

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of:

*

*

SOUTHWEST AIRLINES ACCIDENT

*

PHILADELPHIA, PENNSYLVANIA

*

* Accident No.: DCA18MA142

APRIL 17, 2018

*

*

* * * * *

Interview of: SARAH VANDERMARK

Senior Manager

Southwest Airlines University

Wednesday,
May 30, 2018Southwest Airlines Facilities
Dallas, Texas

APPEARANCES:

PETER WENTZ, Survival Factors Investigator
National Transportation Safety Board

JASON FEDOK, Aviation Accident Investigator
National Transportation Safety Board

NANCY WALSH, Cabin Safety Inspector
Federal Aviation Administration

ELISE MAY, Mgr. Inflight Safety & Regulatory Compliance
Southwest Airlines

MICHELE MOORE, Safety and Health Coordinator
Transport Workers Union Local 556

<u>ITEM</u>	<u>I N D E X</u>	<u>PAGE</u>
Interview of Sarah Vandermark:		
By Mr. Wentz		5
By Ms. Walsh		28
By Mr. Wentz		29
By Ms. Walsh		31
By Mr. Wentz		33
By Mr. Fedok		34
By Mr. Wentz		52

I N T E R V I E W

MR. FEDOK: I'm going to keep you on mute and you guys do your whole interview there, and if I have anything at the very end, after all your group members have asked questions, you can pipe me in then. Okay?

MR. WENTZ: Okay. All right, so Sarah, I'm just going to go through a few things first off. We just did an interview or a group announcement so I think who everybody is and who we each represent. And just to let you know, the purpose of this interview is for investigative reasons to improve safety. Not to place blame or fault and to prevent further accidents from happening.

Our expectations from you are that, you know, you're an expert in this field. We want to know, you know, kind of your thoughts from your department or your position. There are no right or wrong answers, and if you feel that you, you know, are guessing at something, don't guess. Just saying "I don't recall," or whatever is absolutely fine. Okay?

MS. VANDERMARK: Okay.

MR. WENTZ: You have the right to a representative, which you've declined today. Correct?

MS. VANDERMARK: Um-hum. Yes.

MR. WENTZ: This interview will become part of our public docket. Okay? Your name, position, years of service, and the

1 summary will go into the docket.

2 You've agreed for us to record the interview. Right?

3 MS. VANDERMARK: Yes.

4 MR. WENTZ: Okay. And at the end of the interview you'll
5 have a chance if you would like to add anything to enhance safety
6 or give us any ideas that we may not have covered.

7 So if you need to take a break for any reason, just let us
8 know and we'll stop the interview and let you use the restroom or
9 whatever it is you may need to do.

10 INTERVIEW OF SARAH VANDERMARK

11 BY MR. WENTZ:

12 Q. So to get started, what I'd like you to do is just give us
13 your full name and spelling of that.

14 A. Okay. It's Sarah, S-A-R-A-H, and Vandermark, V as in
15 Victor-A-N-D-E-R-M-A-R-K.

16 Q. And your position?

17 A. Senior manager.

18 Q. And I'm just going to say at Southwest Airlines.

19 A. Yes.

20 Q. That's good? Okay.

21 A. The department technically is Southwest Airlines University.

22 Q. Okay. And how long have you been in this position?

23 A. I've been in this position 4 years, or it will be 4 years in
24 October this year.

25 Q. And at this point who do you report to?

1 A. I report to Bobby Loeb.

2 Q. B-O-B?

3 A. B-Y and Loeb is L-O-E-B.

4 Q. And their title?

5 A. He is a senior director.

6 Q. Okay. And what other positions have you held at Southwest
7 Airlines?

8 A. So starting timeline-wise, became a flight attendant in
9 December of 92. And after that, in 1998, was a recurrent
10 training supervisor. I was a supervisor in Phoenix and in Dallas.
11 And in 2003, I was a recurrent training assistant manager. In
12 2005, manager of curriculum development. In 2008, Dallas inflight
13 base manager. 2010, I went back to flying; I was based in
14 Baltimore. And then October 2014, senior manager at SWAU.

15 Q. Okay. And how many staff do you have in the training
16 department?

17 A. I have 7 full-time SWAU instructors, and I have 10 flight
18 attendant instructors for initial training. And then recurrent
19 training I have to count for a minute and see. I believe it's 13
20 full-time recurrent training instructors. And I'd have to really
21 count -- I'd say probably about 20 to 23 flight attendant
22 instructors that teach recurrent training also. So the flight
23 attendant instructors are on special assignment, they fill in
24 part-time, and then the other full-time actually belong to the SWA
25 University department. They're full-time.

1 Q. Okay. And what type of training program does Southwest
2 operate? Do they have an AQP program or is it a regular 121
3 program?

4 A. It's a 121.

5 Q. Okay. And where are your flight attendants trained at?

6 A. Initial training is conducted here in Dallas, and recurrent
7 training is in the field. We have 10 locations or 10 bases.
8 Would you like me to tell you which?

9 Q. Yes, please.

10 A. Okay. Let's see if I can get all 10: Dallas, Houston,
11 Atlanta, Orlando, Baltimore, Chicago, Denver, Las Vegas, Oakland,
12 Phoenix. I'm like --

13 Q. And do your recurrent -- do your folks have to go through
14 door trainers in those places?

15 A. Yes, we alternate. We have even and odd years in recurrent
16 training; if a skill has to be done every other year we do that,
17 and if a skill has to be done every year, we do that also.

18 Q. But each of these 10 bases has a door trainer?

19 A. Oh, yes. They do.

20 Q. Okay. So if you could take a minute and just maybe start
21 with initial new-hire class, and then after you finish that you
22 can just go into your recurrent training. But tell us how the
23 company trains each of those different programs from just kind of
24 start to finish.

25 A. Sure. So our initial training program is 4 weeks. All of

1 them come to Dallas. We cover all the regulatory topics and of
2 course company orientation type of things. They complete two
3 exams, a normal ops exam and an irregular ops exam. They have
4 quizzes. It's considered --- it's really focused on hands-on
5 performance-based training. While not AQP, that's a direction
6 we'd like to go.

7 So they come in, they use their IEFB, or their iPad has what
8 we call FuelUp on it. So they come to class, they're given
9 homework; we call it FuelUp. They go home at night, it's in their
10 iBooks. They read the manual, they come back to class. They do
11 -- they also have a workbook that they fill out as a supplement.

12 When they come to class the next day, we talk about whatever
13 the topic of that day is. We teach it also in accordance to the
14 phase of flight. So we start at home, at the airport, pre-
15 boarding, post-boarding. So each subject is taught in the order
16 that it would happen or it would occur in their everyday job.

17 So when they come to class that day we cover whatever they've
18 read and looked at the night before, clarify questions, and then
19 we usually do some type of demonstration, and then they have
20 hands-on whatever that skill, that topic is.

21 Our training equipment, they're hands-on. We have an
22 evacuation trainer, we have the door trainer, we have a cabin
23 simulator, and then all the hands-on with the equipment.

24 They have their operating experience in their fourth week.
25 They go out on an OE, is what we call it. And graduation after

1 that.

2 Q. What's IEFB stand for?

3 A. Their electronic flight bag.

4 Q. So is it eEFB or iEFB?

5 A. Oh, inflight -- I guess I was doing inflight electronic
6 flight bag, IEFB. But it's an EFB, which I actually meant to
7 bring that. It's our iPad.

8 Q. Okay. And when you talked about Fuelup in the iBook, is that
9 what your speaking of?

10 A. Yes.

11 Q. Okay. All right. In your initial training how much of your
12 courseware is PowerPoint presented and how much is hands-on
13 presented?

14 A. I would say PowerPoint is probably less than 10 percent,
15 hands-on is the majority of it, so we could say 90 percent. There
16 is instructor classroom led discussions, a few videos, but the
17 majority of it is hands-on.

18 Q. And what material does that instructor use then?

19 A. The instructor has an instructor guide that they follow. And
20 it tells them everything from what equipment they need, the setup,
21 rotation, and they follow their instructor guide to teach.

22 Q. Okay. And how many hours is -- you said it's 4 weeks. Is
23 there an hourly?

24 A. I have it broken down. It's in minutes, but the basic indoc
25 is 40 hours; aircraft ground training is 16; general emergency

1 training is 40 hours; security training 4 hours; and our operating
2 experience is 5 hours. In some of those we technically go over
3 that, but that's what our Flight Attendant Training Manual, our
4 FATM, has as our guidance.

5 Q. So within your -- since we're talking still about initial new
6 hire, how do you, you know, maintain your standardization within
7 the class from class to class? Is there any oversight of your
8 instructors?

9 A. Yes. We have senior instructors, and then just a SWAU
10 instructor, we have a manager, we have a team leader, and those
11 people conduct observations on the instructors to ensure that they
12 are following the instructor guide. So we do audits, internal
13 audits. Is that what you're asking?

14 Q. No, go ahead. Yeah.

15 A. I was going to say, and then from a curriculum standpoint we
16 have a department that actually develops the curriculum and that
17 is pushed out, if you will, to the instructor. They are program
18 leads. So we have a control, a version control and it's put on
19 their iBook or on their iPad, is where their instructor guide is.

20 Q. Okay. What FAA oversight do you find in this area?

21 A. Our FAA comes in on a regular basis and also does audits and
22 just observations, and then they meet with either myself or a
23 program lead to review any findings or make suggestions, and then
24 we meet with our CMO office once a month. We also have
25 conversations about training there also.

1 Q. Would they see the program before it's rolled out?

2 A. Yes. We work -- we ask them, you know, questions as it's
3 being developed, and then they are invited to our "Train the
4 Trainers" and our betas so they can see us going through that and
5 again making suggestions along the way --

6 Q. Okay.

7 A. -- and approvals.

8 Q. Great. Let's move into then recurrent training.

9 A. Recurrent, okay. Once the new flight attendant graduates,
10 they are then scheduled to attend recurrent training in anywhere
11 between 4 and 6 months after they graduate, so within their first
12 6 months of flying they will come to recurrent training.
13 Recurrent training is an 8-hour class, and also they have a CBT or
14 an online training course that they have to complete before they
15 come to recurrent training.

16 It's -- let's see -- it's made up of 14 modules. And the
17 CBT, the average time, you know, it's a little bit different per
18 flight attendant and they're going through it multiple times and
19 just logging into the system, but we average between 8 to 10 hours
20 is what a flight attendant, the length of time it takes to take
21 that online course.

22 Q. And you can see that in their training record?

23 A. Not the exact time, but we have a report that comes out. So
24 like one of the modules is, we'll say, alcohol awareness, and we
25 have how many minutes on average those people took it that day.

1 And then we just add it up.

2 Q. So it's not a -- if Elise took it, it doesn't say, "Elise did
3 this in 15 minutes"?

4 A. No.

5 Q. It d say the average of the day was -- okay.

6 A. That's the report I get.

7 Q. Okay.

8 A. Our Learning Management System may be able to track that, but
9 I can honestly say I don't look at the individual flight
10 attendants to see how long they took.

11 Q. And Learning Management System, what's that consist of?

12 A. SumTotal Pathlore is the system in which our training program
13 is delivered or administered, and that's not only for flight
14 attendants, that's at the company. So whether someone was taking
15 a Microsoft class, it is our management system of transcripts and
16 records.

17 Q. Okay, and you called that Pathbore?

18 A. Pathlore. Or is it -- Pathlore, and I believe is now
19 SumTotal, they're a company. SumTotal is the current one.
20 Pathlore is the one we used to have and now it's SumTotal.

21 Q. Okay.

22 A. Recurrent training, so, yeah, they take the CBT and they come
23 to class. And during that online content, each module usually has
24 either a competency check or a knowledge check that goes with it;
25 versus one final exam, they take a little quiz after each module.

1 Then they come to recurrent training, and recurrent training is a
2 mix of review of either skills, case studies, human factors, first
3 aid, CPR.

