: Yeah.

BY MR. FOX:

Q. So, again, this is the rapid throw it against the wall type of questions. Don't know where to kind of put them into the sequence so we just do them at the end.

A. Sure.

Q. What is Cirrus Aircraft's policy on restraint use, seat restraint use during flight?

A. Oh, it's the same as the FAA rules. I mean, basically, the aircraft -- sometimes it's going to go power for flight 'till it's not being under power for flight. Your seatbelt is supposed to be on. So, yeah, you would be, you would be buckled.

Q. And in the Cirrus SR20 aircraft does that include shoulder restraints?

A. They're integral. You can't not have shoulder restraints on in the SR22 or the Vision jet. It's (indiscernible) no way option to not have those on unless you somehow manipulated them off your shoulder which would be weird especially in the SR22 because that's, I mean, you've got an airbag in the outer strap, the outboard strap on each seat. And I've never even tried that. So I don't know how that would -- what that would look like or feel like.

Q. Okay. So basically from engine startup to engine shutdown?

A. Yeah.

Q. Okay.

A. Absolutely.

Q. In the course of doing all these interviews we've heard consistent factoids when it comes to the CAPS deployment strategy. And it always, like I said, comes from the initial briefing of the takeoff phase. Zero to 600.

A. Yeah.

Q. 600 --

A. Yeah.

Q. -- to 2,000. And so we've always in all these interviews kind of gotten that feedback, and kind of that reason why. Do you know if those altitudes, those, those AGL altitudes are listed in the POH operating guidance or the AFM?

A. So the, the altitudes, the recommended altitudes are in the AFM, POH. The -- I'm almost 99.9 percent I'm visualizing that they're listed in the CAPS supplement in Chapter 8, I think, if I can see it in my mind. But so I feel like that that, that altitude is definitely mentioned in there absolutely.

Q. Okay.

A. And it's mentioned as a recommendation. Because, I mean, part of that briefing, and we didn't touch on it earlier when I was discussing my briefing, but, for example, there are airports that we depart out of where that altitude is meaningless because there's (indiscernible) survivable option --

Q. Right.

A. -- and we consider that. We talk about that before that takeoff or even the approach. I include that in my approach

briefing. I discuss the CAPS strategy on the approach. I want to know if we're going left, right, straight before pulling CAPS.

Q. So, I guess, to kind of further the discussion and -- you mentioned Section 8. What is Section 8 of the POH?

A. So, let's see. We've got systems in 7, and I think 8 is -- it could be either at 8 or 10. It's in the supplement. So --

Q. Okay, all right. So Section 10, safety information --

A. Yes.

Q. -- CAPS --

A. -- supplements back there, yeah.

Q. All right. And do you feel that your information that you brief before takeoff or teach to your transition students regarding CAPS deployment strategy is that based off of Cirrus information source or is it from, for example, is it based off of POH or the AFM? Meaning, meaning, like, are you, are you basing the 600 to 2,000-foot strategy off of the POH AFM or is it from a different training material package?

A. Right. It's a -- it's probably a combination of information that's in the AFM, but also is in our CAPS syllabus that we teach, and that information is contained within that training module. We discuss the CAPS altitudes for the GEM 5, GEM 6s, pre-GEM 6s. The -- how much altitude is lost in a spin, and with one turn spin and CAPS deployment that's all part of that training module. So I would say it's an ecosystem of it.

MR. FOX: Okay. Thank you, Sabrina.

DR. WOODS: Okay. And last chance, Brannon? You can shake your head. Okay.

MR. MAYER: No, no. Thank you. Thank you so much.

DR. WOODS: Okay.

BY DR. WOODS:

Q. And so my last wildcard question is, is there anything that we didn't ask you that you totally expected we were going to ask you?

A. No, I don't, I don't think so. I, I appreciate your questions, and what you all are doing and working towards. It's just a critical part of our, our industry, and what keeps me safe. So, yeah, I, I can't think of anything else. And if there is anything else I can think of that I could help you with, I'd be more than happy to tell you. But that's pretty much -- I'm glad you all are part of that process.

DR. WOODS: Thank you. We appreciate that. And, again, we appreciate your candor and your insight because, again, we can't do this in a vacuum. We need people like you to, to help us understand. Because nobody is as intimate as your -- with your product as you are. So okay.

Well, with that, if nobody has anything else, I am going to go on and stop the recording.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	FATAL CIRRUS SR22 G6 ACCIDENT NEAR DAVID WAYNE HOOKS MEMORIAL, AIRPORT IN HARRIS COUNTY, TEXAS ON SEPTEMBER 1, 2022 Interview of Troy Daniel Williams
ACCIDENT NO.:	CEN22FA405
PLACE:	via videoconference

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.

Katherine Motley
Transcriber