4 Q. So real quick, you talked about them taking quizzes. Do they
5 have maintain a certain score?

6 A. Yes, both in initial and recurrent, it's 90 percent or
7 better. They have to pass, and they do get an opportunity to
8 review if they don't answer the question correctly.

9 Q. Okay.

10 A. They can review it, and then they just take another question.

11 Q. You talked about skills, what skills do they do?

12 A. It could be anything from evacuation door procedures,
13 ditching drills, firefighting drills, first aid/CPR assessments,
14 overwing window exit, normal door operations.

15 Q. Okay. And then you talked about case studies. So like for
16 this year, what case studies would you be looking at?

17 A. They looked at several different ones, not necessarily
18 Southwest. There's an American Airlines event that -- it's when
19 the plane caught on fire and they had to evacuate out of different
20 openings. So that's an example of one of them.

21 Q. Okay. So how were -- I think, have we covered everything in
22 recurrent? I think -- yeah?

23 A. I'm trying to picture my recurrent day. Mine's in March.
24 that's why I'm like -- okay.

25 Q. All right. How were you notified about this accident?

1 A. How was I notified? I'm on -- for SWAU, I'm on the HECC team
2 as an alternate. So Kristi Owens is the liaison that would report
3 an accident to the HECC, which is our Headquarters Emergency -- I'm
4 trying to remember -- Command Center. And we are -- SWAU was
5 responsible for pulling the training records of the individuals
6 involved in the event.

7 And one of my roles is I would be Kristi's backup if she s
8 not able to go, I would go. And then my secondary role is to
9 validate the training records. So I was notified via text message
10 from Kristi that she needed to have me validate training records.

11 Q. Okay. And so with this accident we saw some -- you know, you
12 had a decompression. Could talk kind of a little more detailed
13 now -- I know we went through initial and recurrent, but could you
14 talk a little bit more detailed about decompression training that
15 flight attendants would receive in initial and then in recurrent?

16 A. Yes. In initial training, there's a decompression module in
17 their iBooks. They watch -- let's see, there's a video on -- I'm
18 sorry, it's hard -- I don't remember the numbers, but it was the
19 aircraft incident we had several years ago where part of the
20 fuselage up at the top came open. So that's in there.

21 I'm trying to think what else. In their pre-class packet,
22 there is the PA that they make in a decompression. I'm trying to
23 think of what else is in there. And then in class I think there's
24 a few other things. I'm just trying to remember exactly what all
25 s in their FuelUp.

1 But in class then we do a scenario and review decompression
2 procedures. So in our evacuation trainer they drop the oxygen
3 masks so they can experience that, putting the O2 masks on, going
4 over procedures of, you know, once you're at a safe walking
5 attitude go to the flight attendant control panel, making the PA
6 to the passengers. Once they're secure and the plane is -- you
7 know, they're making a rapid decent, depending on the situation,
8 and in this situation making a rapid descent. They may or may not
9 be able to put on the oxygen bottle, but to go and check
10 throughout the cabin and make sure the customers are okay. Check
11 the lavatories.

12 Q. Okay. You talk about the PA. Is that a -- do they reference
13 something or is that a memory item?

14 A. That is not -- we do not test them on that. So in their
15 pre-class packet, we provide a list of the PAs that they need
16 memorize. We do test them on some of their PAs, but the
17 decompression PA is not one of the tested ones. But they don't
18 know that.

19 Q. Okay. Well, do you know your memory item list? You said
20 there's a list that are memory items for PAs.

21 A. Oh, I'd have double-check. I know for one is the emergency
22 PA that they make; that one is one of the memorized that we do
23 test them on. There's emergency -- I'd have to look at the other
24 ones.

25 Q. Okay.

1 A. There's three or four PAs that they have to say. I think
2 their opening is also one of the memorized ones.

3 Q. Opening?

4 A. The opening PA.

5 Q. Okay. I'm a little lost on opening PA.

6 A. Opening is welcome on board --

7 Q. Oh, a welcome PA. Okay. All right.

8 A. It talks about the exit row in the opening. I can probably
9 use the PA that I learned.

10 Q. Okay.

11 UNIDENTIFIED SPEAKER: I had to memorize every single one of
12 the PAs. I'm like I'm not, you know, (indiscernible) --

13 BY MR. WENTZ:

14 Q. So go into a little more detail on what you train them on, on
15 the actual unit itself.

16 A. On the PSU?

17 Q. On the PSU, yes.

18 A. So thank you for that. That is also in their FuelUp in their
19 iBooks. There's videos of how to open up the PSU panels with a
20 bent sharp item such as a paper clip. And then also above the
21 flight attendant jump seat, using the edge of either a credit card
22 or their ID to press up on the locking -- on the lock to release
23 it. It has pictures of the masks hanging down with also the
24 yellow -- we call it either the streamer or the lanyard, so that
25 people can reach up and pull down on that from a seated position

1 on the jump seat. So there's videos on that.

2 Q. Okay. What about if the pin didn't pull? Would they be
3 trained on how to pull the pin inside on the oxygen canister?

4 A. No.

5 Q. Okay.

6 A. It does also cover -- sorry, I'm just, I'm remembering things
7 as you're saying things -- the smell, the scorching smell,
8 possible, you know, smell something that --

9 Q. Okay.

10 A. We usually describe it as a scorched smell that could happen.

11 Q. Is there any other malfunctions that could go wrong with the
12 unit that you train them on, should they go wrong, they would know
13 how to fix or get back to operational status?

14 A. No, not that I know of.

15 Q. So nothing to do with tubing?

16 A. Pulling on the tubing, you know, the green -- there's a green
17 strip at the top of the bag that should inflate, or pinching the
18 bag closest to the mask to ensure that the oxygen is flowing.

19 Q. Okay.

20 A. When they're no longer needed, they pull the tubing and the
21 masks and put them in the overhead bin and shut it.

22 Q. In a normal emergency, if the pilot should call, do you have
23 a test or acronym for what Southwest tests on?

24 A. Ours is TNT. So the letters T-N-T --

25 Q. Okay.

1 A. -- which is Time, Notification -- how much time do we have,
2 who s going to notify the customers -- and Type of emergency.

3 Q. Okay. So in talking in that theme, do you teach time
4 management? How do you teach them time management during an
5 emergency?

6 A. It s covered in a couple of different areas. One being that
7 strikes me first is in first aid, that delegation of duties and
8 responsibilities. It s also in security. You know, when
9 something s going on, you have to have someone monitoring the
10 clear zone while the other crew members are assessing what s going
11 on. They have a new module, RRM Human Factors, where they talk
12 through the ABCDs: assessing the situation, balancing,
13 communication and then delegation of duties.

14 Q. [REDACTED]

15 A. [REDACTED]

16 [REDACTED]

17 [REDACTED]

18 [REDACTED]

19 Q. [REDACTED]

20 [REDACTED]

21 A. [REDACTED]

22 [REDACTED]

23 [REDACTED]

24 [REDACTED]

25 Q. [REDACTED]

1

[REDACTED]

2

A.

[REDACTED]

3

[REDACTED]

4

[REDACTED]

5

[REDACTED]

6

[REDACTED]

7

[REDACTED]

8

[REDACTED]

9

[REDACTED]

10

[REDACTED]

11

[REDACTED]

12

[REDACTED]

13

[REDACTED]

14

[REDACTED]

15

Q. Sure.

16

A. But I can see in this situation where that may have not have

17

(indiscernible) or they were just in the immediate throes of

18

trying to take care of the situation.

19

Q. So in your words, walk us through what you think the three

20

flight attendants would have been trained to do for the

21

decompression.

22

A. So rapid decompression there could be, you know, fogging in

23

the cabin. First thing would be to try to secure yourself and

24

take oxygen, because in a rapid decompression the pilots are going

25

to try to descend and it could be very rapidly. So that could

1 make a difference in the attitude in the aircraft in going down,
2 so they need to be secure and take oxygen because of, you know,
3 hypoxia. They want to make sure that they are okay first so then
4 they can also take care of the customers.

5 Q. Okay. Then what would they do?

6 A. Then so like they would attend to the situation. If it's
7 safe going to that area, look around the area. Is it safe for
8 them to physically go there? And then taking care of the
9 passengers, you know, making sure that they're secured in their
10 seatbelts. Knowing what happened, that, you know -- now I don't
11 -- obviously, I don't know all the details, but assuming from what
12 I've heard, you know, the woman went out the window.

13 Q. Yeah. I guess what we're just saying is, you re just
14 training them for a normal decompression.

15 A. Okay.

16 Q. So what steps would you look from -- and I think, you know,
17 you re saying they would secure themselves, get on oxygen, and
18 then --

19 A. Okay, sorry. Yeah.

20 Q. Okay, yeah.

21 A. Not this situation. Secure yourself, take oxygen
22 immediately, once the plane is at a safe walking attitude they try
23 to go up to the -- or if someone's not there, go to one of the PA
24 systems, turn the lights to bright and make a PA telling
25 passengers pull down on the mask in front of you, place the mask

1 over your nose and mouth, secure yourself, breath normally. In
2 that same time frame, I'm sure one of the flight attendants,
3 probably the A, because they tend to be up at the front, would try
4 to get in touch with the flight deck, if the flight deck hasn't
5 already, you know, ring us and tell us what's going on, what the
6 situation is. But we just have to maintain control of what we can
7 in the cabin first.

8 Q. Okay.

9 A. In a decompression, the pilots then also are dealing with the
10 situation. Trying to get to a safe altitude.

11 Q. And then your B and C would be?

12 A. Depending, once everything was, you know, secure, safe
13 walking, you know, altitude [sic], and would go through the cabin,
14 put on the POB or you could go mask to mask if they're in the
15 cabin. And then again checking on passengers, making sure their
16 masks are on, checking in the lavatories. If passengers are with
17 children, making sure that both the adult and the child has on a
18 mask and just their overall well-being.

19 Q. Would a flight attendant ever be trained to share their POB
20 with a passenger?

21 A. No. You could give the POB to a passenger, but we don't
22 train I'll take it for however many seconds and now you have some.
23 But we could definitely give the POB to a passenger.

24 Q. Okay. I think we started back with the time management. So
25 getting back to that, how would a flight attendant, you know,

1 regulate the time involved with, you know, the landing that was
2 coming up and what would their priorities be when it came to time?

3 A. Well, knowing that we're going to be landing, more than
4 likely diverting, securing the cabin, thinking that -- I mean,
5 depending on where they were in that flight. You know, if it's
6 towards the end of a flight, they realize, okay, we're through the
7 majority of flight so we're going to be close to that destination.
8 Or we could be diverting and we'd be getting that information from
9 the pilots.

10 So you want to secure the cabin, make sure the passengers
11 are, you know, seated, seatbelts on, luggage stowed, any items
12 picked up. Now we're going to be either diverting or making a
13 landing as soon as possible.

14 Q. What commands would they be giving?

15 A. Pull down on the masks in front of you, place it over your
16 nose and mouth. I mean, they're saying that as in the PA, but
17 they would be -- could be definitely telling passengers put on
18 your mask, place the mask over your nose and mouth, breathe
19 normally.

20 Q. Okay. So since this incident have you changed any of your
21 training to reflect the incident?

22 A. No.

23 Q. And while I'm kind of on that subject, in some of the recent
24 investigations, the American 383, the British Airways, some of
25 those that, you know, had the motors running, has Southwest

1 changed any of their training to reflect some of the past
2 incidents from the last 2 years?

3 A. I don't know as a direct reflection of those events, but we
4 have updated our curriculum several times; twice since I've been
5 in my role.

6 Q. So you've updated twice to --

7 A. The overall. I'm sorry. So when I first came to this
8 position, our initial training program was 5 weeks. It was a lot
9 of lecture-based PowerPoint presentations. So we philosophically
10 and literally redesigned our initial training curriculum more
11 hands-on.

12 Q. Was it a reflection of those past accidents or was it just --

13 A. No, more it was time to update our curriculum, adult learning
14 principles, more hands-on training.

15 Q. How about CRM training? How does Southwest handle CRM
16 training?

17 A. So we have a CRM module in recurrent training in the distance
18 learning, or the CBT. And we also, this year we started a new RRM
19 Human Factors, going more in alignment with what flight ops has
20 been doing. We changed our terminology to RRM. It's still under
21 the umbrella of CRM, but Risk Resource Management.

22 And so we're now introducing that to -- it's in initial
23 training and in recurrent training. In addition to having pilots
24 come in and they facilitate or help facilitate that module in
25 initial training, and then the same thing in recurrent training,

1 the pilots come in and talk through that module. And then we have
2 instructors that go over the flight ops that also co-facilitate
3 different portions of it.

4 Q. So you get a pilot, and the pilots get a flight attendant,
5 basically? Okay.

6 A. How much time do you think you give to CRM training time-
7 wise?

8 Q. It's relevant -- for initial training, it's throughout the
9 curriculum. The module itself is I'm going to guess probably
10 about an hour, but then we reference that model throughout the
11 training.

12 A. Okay.

13 Q. Do you know how many different interphone systems operate in
14 your fleet?

15 A. We have just the one 700/800 handset.

16 Q. So you don't --

17 A. We had two, but we retired the 300s.

18 Q. Okay. And is there a hands-on training for the handset use?

19 A. There is some, yes.

20 Q. You have a physically actual working handset?

21 A. We do.

22 Q. Okay. Great.

23 A. We have it in our evacuation trainer and our cabin simulator.

24 Q. Okay.

25 A. And that's part of the FuelUp also.

1 Q. So you were talking about, you know, developing your
2 curriculum. What is it that you go off of for -- you know, I'm
3 sure you're now working on 2019. So kind of talk us through how
4 you come upon what you're going to cover for that training year
5 and, you know, what's your thought process to coming up with your
6 scenarios or your hands-on or whatever it may be.

7 A. Yeah. One of the things we do is partner with in-flight
8 operations. They do inflight audits to determine where there may
9 be gaps in our processes. Most recently we focused on ditching
10 ops, so that was fairly new. Look at that data, again, see where
11 there's gaps, see where we can apply that to the training.

12 In recurrent training, like I said, we use a 24-month cycle.
13 So we look at the regulations of what needs to be trained and then
14 try to use relevant material if there's been an event, whether
15 it's a Southwest event or another airline that's had an event, and
16 use that as a little case study. I believe -- I'm trying to think
17 if it's Asiana that's in the current this year.

18 But look at those, and our curriculum developers will do
19 research and see whatever the topic is, talk to our cabin safety
20 inspectors when they are bringing to our attention areas where
21 they do their line checks or their checks and they see flight
22 attendants aren't doing well on. Right now is the overwing window
23 exit. So we want to focus and put some special attention on those
24 areas that are identified where there's gaps.

25 Q. Okay.

1 A. If there's any industry changes, and right now there's a lot
2 going on with social media in videotaping or -- with service
3 animals, right now we're looking at, you know, changing and
4 refocusing there. Human trafficking. We have feelers, if you
5 will, in the industry of what seems to be recurring themes and
6 topics amongst airlines and try to focus on those also.

7 Q. Okay. During an emergency you need to move passengers or
8 make room, what type of training do you provide your flight
9 attendants so that they can do that effectively?

10 A. We have a, again, equipment, an evacuation trainer and a
11 cabin simulator and do scenarios where they have to reseat people
12 or move people.

13 Q. Okay. Would they ever give up their jump seat to a
14 passenger?

15 A. No, we don't train that. If someone's coming -- well, in an
16 emergency, yeah. No, the flight attendants need to be on their
17 jump seat, because the safest, most secure place for them is to be
18 secured in their jump seat because they have to potentially be
19 able to evacuate that aircraft. If there is a first aid
20 situation, they can administer CPR through landing. But you'd
21 want to disperse your other two crew members. And that's kind of
22 where we talked about before, that delegation of duties and
23 responsibilities, that there needs to be a flight attendant in the
24 forward and aft part. So it might be that one flight attendant is
25 performing CPR through landing, so that would be an example of

1 them not being on a jump seat in an emergency situation.

2 Q. And using your scenario of somebody doing CPR, what would
3 they do to try to get other help in the cabin?

4 A. We have MedLink, which is our medical on board. There's a
5 headset where we call the pilots; the pilots will notify and
6 connect us directly to MedLink so we have a doctor, if you will,
7 on board through that communication system that can either tell us
8 to start or stop a situation, gives medical advice. We page for
9 medical assistance on board, doctors, nurse, DOs, even if there's
10 someone with training, they also can be approved by MedLink to
11 help in a medical situation. So we'll make a PA to see if there's
12 medical personnel on board that can also come and assist and help
13 us.

14 Q. Okay. Coming back to your training a little bit for both
15 initial and recurrent, what type of -- do you get any feedback
16 from the flight attendants as to their quality of training or
17 their retention?

18 A. We do. We provide opportunities for them to provide us
19 feedback. So we do surveys to see what they want more of or what
20 they found most beneficial. We do that for both initial training
21 and recurrent.

22 Q. Other than you pulling the training records and validating
23 them, what other role did your training department play in this
24 investigation?

25 A. That's it. At this point, waiting now for the investigation

1 to be complete so we can look for areas of opportunity to make
2 changes or enhancements to our training.

3 Q. Okay.

4 A. You know, we've talked about things, but we're waiting --

5 Q. Sure.

6 A. -- until, you know, the final report.

7 MR. WENTZ: I've been rattling on for a while. I'll let --

8 Elise, do you have any questions?

9 MS. MAY: I don't have any questions.

10 MR. WENTZ: No? Michele?

11 MS. MOORE: I do not.

12 MR. WENTZ: You do not. Nancy? Nancy's always got a
13 question.

14 MS. WALSH: Let me look back here for a second. I did have
15 one.

16 UNIDENTIFIED SPEAKER: Can I just add something? It's not a
17 question?

18 MR. WENTZ: Well --

19 UNIDENTIFIED SPEAKER: Okay, never mind. I'll tell you afterward.

20 BY MS. WALSH:

21 Q. Oh, I know what I wanted to ask. So you said for recurrent a
22 CBT must be completed and it's anywhere between 8 and 10 hours
23 depending on the flight attendant. Did I get that right?

24 A. Yes.

25

1 Q. And does that cover everything that you re not actually doing
2 hands-on during that year?

3 A. Yes.

4 Q. Okay.

5 BY MR. WENTZ:

6 Q. And that leads to a real good question of hands on. What
7 equipment do they physically touch?

8 A. This year they are doing megaphone -- to be 100 percent
9 correct, I need to double check, but -- POB, megaphone, we have
10 all of the -- between odd and even years they'll have hands-on
11 with the halon, the H2O, the containment bag and gloves, the
12 megaphone, flashlight, the AED, the universal life vest. I'm sure
13 I'm forgetting something.

14 Q. And so as a flight attendant, if you were coming through the
15 hands-on station, what would we -- if we were just sitting back on
16 the wall, what would we expect to see the flight attendant do?A.
17 So one of the things they're doing this year is the firefighting.
18 So they actually have a smoke hood. They show the opening of the
19 container, removing it, opening the pouch, placing the smoke hood
20 on, taking the equipment out of the bracket.

21 So first they do the halon. So they take the halon out of
22 the brackets, extinguish or go through the motions of
23 extinguishing a laptop fire. Put that back in the brackets and
24 following up with the H2O. So hands-on, that's the firefighting
25 scenario. And then preparing the containment bag with the cans of

1 water, putting the laptop in there and putting it in our little
2 chest stowage compartment. It's a lockup.

3 Q. Okay.

4 A. So you'd see them using it.

5 Q. All right. And the instructor then -- is it a check-off
6 process, is it a pass/fail, is it a --

7 A. It is. It's an assessment. So they -- there's some of them
8 that they can coach on them and other ones that they have to show
9 that they're operating correctly. If they don't operate it
10 correctly, they are asked to go back to the end of the line and
11 watch the other flight attendants do it, and then they go back and
12 have a second attempt.

13 Q. Okay.

14 A. And some of them, they -- you know, the instructor will ask
15 them questions about if they're not -- you know, so tell me what
16 you re looking for, like, on the POD?

17 So you can see them looking at the gauge, but then I say,
18 okay, so tell me what you re looking at on gauge? If the flight
19 attendant just doesn't tell them -- okay, it's at 1500 or above.

20 Q. Okay.

21 A. They will or can ask them questions.

22 Q. Do your flight attendants in their pre-flight, pre-flight
23 slide pressures?

24 A. Yes, and they check the gauge.

25 Q. So just checking the gauge?

1 A. And make sure that the grip bars are in the bracket.

2 Q. Okay.

3 A. And the pack, you know, is in there, which you'd know it was
4 in there if you're checking the gauge.

5 Q. Do you have an ASAP program?

6 A. Yes.

7 Q. So if you get into a situation with a flight attendant who is
8 required to come back for training through the ASAP program, what
9 would that training entail?

10 A. The flight attendant reaches out, or the recurrent training
11 instructor will reach out to the flight attendant, and they will
12 coordinate a time for that flight attendant to come in and review
13 whatever may be the training -- I would say area of opportunity
14 that they need a refresher or need to go over a procedure, then
15 that recurrent instructor will meet with them and go over it. It
16 may involve looking it up in the manual, having hands-on with
17 whatever the situation is.

18 Q. Is there any requirement for time or is it just the
19 instructor feels when they're ready to be signed off.

20 A. Not a time element.

21 Q. No?

22 MS. WALSH: Can I ask a question?

23 MR. WENTZ: You may.

24 BY MS. WALSH:

25 Q. During your training, how many retakes are they allowed to

1 have in a day?

2 A. On the door drill, they get four attempts. After the fourth
3 attempt -- and there's a process and I can walk you through that,
4 but they get four attempts to do the emergency door procedures. Q.
5 And what about any scenarios that you do, if they don't perform
6 well? Do they get a retake, and if you still have one person not
7 performing, is there a retake for that person?

8 A. We can follow-up with them. So the most recent one that
9 stands out would be our ditching procedures. So we had them go
10 through a ditching scenario. The three or four flight attendants
11 will run the checklist, and the instructor observes and makes
12 notes, and also the other flight attendants are observing,
13 watching.

14 At the end of that scenario, they'll debrief. They first ask
15 the flight attendants, okay, how do you think you did? You know,
16 what areas do you feel good about; where do you think you could
17 have done better? They ask the flight attendants in class, okay,
18 what did you observe? What feedback can you provide them? And
19 the instructor will go over it.

20 So we try not to do any coaching while they're actually going
21 through the scenario. If they're not successful, if it's --
22 they've missed too many areas, then they'll have them the run the
23 checklist again, maybe with another group of flight attendants.
24 And if they also feel that the person's not getting it, they can
25 stay after, ask them to stay after. But that's one where it's, we

1 will coach them and give them feedback on it.

2 Q. If they aren't successful at the end of that day, and you've
3 gone through all these procedures, do they get another
4 opportunity?

5 A. You know, they can come back to recurrent training or we'll
6 stay after.

7 Q. And they have to go through the whole day then again?

8 A. If they were not successful --

9 Q. Okay.

10 A. -- yeah.

11 BY MR. WENTZ:

12 Q. So how about yourself, do you take recurrent training?

13 A. I do.

14 Q. And do you fly the line?

15 A. No, I don't.

16 Q. How much do you go down on the floor to observe your
17 different classes that go on?

18 A. I will go in for different modules at different points in
19 time. Probably two or three times out of a month I'll go sit in a
20 classroom.

21 Q. Do you travel to the bases to observe recurrent?

22 A. I have. That's a goal. I try to go to and observe all 10
23 locations. I haven't reached that point this year.

24 Q. So your goal is on a yearly basis to get to -- at least once
25 a year?

1 A. Yes. Once a year at each location to do an observation.

2 MR. WENTZ: Before I wrap up, my final thoughts here --

3 Mr. Fedok, do you have anything to add?

4 MR. FEDOK: Yeah, Pete, I've got some questions here if you
5 don't mind. Is it an appropriate time for that?

6 MR. WENTZ: It is.

7 MR. FEDOK: All right. Give me a second here. Let me go
8 back in my -- because I marked areas that --

9 BY MR. FEDOK:

10 Q. All right. The procedures you mentioned for rapid
11 decompression, rather than having me go through my notes, can you
12 just run through them again and make sure I didn't miss anything?

13 A. Sure. In a rapid decompression they need to take oxygen and
14 secure themselves. Once the aircraft gets to a safe walking
15 attitude they can go mask to mask; this is a procedure to the
16 forward control panel if someone's not already up there. Turn the
17 cabin lights to bright and make the emergency decompression PA. Q.
18 Okay. Can I stop you there?

19 A. Sure.

20 Q. If there is no communication from the flight deck, how would
21 a flight attendant determine if they were at a safe walking
22 attitude?

23 A. Well, the flight attendant should be able to feel, you know,
24 if we're still in a rapid descent by just the attitude of the
25 aircraft, and if not, they can always call the pilots and ask

1 them, you know, hey, this is the situation; we're seated, are we
2 -- you know, kind of going over that TNT: How much time do we
3 have? You know, is it safe for us to go ahead and get up?

4 Q. Okay. So I guess that's a big question that I have is, are
5 your flight attendants permitted to make that determination on
6 their own without communication with the cockpit, that it's safe
7 to get up and walk through the cabin in a decompression situation?

8 A. Yes.

9 Q. Yes, okay. So once they feel that they're in a safe
10 position, at that point they can get up, provided they're on
11 oxygen, right?

12 A. Yes, they can go mask to mask is the procedure. If something
13 happened and they were in mid-cabin, we want them to immediately
14 take oxygen wherever they're at, secure themselves, whether that's
15 getting in a passenger seat and putting on a seatbelt. So we want
16 them first to be, you know, secure and taking oxygen. And then
17 moving -- afterwards, moving to either the front or back to be
18 able to make a PA, checking on passengers.

19 Q. Okay. And if they are in their jump seats and they feel
20 they're at a safe walking altitude, the first thing that they
21 should do then, once they're on oxygen, is to turn the lights to
22 bright and make a PA to passengers?

23 A. Yes. That's what one of them is supposed to do.

24 Q. Okay. Is there any distinction on whose duty that is?

25 A. The A, and in case the A wasn't close to the front, someone

1 else can do it, but, you know, big picture, guidance is the A
2 flight attendant.

3 Q. Okay. And once that PA to passengers has been made, and
4 again that would be a memory item; they have to go to a manual,
5 although you don't specifically test them on that one. Is that
6 correct?

7 A. Correct. I'd have to double-check to see if that's one of
8 the ones that we test them on.

9 Q. Okay. But you would expect a --

10 A. In my mind I'm thinking it's not one. I'm sorry, go ahead.

11 Q You would expect a -- I'm sorry. You would expect a flight
12 attendant flying the line today, if you walked on board and said,
13 give me the PA for rapid decompression, they should be able to
14 tell you what that is without referencing electronic flight bag or
15 manual?

16 A. Yes.

17 Q. Okay. So after that PA has been made, what is their next
18 step at that point?

19 A. They would either don the POB to be able to walk freely
20 through the cabin checking on the passengers, checking lavatories.

21 Q. Okay. So would you expect all three flight attendants to do
22 that or would you expect the lead to delegate that duty?

23 A. I think who s ever, flight attendant-wise, is in the back
24 would do so towards the back; you know, if someone's up front. And
25 then also trying to, if communication been established

1 with the pilots, would be getting in contact with the pilots.

2 Q. Okay. How important is it or how important is it for the
3 flight attendants to establish communication with the cockpit in a
4 decompression situation?

5 A. It's important, but it's also the flight attendants'
6 awareness that the pilots are also, you know, taking care of the
7 aircraft and getting descended to a lower altitude so people can
8 be without oxygen. But, yes, it's important to also try to
9 communicate. You need to try to communicate but also realizing
10 that the pilots are taking care of duties themselves.

11 Q. Okay. Would you have expected the flight attendant to make
12 an attempt to contact the flight crew after that PA --

13 A. Yes.

14 Q. -- to passengers?

15 A. Yes. If the pilots haven't already, you know, tried to call
16 us.

17 Q. Okay. And once they're in the cabin, you said they're
18 checking on passengers, making sure that they have their masks on
19 correctly, making sure anyone needs any other assistance. Right?

20 A. Yes, seatbelts on, calming nerves, you know, just checking on
21 their overall well-being.

22 Q. Okay. And if a passenger approaches a flight attendant in a
23 decompression situation and says that their mask isn't working,
24 what should the flight attendant do?

25 A. There's four masks per row, so there should be another mask,

1 plus there's the mask in front or behind. So getting them an
2 additional mask. You can give them a POB.

3 Q. Okay. Does the flight attendant have any way of checking
4 that mask to see if that particular mask is working correctly or
5 do they just assume that the passenger is correct and it's not
6 working?

7 A. You pinch the bag closest to the mask to check and see if the
8 mask would then fill up with air, much like a balloon, and that's
9 one way of verifying that there is oxygen actually flowing.

10 Q. Okay. And have you ever run into a situation where tubing
11 may have become loose from the PSU itself? And is there any
12 practice or procedures guidance, training to flight attendants on
13 that situation?

14 A. Not to my knowledge.

15 Q. It sounds like from what you just said, though, if they were
16 to encounter that situation they would grab an additional mask
17 from either that row or an additional row. Would that be a proper
18 (indiscernible) procedure?

19 A. Yes. Yes, because the masks are -- they can go a distance of
20 two to three rows. So when we talk to the flight attendants about
21 going mask to mask to the forward control panel, they're taking
22 one mask and, you know, taking oxygen, making sure you have
23 oxygen, and then would walk a couple rows and then potentially,
24 you know, take another mask. So that's part of our procedures. Q.
25 Okay. And if they are to come upon an infant or a lap-held

1 child, what are the procedures for them to do with that child?

2 A. We want the adult to place the mask on themselves first and
3 then help the child with their own mask, with a separate mask. Q.
4 And if the parent says that the child's mask isn't working, again,
5 that would be the fourth mask in the row. What would the flight
6 attendant be expected to do at that point?

7 A. You could use the mask from the row in front or the row
8 behind or you could give them also a POB.

9 Q. Okay. So if you give them your POB as a flight attendant at
10 that point, what do you recommend the flight attendant do for
11 oxygen?

12 A. Take one of the masks that are in the vicinity. It could be
13 across the aisle on -- you know, directly across the aisle.

14 Q. Okay. And at that point they would need to travel mask to
15 mask while the caregiver has the POB for the child?

16 A. Yes, they could do that. And then they could get another POB
17 from the aircraft.

18 Q. How many POBs are on your aircraft?

19 A. Depending on which aircraft type, we have three or four
20 bottles.

21 Q. Okay. And now if they were to come across someone with a
22 medical situation, heart attack, panic attack, or something much
23 more serious like we had in this event, you mentioned the access
24 to MedLink. Can you talk about the procedures and how they're
25 trained to use MedLink?

1 A. Yes. One of the flight attendants would notify the pilots
2 that we have a medical emergency and request a patch to MedLink.
3 And then they can make, while they're at the -- with the intercom
4 they can also then make a PA requesting for medical assistance.
5 The pilots at that point contact MedLink. And then we have a
6 headset that you can plug in in three different locations on the
7 aircraft and it's a headset with a microphone mouthpiece.

8 And then they wait to hear -- they can hear the radio
9 transmission, if you will, through the headset. And once they're
10 connect to MedLink, they're on the line and then we talk directly
11 to the medical doctor.

12 Q. Okay. And under what kind of conditions are flight
13 attendants instructed to request this through the flight crew?

14 A. Anytime we have a medical emergency.

15 Q. Okay. And I know you don't know the specifics of this
16 particular event, but obviously you know that someone was
17 partially ejected, from news reports or otherwise. In that sort
18 of a serious situation would expect the flight attendant to
19 initiate a request through MedLink?

20 A. They absolutely could. In addition, like I said, calling for
21 immediate medical assistance on board. Because it is going to
22 take a -- you can't define exactly how much time, but we have
23 trained that it does -- it may take several minutes before that
24 patch to MedLink actually occurs. So they can be either checking,
25 you know, credentials of someone who comes forward offering

1 assistance. They can be interviewing the passenger, you know,
2 about that specific medical situation until that MedLink
3 connection is made. But it can take several minutes.

4 Q. Okay. But would you have expected that request to have been
5 made regardless of how long it takes?

6 A. Request for the MedLink patch?

7 Q. Yes, ma'am.

8 A. Okay. In this situation, they definitely could. I can also
9 see where dealing with the decompression and the medical, you
10 know, the literalness of the condition of the customer on board,
11 they may not have said, okay, well, let's go call MedLink, and
12 they might have just tried to handle themselves depending on what
13 they were literally dealing with. But, yes, someone could have.

14 Q. Okay. And when you mentioned checking credentials for
15 passengers. Once you make the request for medical assistance on
16 board, what is the vetting process for someone who comes on board
17 or comes, you know, to offer assistance?

18 A. We ask them if they have any credentials, a driver's license,
19 a doctor's business card that matches. If there is a question
20 about their credentials or their ability, we use MedLink, can have
21 a conversation and speak to that volunteer and determine whether
22 or not we can allow them to access our EMK, our emergency medical
23 kit. So the MedLink would make that call.

24 Q. Okay. So if someone introduces themselves as an EMT and you
25 have a critical patient like we had here, would it come to the

1 flight attendant's judgment whether or not to -- and you don't
2 have MedLink established, to allow that person to perform CPR, or
3 should flight attendants be performing CPR before someone gets
4 vetted?

5 A. The first response would be for them to start doing CPR and
6 then one of the other flight attendants can help interview and
7 talk to that person. So yes, I think having someone help out with
8 CPR if they've come forward and said, I'm an EMT or a registered
9 nurse, I know CPR, would be able to help out.

10 Q. Okay. I just want to clarify that and make sure I
11 understood. So the flight attendant then, you know that they're
12 trained based on your training, they should initiate the CPR until
13 someone else can be vetted by the flight attendant and/or MedLink?

14 A. Yes.

15 Q. Okay.

16 A. And then we also train, you know, that once you -- if you get
17 tired, and you probably will, we have a change-out procedures with
18 another flight attendant. So with the three on board, you could
19 be changing out with one of the other ones if you get tired or
20 exhausted.

21 Q. Okay. And once that person has been vetted by your flight
22 attendant or MedLink and you turn over the care of that person to
23 the volunteer EMT, doctor, whoever it may be, what are the flight
24 attendants supposed to do at that point, given the medical
25 situation has been delegated?

1 A. They would still be there to assist, help out, help other
2 passengers, communicate with the pilots, whatever that situation
3 calls for. Getting more emergency equipment if needed, calming
4 other passengers.

5 Q. All right. And as the aircraft descends and begins to get
6 ready for landing, what would the flight attendants do then in a
7 situation like this?

8 A. They'd want to make sure that the cabin is secure, that
9 passengers are seated, seatbelts fastened, carry-ons put away, the
10 galleys cleared, items put in trash cabinets secure, and then
11 preparing for landing.

12 Q. And what is preparing for landing? What would they do for
13 that?

14 A. So in an emergency situation, they can be yelling brace
15 commands, telling passengers, you know, to place their hands in
16 front of them on the seatback in front; place your head against
17 your hands, putting them in a brace position, or determining on
18 how much time they actually had to prepare the cabin for an
19 emergency landing.

20 Q. Okay. And as a final step, once they've done that, you
21 mentioned earlier, I believe, they should be seated in their jump
22 seats for landing?

23 A. Yes.

24 Q. And you mentioned this one situation, that if they were
25 attending to someone with a medical emergency, that may be one

1 reason not to be in your jump seat for landing. Given that that
2 has been delegated in this scenario I'm giving you here, is there
3 any other reason flight attendants wouldn't be in their jump seats
4 for landing?

5 A. If something structurally happened to the jump seat and they
6 can't -- you know, if it was broken, a strap, a harness or
7 anything, then they could take a passenger seat closest to their
8 primary exit.

9 Q. Okay. Anything else that you would think of that they
10 wouldn't be in their seat?

11 A. If a flight attendant was not able to perform their duties,
12 if they were injured, hurt, impaired, we don't want them on the
13 jump seat.

14 Q. Anything else?

15 A. We could replace them with a non-rev employee, another crew
16 member that may be deadheading, or you could make a PA for other
17 airline employees on board. So those are different situations
18 that someone else could be on the jump seat. Was that -- I'm
19 sorry -- was that your question?

20 Q. Yeah, yeah, that was good. Are there any other scenarios
21 that a flight attendant wouldn't be in a jump seat you can think
22 of?

23 A. If it was going to cause them more harm or damage to be in
24 that jump seat, if there was a hole in the fuselage by that jump
25 seat, they may elect not to sit on that jump seat and secure

1 themselves in a passenger seat. That's another situation I could
2 think of.

3 Q. Okay. So you mentioned taking passenger seats. That was one
4 of the questions I had. So Southwest, most of your flights are
5 full flights, which is a good thing for business. Right?

6 A. That's right.

7 Q. But a question then came up is if you need to reseat
8 passengers in a situation with a full cabin, something happens to
9 a seat or you have hole in an aircraft, something like that, what
10 guidance or training are you giving to flight attendants about how
11 to reseat those passengers?

12 A. I would look for a passenger who s maybe traveling with an
13 infant that's in a car seat and then having the adult hold a lap
14 child, and that would free up a seat if you needed to put someone
15 in an additional seat.

16 Q. Okay. Anything else?

17 A. No, that's all I can think of right now.

18 Q. Okay. The jump seat themselves, if you have an extra jump
19 seat available, would you put a passenger on one of those if it
20 was necessary to reseat someone?

21 A. If we had an extra jump seat, would we put another passenger
22 on the jump seat in order to reseat? Depending on the situation,
23 yes. In an emergency and you needed -- if there was a seat, like
24 your situation, something s wrong with that person's seat and
25 every other seat is full and there's no way to have a lap child,

1 yeah, you could put them on the jump seat. Make sure they're
2 secure in a jump seat.

3 Q. And would that still be permissible if it were to remove a
4 flight attendant from the jump seat?

5 A. If we needed to --

6 Q. Like a passenger, having a passenger in place of a flight
7 attendant on a jump seat?

8 A. Yes, especially if it's a deadheading crew member. If the
9 flight attendant were injured or, like I said, impaired, having
10 them take a passenger seat and using a deadheading crew member to
11 sit in that place.

12 Q. I'm sorry. I didn't make myself clear. If you have no
13 additional seats for passengers, would you ever find it okay to
14 reseat a passenger on a jump seat in place of a working flight
15 attendant on that flight?

16 A. Oh. No.

17 Q. And if you had a deadhead or another crew member who wasn't
18 working the flight on the jump seat and you needed to have a
19 passenger resealed, who would have priority over that additional
20 jump seat? Would you keep the crew member on it or the deadhead
21 crew member on it or would you put the passenger in that seat?

22 A. Deadheading.

23 Q. Okay. And if there absolutely are no more seats on the
24 aircraft, jump seats or passenger seats that were available and
25 you needed to reseat passengers, would it be permissible then to

1 put them on the floor?

2 A. Yes. We've had situations where, you know, passengers were
3 performing CPR through landing, so they are not in a passenger
4 seat.

5 Q. Okay. Okay, I have one more question on the reseating topic.
6 Are you aware of any FAA guidance on that, for training flight
7 attendants as far as reseating passengers?

8 A. Reseating passengers, I can think of in a planned emergency,
9 yes, where we have able-bodied assistance, if we need move a
10 person with a disability to a second or third row so we could have
11 our ABA closest to the exit.

12 Q. Okay. Anything else you can think of?

13 A. Not right now.

14 Q. Okay. Very good. A couple of things on training. You
15 mentioned you have a trainer and a cabin simulator, are those one
16 in the same or are those two different devices?

17 A. Two different devices. One is a --

18 Q. Can you tell me --

19 A. Sure. One's our evacuation trainer. It has hydraulics so we
20 can -- and also has a smoke machine so we can simulate different
21 aircraft attitudes. And then our cabin simulator is fixed but
22 interiorly has all -- is just like an aircraft; it has all working
23 equipment. Our evacuation trainer is where we do our slide jump
24 and evacuations over the wing. And the simulator is where it's
25 more classroom. It's used more for classroom facilitation or

1 instruction so we're putting them in as close as we can to their
2 actual working environment. Though we don't --

3 Q. Okay.

4 A. The doors forward, the L1 and L2 operate, but we don't use
5 slides on those. It's really just more of a cabin experience
6 versus emergency evacuations.

7 Q. Okay. And you have both of these trainers there in Dallas,
8 are they at all the 10 bases?

9 A. No, at all 10 bases we have a door trainer. So it has a
10 forward entry door and an overwing window exit. And then we also
11 have a 700, a Boeing window exit. So that's what we have at all
12 10 locations.

13 Q. Okay. So those would be the devices that are used for
14 recurrent training for meeting the door obligation. Right?

15 A. Correct.

16 Q. Okay. So the only time a flight attendant not in Dallas
17 would see the evac trainer and the cabin simulator would be during
18 initial training. Is that right?

19 A. That's correct.

20 Q. Okay. And you mentioned the door drills and evacuation
21 drills that you do in the evac trainer. Have you ever done a
22 simulated decompression with the smoke?

23 A. Not with the smoke. We do drop the masks. We have a
24 scenario where they drop the masks.

25 Q. Okay. And those scenarios change on a yearly basis; is that

1 right, what you go through on an initial? Or is that, everything
2 is done the same every year?

3 A. We may change a few things, but no, that's pretty consistent
4 that that's a drill that we do every year. We might change up the
5 story behind that drill.

6 Q. Okay.

7 A. Or that scenario.

8 Q. Okay. And you mentioned CRM training, that you have pilots
9 come into I guess both initial and recurrent classes; is that
10 correct?

11 A. That's correct.

12 Q. And when they come in for the initial classes, do you ever
13 use the pilots in any capacity in either the evac trainer or cabin
14 simulator?

15 A. No, we don't.

16 Q. I'm just curious, why? Is it just logistically difficult or
17 what is the thought there?

18 A. Yeah, logistics, but that's actually in our plan is we're
19 looking at ways how we can improve our joint training. we're
20 definitely in conversations with flight ops on how we can continue
21 to improve that.

22 Q. Okay. So when you do --

23 A. But to your point, logistics is part of it too.

24 Q. Okay. And when you do the drills there in the evac training
25 during initial, does someone play the role of the pilot in

1 establishing communications in those sorts of things or is that
2 just sort of simulated just by saying, I'd be telling the pilot
3 this, I'd be telling the pilot that?

4 A. No, one of our -- the instructors plays the role of the
5 pilot.

6 Q. Okay. And just how realistic do you make those scenarios
7 that they go through in initial?

8 A. We try to make them very realistic.

9 Q. Okay. Can you give me just one example of one maybe you've
10 done recently in a little bit more detail as far as how the
11 communications works, how the team is supposed to work together,
12 that sort of thing?

13 A. So we will put them on the plane in our -- we'll sometimes
14 shut out the lights, drop the masks. In the past, we've smoked up
15 the cabin and had them evacuate using the instructor as the pilot
16 saying, you know, "Evacuate, evacuate." And then just letting
17 them play that scenario out.

18 And then we debrief it and again give back feedback pointing
19 out what they did correct, where there's areas of improvement, and
20 then involving the other students, you know, to provide feedback
21 on it also.

22 Q. Okay. So it wouldn't necessarily be that every initial
23 student would get that experience, you'd have to pick and choose
24 individuals. Because, I mean, what are your class sizes generally
25 in initial?

1 A. We have 50 people that are invited to class. But yes, to
2 answer your other question, yeah, so certain crew members, that
3 surprise element, you know, that one crew that you pick, they're
4 the ones who are, if you will, thrown into this scenario, this
5 situation. But the other students are there observing and that's
6 why we want to bring in their, you know, feedback on what they
7 thought, how they would have handled it, what the crew did well,
8 and where there's, you know, areas of opportunity so there's that
9 experiential learning also. But once the surprise is over, the
10 surprise is over.

11 Q. Just a few more, I promise. You mentioned that you use
12 scenario-based training, I guess, in recurrent and initial where
13 you talk about different events that have happened?

14 A. Yes.

15 Q. And you guys at Southwest, since I've been around, have had a
16 number of events, varying magnitudes of severity. Do you use your
17 own in-house events in some sort of 360 learning environment to
18 brief those or bring in the actual participants in those events to
19 use your training in any way?

20 A. Yes, we have done that in the past. We've done videos with
21 crew members sharing their learning experiences and have used
22 those in both initial and recurrent training.

23 Q. Specifically to the decompression, you mentioned the event
24 you had with the hole in the fuselage a few years ago. Have you
25 guys ever used that in initial or recurrent training as a scenario

1 or discussion item?

2 A. I know that video, there's a video clip in it or of that
3 event in initial training. There were some years that I was not
4 involved in training and I'd just have to back and research to see
5 if we did.

6 Q. Okay.

7 A. Because I know that was several years ago.

8 Q. Okay. Can you get a copy of that for Pete? I'd be curious
9 to see that, if that's possible?

10 A. Sure.

11 MR. FEDOK: Okay. Great.

12 Pete, I think I've -- let me make one more run through my
13 notes here. I think that I've asked pretty much everything I can
14 think of. Yeah, I think so. Thanks for the opportunity to ask
15 questions. I appreciate it.

16 MS. VANDERMARK: Um-hum. Thank you, Jason.

17 BY MR. WENTZ:

18 Q. Sarah, are your pilots required to let the flight attendants
19 know when they're at an altitude that don't have to be on oxygen
20 any longer?

21 A. I don't know if I'd say required, but they should be
22 communicating.

23 Q. So they should be communicating at 10,000 feet, but you don't
24 know that it's a required part of their training?

25 A. Yeah, I don't.

1 Q. Okay. Is there anything we've missed that you'd like to
2 add?

3 A. Nothing I can think of.

4 Q. No? Anything you could think that would help the
5 investigation?

6 A. No, I'm interested, like I said, to learn from this event
7 what the flight attendants feel like we equip them well with
8 training and where they -- if there's anything that they didn't
9 feel equipped. Would love to get that feedback from them.

10 Obviously, with all investigations, I know it can be a while
11 before the investigation is complete. But any time we can learn
12 from our events -- sometimes our crew members are very willing to
13 do videos or to talk about it, and other -- we've had other crew
14 members with different events that don't want to be in recurrent
15 training, you know. So we try to, you know, honor and respect
16 that.

17 But wherever we can change procedures, what we're doing, not
18 doing, learning from the flight attendants that have been through
19 this situation is really important.

20 Q. So the training department will debrief this crew at some
21 point?

22 A. I'm hoping we'll have that opportunity. I know Elise
23 includes me in a lot of the events, different events that happen
24 at Southwest. I'm invited, you know, to sit in and, also with
25 Michele, and listen to those crews tell about what happened. And
I always, you know, ask them, okay, so what did we do well in

1 training to prepare you and if there's anything that you feel like
2 we could have done better, open to hearing that and getting that
3 feedback. They've got great insight because they're the ones --
4 you know, for policy/procedures, this is how we do it, but, you
5 know, real-life situations don't always follow our policy and
6 procedures, so they have to use their critical thinking skills and
7 react and respond in the moment.

8 MR. WENTZ: Okay. Well, thanks for your time today.

9 MS. VANDERMARK: Thank you.

10 MR. WENTZ: And I'm going to turn this all off.

11 (Whereupon, the interview was concluded.)
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: SOUTHWEST AIRLINES ACCIDENT
 PHILADELPHIA, PENNSYLVANIA
 APRIL 17, 2018
 Interview of Sarah Vandermark

ACCIDENT NO.: DCA18MA142

PLACE: Dallas, Texas

DATE: May 30, 2018

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


Nancy Sackett
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of:

*

*

SOUTHWEST AIRLINES ACCIDENT

*

PHILADELPHIA, PENNSYLVANIA

*

* Accident No.: DCA18MA142

APRIL 17, 2018

*

*

* * * * *

Interview of: RENEE MEDINA-EGGLESTON

Senior Instructor

Southwest Airlines University

Southwest Airlines Facilities
Dallas, TexasWednesday,
May 30, 2018

APPEARANCES:

PETER WENTZ, Survival Factors Investigator
National Transportation Safety Board

NANCY WALSH, Cabin Safety Inspector
Federal Aviation Administration

ELISE MAY, Mgr. Inflight Safety & Regulatory Compliance
Southwest Airlines

MICHELE MOORE, Safety and Health Coordinator
Transport Workers Union Local 556

<u>ITEM</u>	<u>I N D E X</u>	<u>PAGE</u>
Interview of Renee Medina-Eggleston:		
By Mr. Wentz		4
By Ms. Walsh		27
By Mr. Wentz		30
By Ms. Walsh		41
By Mr. Wentz		43

I N T E R V I E W

MR. WENTZ: And I'm going to just jump into it. We introduced ourselves. Our purpose today is to improve safety, and not to place blame or fault and to prevent any further accidents from happening again.

You had a -- or we told you about you could have a representative, and you declined, correct?

MS. MEDINA-EGGLESTON: That is correct.

MR. WENTZ: Okay. This interview will become part of the public docket. So at some point when it becomes public, you can go on and read it for yourself.

You've agreed to us recording the interview, right?

MS. MEDINA-EGGLESTON: Yes. Correct.

MR. WENTZ: Okay. If there's a question we ask, and you don't recall or don't know the answer, don't make up an answer. Just you don't recall or don't know is perfectly fine.

At the end of the interview, we'll give you a chance to let us know if we've missed anything or anything you'd like to add to enhance safety.

INTERVIEW OF RENEE MEDINA-EGGLESTON

BY MR. WENTZ:

Q. And we're going to start off then with you saying your full name and spelling it for us.

A. My name is Renee Medina-Eggleson. It's R-e-n-e-e, M-e-d-i-n-a, Eggleston, E-g-g-l-e-s-t-o-n.

1 Q. Okay. And your position here, Renee?

2 A. Currently senior instructor, Southwest Airlines University
3 for flight attendants.

4 Q. And how long have you been in this position?

5 A. Let's see. I've been in this position twice. So May of 2013
6 -- no, hold on. I'm sorry. Scratch that.

7 November of 2014 to the present, which we're May of 2018,
8 senior instructor.

9 Q. Okay.

10 A. Because we're backing up, right?

11 Q. Yeah. Go ahead.

12 A. And then initial in-flight training manager, May 2013 to
13 November 2014.

14 Q. Okay.

15 A. Okay. I don't know the months here on this, but I started
16 off in 2010 as a flight attendant part-time instructor for
17 recurrent training in-flights and initial training.

18 Q. Okay.

19 A. Went into the full-time instructor position 2011-2012. And
20 then from between '02 and 2011, I was an online flight attendant.

21 Q. Okay.

22 A. So are we going back further than that?

23 Q. Have you worked for any other carriers?

24 A. No, I have not.

25 Q. Did you work for Southwest in any other capacity?

1 A. Yes. Well, all of it in-flight. So Baltimore in-flight
2 supervisor for flight attendants between 2000-2001, and then
3 Baltimore in-flight assistant base manager from '01 to '02. And
4 then the rest of the time -- I began my career in 1992, up until
5 2000, I was a flight attendant that entire time. So 26 years next
6 month.

7 Q. Okay.

8 A. Wow.

9 Q. As a senior instructor, what are your duties?

10 A. As a senior instructor, I serve and support our instructor
11 team. I schedule them. I also facilitate modules throughout the
12 4-week training program, the current 4-week training program.
13 There are certain modules that only senior instructor can
14 facilitate. I OE debrief when the candidates come back from their
15 training flights. I also onboard our newest instructors, our
16 flight attendant instructors, anyone that's a new hire, bring them
17 on board and get them properly trained per the FATM and what those
18 expectations are, and any development to help them grow and
19 develop as an instructor.

20 Q. Real quick, FATM stands for?

21 A. The Flight Attendant Training Manual.

22 Q. Okay. All right. Any other duties and responsibilities?

23 A. There are some -- there's certain special things that we work
24 on as they come on as senior instructors. And we work closely
25 with curriculum or development with regards to any changes to our

1 procedural changes or any curriculum changes. For example, when
2 we went from the 5-week program to the 3-week, and then from the
3 3-week to the 4-week, we had an alpha and a beta testing with the
4 FAA, and we worked very closely with them, and I was one of the
5 lead, out of several leads, with regard to that program and
6 testing it and having it approved.

7 Q. Okay. And who do you report to?

8 A. I report to my manager, who is Darren Sanders, my direct
9 report, for -- he's manager of initial in-flight training.

10 Q. Okay. Any other positions or responsibilities with Southwest
11 Airlines?

12 A. No. Those were, those were all the positions I've held.

13 Q. Okay. So what training or checks are you authorized to do
14 that, say, another instructor might not be able to, as a senior
15 person?

16 A. So one of the things I am able to do or have done in the past
17 is when we have a flight attendant, an flight attendant online
18 flight attendant returning from a leave, was able to re-qual them,
19 depending on how long they were out, to get them back to their
20 certification, along with facilitating recurrent training and
21 doing their audit flights, if they required an audit flight, was
22 able to do that. I am also able to observe or conduct
23 observations on our current team, whether they're a flight
24 attendant instructor or one of our full-time instructors, to
25 ensure that our instructor guides and our procedures and

1 everything is being delivered and imparted to our candidates. I
2 also do all the scheduling as well. And, again, another part of
3 the onboarding process, we have two other seniors that assist with
4 these responsibilities as well. So it's not just my
5 responsibility. We kind of share in this role.

6 Q. Okay. What's an audit flight consist of?

7 A. We have a special form that we'll, we will look at and audit
8 the flight attendant returning in the A position. And we're
9 looking at every aspect from check-in to pre-flighting, to proper
10 arming/disarming procedures, PA's, service for safety first. And
11 we're looking at every piece of that from the very beginning of
12 the flight to the very end of the flight, and to ensure that they
13 are meeting every procedural requirement regarding safety and
14 service.

15 Q. And if they don't meet it on that flight, what do you do with
16 them?

17 A. We'll debrief them afterwards, and then with regards to --
18 we'll refer them back to their in-flight operations base
19 leadership or next steps at that point, if they do not meet the
20 requirements.

21 Q. So that's a good question. How do you interact with the base
22 leadership of training?

23 A. We have a great rapport with our friends in in-flight
24 operations and the base leadership. They work -- we collaborate
25 with one another, especially with our new hires that are coming

1 out, and the onboarding supervisors that we transfer them to or
2 transition them to. We've got communication between the two
3 groups as to how those individuals training -- any concerns or
4 anything that's occurred within training that we need to
5 collaborate and communicate with the onboarding supervisors as
6 they transition and vice-versa. If they have any questions,
7 because they monitor this group of new hires within their first 6
8 months of training. Every now and then they'll have a question or
9 two with regards to a candidate.

10 Q. Okay.

11 A. It just varies.

12 Q. So speaking of the candidate or the new-hire class person,
13 right?

14 A. Um-hum.

15 Q. Talk us from their day 1 of new-hire class, and I believe you
16 say they have -- they're there for 4 weeks now?

17 A. Four weeks, yes.

18 Q. Okay.

19 A. That is correct.

20 Q. So what would they start off with and go through in that
21 4-week period?

22 A. So basically what we take them through their very first days
23 what's called a FLY class, which is Freedom Loving You, and it
24 basically covers our social media policies, our harassment/
25 discrimination policies, the basic foundations of Southwest

1 Airlines, our employee expectations, our vision, our mission, what
2 we are about, our history, as well, for as long as we've been
3 around. And so we cover benefits. And I have facilitated that
4 course as well. So ensure that they're getting that basic
5 foundation. And it's 1 full day. So that's how they start.

6 And then on day 2, week 1, we have an orientation, and this
7 is the in-flight piece where we explain and answer questions
8 regards to academics, what it takes and needs to go through with
9 academics, attendance. Of course they can't miss any portion of
10 training, and we highly reinforce that. Appearance standards for
11 in-flight as well as having a proper attitude as well.

12 Q. Okay. What about getting down into the course where -- how
13 do you go about teaching them the course to become a flight
14 attendant?

15 A. We are actually teaching them from phase-to-phase of flight.
16 So we start them off literally at home, and then we get them to
17 the airport, talk them through the TSA, those proper procedures,
18 and then go into the familiarization of their, quote/unquote,
19 their new office, which is the aircraft. So their very first
20 official module is aircraft familiarization.

21 And then from there we take them through the -- through each
22 phase of flight and all the procedures. So the next one will be
23 pre-flight. And then from pre-flight, all of those policies and
24 procedures that have to go through with the checks with regards to
25 every single flight attendant position. We've gotten them -- at

1 that point we have gotten them prepared and they are familiar with
2 the equipment on their aircraft, the security searches and what
3 needs to take place. Then from pre-flight we go into customer
4 boarding. We take them all through the phases.

5 By the first week and a half they've gone through what's
6 called normal ops. That's the first part is the normal
7 operations. Everything as well -- these are the procedures, these
8 are the processes. And then we take them through regular
9 operations. And all of that will cover our security procedures,
10 our first aid, CPR, and any in-flight emergency that could occur
11 with regards to turbulence or evacuations or planned emergencies
12 or unplanned emergencies, decompressions, what to do, ditching.
13 So these are all the things that come later in their training. So
14 it's literally taking them through in order the -- all phases of
15 flight.

16 Q. Okay. So talking about the in-flight emergency phase, which
17 I think we're most interested in, what tools do you have? And
18 where is your training taking place for initial new hire?

19 A. It takes place in the TOPS building, which is right across
20 the Sky Bridge.

21 Q. So here in Dallas?

22 A. Here in Dallas.

23 Q. Okay.

24 A. All the initial in-flight training takes place here in
25 Dallas.

1 Q. Okay. So what tools do you have to use to get them through
2 their, say their emergency portion of the training?

3 A. We have -- okay, so to get very specific, we do issue them
4 their iPad. So that's their -- one of their first resources that
5 they have, which is their, also their EFB, their -- everything on
6 here, their Flight Attendant Manual, Flight Attendant Handbook,
7 all their resources are on there. As well as their iBook, which
8 is what we call it. We have five of them that they utilize during
9 training.

10 During training, they get a lot of -- we demo as instructors
11 quite a bit and they practice. We have what's called the cabin
12 simulator, is Room 218, which is a 700 raft-equipped full galley
13 working aircraft that they spend quite a bit of time on. We also
14 have a cabin emergency evacuation trainer as well that we work
15 with them on in scenarios. And we have the (indiscernible)
16 emergency ops experience, lots of equipment down there. They
17 spend a lot of time -- there's lots of hands-on, lots of practice
18 with emergency equipment, emergency operation. And we put them in
19 simulations as well.

20 Q. Okay. So let's talk about your cabin sim trainer.

21 A. Okay.

22 Q. And so what type of situations or scenarios do you put them
23 through? And what's the capability of that piece of equipment?

24 A. So the capability of the simulator, it does not move, but it
25 has full working galleys. The lavatories aren't operable, but all

1 of the equipment on the cabin sim -- again, it's a 700 series
2 aircraft -- is operational. It's -- the equipment is live,
3 meaning it reads accurately. It is, everything is in the proper
4 location so that they are able to familiarize themselves with all
5 of the equipment, where it's located, the jump seats, every -- the
6 PA system, everything is equipped. It's equipped with eight
7 cameras and the sound. I don't know if (indiscernible) them or
8 not, but eight cameras, and it also has microphones.

9 So the candidates spend a lot of time in the simulator, but
10 if they're outside the simulator, there are four huge monitors
11 that they are able to look to see what is happening inside the
12 sim, also being able to hear. And a lot of this is the
13 instructors demo-ing a certain procedure. It could be the running
14 one of those emergency checklists, this is what it's supposed to
15 look like. We have them practice and so on and so forth. And
16 that's what we teach the service piece in there as well because of
17 the full working galleys.

18 Q. Okay. So you said that the equipment is all live. I think
19 you used the term live. Do you have the capability of making a
20 false indication like a slide pack not being, the gauge being
21 correct or --

22 A. We can simulate -- in the simulator we can simulate oxygen
23 masks coming down, all of the sights or, excuse me, the sounds of
24 four rings from the flight deck, the captain calling back. We can
25 simulate all of the bells and whistles as far as like fasten

1 seatbelt sign off/on, all of the chimes that come along with it.

2 On the cabin emergency evacuation trainer that is the piece
3 of equipment that we can drop all of the oxygen masks. We can
4 smoke that one up. We can have a -- simulate a fire in the
5 lavatory and smoke --

6 Q. Okay. I'm going to hold you back there.

7 A. Sure.

8 Q. Because we'll get over to that one --

9 A. Sure.

10 Q. -- in a minute here. You made a point to say that they're
11 listening for the captain. Do you have -- how do you replicate
12 the captain in your scenarios?

13 A. We have, and it can take anywhere from, depending on the
14 module, anywhere from four to six instructors. We have what's
15 called a lead instructor and then we have the support instructors
16 who co-facilitate. And oftentimes we assign someone to play the
17 operations agent or they can play the role of the captain and then
18 the others would be assigned a position. It could be A, B or C.
19 Because it's a 700, and they are performing or demonstrating in
20 the role of that flight attendant position.

21 Q. Can you think of any time when they're in this simulator that
22 you would set up a failure looking for the flight attendant to
23 notice that it was wrong and report back that it was incorrect?
24 Is there any type of scenario that --

25 A. In simulations we put the through a number of scenarios that

1 flight attendants deal with on a daily basis. For instance, one
2 of the scenarios when they're in the pre-flight phase we will
3 assign -- everyone has an opportunity, let me just say that up
4 front, to -- and they will participate because we take them
5 through every single phase of flight over and over again for 8
6 hours.

7 And when they pre-flight we will take a piece of the
8 emergency equipment that's to be checked and remove it to see if
9 they can identify (a) this piece of equipment is missing, and then
10 what the correct procedure is and demonstrate it to report to the
11 captain and to the flight attendant. So we're looking for that,
12 and we intentionally do that so that they can show us that they
13 are proficient in knowing and understanding what they must be
14 looking for.

15 Q. Okay.

16 A. And that's just one of the scenarios. There's several
17 throughout 8 hours.

18 Q. And so you're saying there's 8 hours of that training built
19 into the new-hire class?

20 A. Um-hum.

21 Q. Okay.

22 A. And it's toward the -- it's in week 4. Once they have
23 already gone through several proficiencies and have demonstrated
24 they're proficient in evacuations, running emergency checklist,
25 they're proficient in checking equipment and operating the

1 equipment as well.

2 Q. Okay. Now we'll move on to the cabin evac trainers. So tell
3 us about that piece of equipment.

4 A. That piece of equipment we are able to -- once we move the
5 scaffolding away from it, we can actually fly that piece of
6 equipment around to simulate different types of landings. We can
7 also, again, drop all of the masks in scenarios, which is what we
8 do in our decompression. We can also smoke the cabin up, either
9 the actual cabin or just the lavatory to indicate a lavatory fire;
10 that's something completely separate. Or we can do both.

11 We conduct emergency evacuations. That piece of equipment,
12 all the exit forward entry and forward galley service and aft
13 entry and aft galley service doors, they all open completely. And
14 the reason why I bring that up is because the doors in the sim
15 room on the galley service side do not open because there's a wall
16 there. So that is where we conduct the evacuations.

17 Q. Okay. Say that one more time. The door on the other cabin
18 sim?

19 A. In the cabin sim room.

20 Q. Right. The 700 with the rafts?

21 A. Yeah. It's just the entry doors that open fully.

22 Q. Okay.

23 A. The service doors do not open.

24 Q. Okay. So what would a flight attendant who is the A flight
25 attendant who is going to conduct an evac, can you go through the

1 steps they would follow from the time that the captain announced
2 the evac?

3 A. I want to clarify what you're asking. Are you meaning if the
4 flight attendant has knowledge ahead of time that there's a
5 potential for an emergency landing and a possible evacuation?

6 Q. Well, they're just sitting on the jump seat and the captain
7 says evacuate, evacuate, evacuate.

8 A. Okay.

9 Q. So what would the lead flight attendant do?

10 A. Well, at that point all flight attendants would -- if they're
11 to evacuate, they begin the evacuation. So at this point they are
12 shouting commands and they are assessing. They're looking out
13 their exit to see if they're -- they can actually open them.
14 They're looking for an obstruction, fire, water, anything like
15 that, as we train them to do, and then operating the exits.
16 Again, shouting the proper commands to get our passengers to
17 evacuate the aircraft as quickly as possible.

18 Q. Okay. Anything else they would be doing as the lead flight
19 attendant?

20 A. Well, I'm just -- and I'm trying to understand exactly what
21 you're asking because I'm -- when -- the way I'm seeing it, it
22 sounds like if we're at this part where the captain says evacuate,
23 gives that command. At that point all of the flight attendants on
24 board the aircraft are going to evacuate.

25 Q. Well, okay. So here's a question for you. Do they all have

1 the same duties?

2 A. It depends.

3 Q. At every -- at each door?

4 A. Well --

5 Q. Or does the lead have more duties than the C flight attendant

6 or the B flight attendant?

7 A. No. It's slightly different. So the A and the C operate

8 their perspective doors -- respective doors up front. The flight

9 attendant in the back, again depending on the aircraft you are on,

10 the B flight attendant has an additional responsibility for

11 turning on the emergency lights.

12 Q. The B does?

13 A. Uh-huh.

14 Q. Okay. So the lights are in the back?

15 A. The emergency lights are.

16 Q. The emergency lights. Okay.

17 A. Yes. And that is the B flight attendant's responsibility.

18 Q. Okay.

19 A. And then they have both doors to open.

20 Q. Okay.

21 A. If it is a 700 aircraft.

22 Q. Do any aircraft that Southwest has have a signaling system?

23 A. I'm not understanding the question.

24 Q. An emergency signaling system?

25 A. For the flight attendants?

1 Q. At any of the doors. Is there a switch to --

2 A. I'm not sure.

3 Q. Okay.

4 A. I'm not sure I'm understanding when you say a signaling
5 system and what that means.

6 Q. An evac signaling system.

7 A. No.

8 Q. No? Okay.

9 A. Not that I'm aware of.

10 Q. Okay.

11 A. I'd have to -- I need to find the answer to that question,
12 ask that question.

13 Q. All right. So that trainer would also be used for
14 decompression training?

15 A. The cabin emergency evacuation trainer.

16 Q. Right.

17 A. Yes.

18 Q. I think we're still on that one, right?

19 A. Yes.

20 Q. Okay. So talk us through decompression training.

21 A. Okay. Again they have their FuelUp. We have what's called a
22 classroom concept. So they you have a lot of -- they complete
23 their homework. So they come through, and we review.

24 What we do is, this is in -- towards the end of week 2. It's
25 in the in-flight emergencies module where we cover decompression.

1 We talk about it, define it, ask them questions. We want to
2 ensure that they have an understanding of what happens, and also
3 the steps that they need to take immediately if we encounter
4 decompression with regards to what to do first: Take oxygen,
5 secure yourself. We realize that the aircraft is going to be in a
6 dangerous attitude, if you will, because we know the pilots have
7 to get the aircraft at a lower altitude and very quickly.

8 We put them in scenario, couple scenarios. The first one is
9 a decompression, a slow decompression scenario. Prior to all
10 that, we discuss all of the categories of decompression as well.
11 We cover slow air leaks. We cover hypoxia, and what could happen
12 if one doesn't take oxygen. They do some videos with some
13 examples of that with hypoxia and not having oxygen, and what
14 those effects are. So they see that.

15 And we also talk about some of the indications of a gradual
16 decompression, ears popping, things like that. Signs of a slow
17 air leak. Noises that -- to look out for, hissing, whistling,
18 those types of noises. And then walk them through and discuss all
19 of the steps as with regards to if you think you are experiencing
20 a slow decompression what are the proper procedures for that, what
21 needs to take place.

22 And one of the main things that we reinforce is that
23 communication with -- between our crew members, but also between
24 -- and that would include the pilots, that they always keep those
25 pilots notified, and be very specific to the information that they

1 are providing.

2 Q. Okay. You had started to say that they immediately do -- and
3 if you could just give us from (a) to whatever the steps that they
4 should do. And do they -- is this anything that they would use
5 their manual for or is this memorization?

6 A. Well, in a -- you're talking about decompression?

7 Q. Yes. In a decompression.

8 A. See, this is something that they would go right into. Could
9 they pull out their manual, yes, they could. But the first thing
10 they need to do is take oxygen, and that's the first thing we say,
11 take oxygen. Secure yourself --

12 Q. Okay.

13 A. -- for safety. And then once the aircraft gets to a safe
14 attitude, at this point they are -- they would be communicating
15 with the flight deck, but also checking on our customers. The
16 flight attendant, and it could be from them working from mask to
17 mask, the closest one to the forward entry area of the cabin will
18 work their way up. It could be that they're wearing a portable
19 oxygen bottle. That's what it could look like as well, because
20 they're trained in that. And then they are to make a PA to our
21 customers.

22 Q. And what would the PA be about?

23 A. It's about no smoking to ensure that they are -- let me see
24 if I can find it. Want to be -- give it to you verbatim.

25 Q. That's fine. Okay. So they made the PA. They're going out

1 mask to mask or with the POB.

2 A. Tending to our passengers, checking the lavatories.

3 Q. What type of malfunctions on the oxygen or the -- under the
4 passenger service unit do you teach them or train them to?

5 A. If the masks somehow are -- do not deploy, they are trained
6 in how to manually open it with a -- whether it's a really flat
7 object like a card or their ID, or it could be a small sharp
8 object that they can stick into the pinhole to manually get the
9 mask, get the compartment open so that the mask can come down.

10 Q. Okay.

11 A. And they do practice that as well, as one of their
12 proficiencies with regards to operating equipment that every
13 single candidate must show that they can do that.

14 Q. And if they come upon a lap child, do they have any special
15 training for lap children?

16 A. That comes with the emergency briefing prior to -- so our
17 flight attendants are trained to conduct those individual special
18 briefings to customers traveling with children or anyone needing
19 additional assistance to secure their mask first, and then assist
20 the person they need to assist, whether it's a child or not. The
21 most -- they can assist with that, obviously. That's what they're
22 doing when they're checking on customers, to ensure that they are
23 properly donning the mask and that everyone has a mask.

24 Q. Do they train to any type of malfunction with the hose or the
25 tubing?

1 A. The training that we have is basically to pull down on the
2 plastic tubing until it's fully extended, and that will activate
3 the flow of oxygen.

4 Q. And if that tubing should come out in their hand are they
5 trained to put it back together or what would they do in that
6 instance if it malfunctioned?

7 A. Well, there's four oxygen masks in a row. So typically what
8 we train is because there's four oxygen masks and there's three
9 seats, unless you have a child or a lap child in that row, that's
10 an additional mask that they could automatically go to to utilize.
11 But if not, we do have the portable oxygen bottles that one could
12 use as well. But as far as putting a hose or tube back together,
13 we don't have --

14 Q. Okay. Do you train them on how long to stay on oxygen?

15 A. Until they are notified by a uniformed crew member, they are
16 to keep the oxygen mask on. And that's how the PA reads as well.

17 Q. So notified by a pilot?

18 A. Well, that would be that communication between pilot and
19 flight attendant. So it comes from a flight attendant based on
20 communication from our pilot to say, yes, we are at safe breathing
21 altitude, we are low enough, then we will make sure and
22 communicate that to our passengers that they -- but they are
23 basically to continue wearing the mask until they are notified not
24 to do so.

25 Q. Okay. How do you train your flight attendants in time

1 management during an emergency? And we can just use this past
2 incident as the situation. And I think it was reported somewhere
3 that it was about 25 minutes to get on the ground, I think,
4 somewhere in that area. I'm not sure. But let's just use 25
5 minutes.

6 A. Okay.

7 Q. And so how is a flight attendant trained to get through the
8 decompression yet still use their time management to secure the
9 cabin and get ready for landing? What type of training do you
10 provide to them for that?

11 A. Well, so once they have -- everyone's taking oxygen, they've
12 reached the safe altitude, they check on our passengers, they've
13 made the PA, and they ensure that everyone is okay with regards to
14 they're strapped in with their seatbelts. We don't have anybody
15 in the lav. If there's anyone we need to attend to for any
16 reason, they will do that as well. And it's just basically that
17 communication. Twenty-five minutes is quite a bit of time.

18 But if we are communicating with them or communicating with
19 our pilots, because we really want our flight attendants to be
20 very intentional or our flight crews as to what communication is
21 going out to our customers. So that could be a collaborative
22 effort between the pilot and the flight attendant. And that's in
23 any given emergency situation as to what communication is going to
24 go out to our customers, because we want to keep them informed.

25 Q. I guess my question is, is how do you ensure through your

1 training program that flight attendants keep aware of the other
2 responsibilities other than the situation at hand? And in this
3 case, they had a decompression and then they had an injury, and
4 then they still had to prepare the cabin and get to their jump
5 seats. So what type of skills do they learn in training to make
6 sure that they cover those bases as they're going through that
7 event.

8 A. So as they're going through the event, and you said they had
9 an an injury, they are ensuring -- to your point, preparing the
10 cabin. So that goes along with just ensuring that the doors are
11 armed. They'd have to cross-check, double-check that. And they
12 are trained in an emergency to ensure that everything is secured.
13 And that's with regards to the galleys and passenger luggage.
14 PEDs should not be operating. We train them in emergency --
15 potentially emergency landing with the possibility of an
16 evacuation to pull the circuit breakers. This was obviously
17 unexpected.

18 So just ensuring that everything is secure from the luggage
19 to the passengers to the galleys, the overhead bins, before
20 securing themselves in the jump seats. Now at this point, they
21 are -- still would be on oxygen. So whether it's -- there's an
22 oxygen mask at the jump seat as well, and those would have
23 deployed. But that would depend on that communication with the
24 flight deck in regards to whether or not to remove the oxygen
25 mask.

1 Q. How long does the oxygen last?

2 A. Let me -- trying to double-check here. I don't want to give
3 you the wrong --

4 Q. No. If you have to look, that's fine.

5 A. Yeah. I'm going to have to -- I'd have to look --

6 Q. Yeah, no worries.

7 A. -- to be sure, to give you an accurate --

8 Q. Yeah. Would there ever be a situation where a flight
9 attendant wouldn't get back to their jump seat for landing?

10 A. Well, anything, any scenario is possible, if there's
11 turbulence. But if they -- if they're following the procedure,
12 immediately take oxygen, secure yourself, and then once the
13 aircraft reaches a safe walking attitude, they should -- every
14 flight attendant should be able to make it to their jump seat
15 unless something did not allow them to. My mind goes to
16 turbulence because of the steep dive that the aircraft takes.

17 Q. How do you train them if you get in the scenario where you
18 don't -- they're doing some things and have to move passengers,
19 and so you have to put passengers in other seats, but you don't
20 have the seats. Do you have any type of training to --

21 A. Yes, we do.

22 Q. So how do they go about doing that?

23 A. So in our certain scenarios where because if we have to move
24 people forward, and I'll just use the example of a ditching,
25 because one of our procedures, of course, is to make sure that our

1 cabin lights are on full bright. We have to move passengers
2 forward. We don't use the aft exits in a ditching. So we can --
3 are able to put four passengers in a row, if necessary, because we
4 have four masks.

5 Q. Do they each get a seatbelt then or not?

6 A. At that point, if we had to use extensions or whatnot, that
7 would be a possibility. If it's really, really important to move
8 people forward or to a certain part of the aircraft, those are
9 some of those procedures. And obviously we use critical thinking
10 skills that come into play with regards to safety.

11 MR. WENTZ: I'm sitting here talking. Do you --

12 MS. MOORE: I'm good. Thank you.

13 MR. WENTZ: Michele?

14 MS. MOORE: I'm good. Thank you.

15 MR. WENTZ: Nancy?

16 MS. WALSH: I'm just thinking.

17 BY MS. WALSH:

18 Q. When you say put four people in a row, would you ask anybody
19 maybe to sit on the floor up against the fuselage? Have you -- do
20 you train them to do that?

21 A. No, we do not train them to have someone sit on the floor,
22 no. The only -- when we talk about the flight crew securing
23 themselves, say, if turbulence hits, that could be if there isn't
24 a seat available with a seatbelt, that it could be that they sit
25 on the floor, hold on to the seat or the luggage restraint bars in

1 order to prevent injury during such turbulence if they're unable
2 to make it to their jump seat. But as far as passengers, we don't
3 train to have them sit, if I'm understanding you correctly,
4 against the wall, against the fuselage on the floor.

5 Q. Okay. But if you're in turbulence, you're asking them to get
6 seat belt extensions?

7 A. No.

8 Q. Okay.

9 A. Not in turbulence, no.

10 Q. Okay.

11 A. I believe the question was how -- if we had four people in a
12 row what would that look like with regards to making sure everyone
13 was secured.

14 Q. Okay. So you're going -- with the use of a seatbelt
15 extension you're going to seatbelt two people into one?

16 A. Well, that's a possibility.

17 Q. Okay.

18 A. Or it just depends on that looks as far as we need to be very
19 smart about it with regards to our customers and who can fit in a
20 row, and trying to do it as quickly as possible, if necessary.
21 Because typically we could probably get two people in one with the
22 armrest up. But, again, that's something that would have to be --
23 in any given situation the flight attendants use their critical
24 thinking skills to say, okay, these four could fit here, and I'm
25 going to seat you over here, and we're going to do this very

1 quickly and safely. If we need -- and this is if we need, in
2 extreme circumstances, must move people forward or move them to a
3 certain part of the aircraft for their safety.

4 Q. Okay. And what if they're in the cart -- in the aisle with
5 the cart during a rapid decompression? What do you do? How do
6 they handle that? What do you teach them?

7 A. Well, they are not going to be in the aisle with a cart.

8 Q. Okay.

9 A. We don't allow the carts to come out into the aisles. They
10 use drink service trays. So the carts do not -- will not be in
11 the aisle.

12 Q. And how do you teach the flight attendants to secure
13 themselves if they're caught in the aisle?

14 A. If there is an available seat, depending on where they are.
15 If they can get in a jump seat, that would be ideal, of course,
16 and strap themselves in. But to take a seat immediately if
17 there's one right there or very close nearby and seatbelt
18 themselves in, secure themselves. If not, to either lower to the
19 floor, hold onto the seat, put your feet under the luggage
20 restraint bars to ensure that they're not injured if their
21 standing, depending on what kind of turbulence it is. And,
22 obviously, if it's very severe, they're going to be holding on to
23 those seats if there isn't an available seat on the floor.

24 MS. WALSH: Okay.

25 MR. WENTZ: We're going to switch gears a little bit, and

1 talk about the CRM training.

2 BY MR. WENTZ:

3 Q. So how do you teach new hires about CRM training?

4 A. That's a great question. So we have this training, we -- it
5 is -- CRM, crew resource management, is threaded all through the
6 entire training. The communication piece between all crew members
7 is something we're often looking at between the cabin crew and the
8 flight deck crew. And one of the things that we do with regard --
9 so it's weaved in and out of the training, but we also have a
10 specific portion that is co-facilitated with our friends at flight
11 ops, where we have a pilot come in and co-facilitate what we call
12 RRM, which is risk and resource management.

13 And this is something that they've been using in flight ops,
14 and it is a company-wide initiative with regards to bettering our
15 communication on CRM. CRM is just a small portion. It's the
16 communication piece within the risk and resource management. We
17 issue this resource to our candidates with regards to it.

18 So let me just kind of break it down. We explain an ABCD
19 method of assessing whatever the situation is; balancing, meaning
20 knowing and utilizing their resources; communication, that's
21 communication between the flight deck and our cabin crew; and then
22 the "D" is do, and then debrief. And that's where we go over -- a
23 debrief is what went well, and then what could we do next time.

24 And we also walk them through a specific scenario during this
25 process, and we talk about -- again, I'm going to kind of bullet

1 point it, but we go through and explain this target of being in
2 the red, the yellow or the green. Red being not situationally
3 aware, being very stressed. And we taught them how to -- the ABCD
4 method is how to get someone out of that into the yellow. And
5 then the green being highly situationally aware and focused and
6 engaged in the moment, and able to work through any given
7 situation on the aircraft whether it be a medical event or any
8 other type of emergency event.

9 And so that is the training that we specifically provide for
10 them with resource management laced throughout their entire
11 training, and they're fully aware of it. Because when we put them
12 in proficiencies that require that critical crew conversation or
13 crew communication, we will provide them coaching and feedback on
14 what that should look like, and then also training them, putting
15 them in scenarios of soft skills and how to communicate more
16 effectively with one another, and how to communicate with our
17 flight deck crew. If they don't know what's going on in the
18 cabin, and as the flight crew, cabin crew, we are able to let them
19 know specifically, directly in very simple terms as to identify
20 the potential situation that's going on.

21 Q. What about for recurrent training for CRM?

22 A. It's the exact same thing. So 4 months after they come out
23 of initial training, they will attend recurrent training, and in
24 this recurrent training this -- and it's a -- we also show a -- I
25 have a PowerPoint, and we have a video that we show, same video,

1 slightly edited in recurrent, they will see again for
2 reinforcement. Again, there is that flight ops co-facilitation.
3 It's where we partnered with our friends at flight ops to train
4 together to better the communication between the cabin crew and
5 the flight deck crew. So they'll get it again in our -- in the
6 recurrent training.

7 MR. WENTZ: What else did we talk about earlier? Not with
8 you. I was just --

9 BY MR. WENTZ:

10 Q. How do you get feedback from your crew members that your
11 training is effective or ineffective?

12 A. From?

13 Q. From your crew members.

14 A. Feedback from the candidates to us or us to them?

15 Q. From them -- you know, how does a flight attendant, a line
16 flight attendant or a new hire -- do you go out and solicit?

17 A. We have a survey --

18 Q. Okay.

19 A. -- that -- and it's also in recurrent training, in initial
20 training that we have them complete that we require. It is
21 something that -- their feedback is very impactful, and we look at
22 all of the feedback, and not just the candidate feedback, the new
23 hire or even flight attendant feedback from recurrent training,
24 but also instructor feedback. And listening to this feedback has
25 -- one of the reasons why we've gone from a 3-week program to a

1 4-week program with regards to the same content, of course, that
2 the layout of the curriculum, and that's based on the feedback
3 that we have gotten from the surveys from our candidates and our
4 flight attendants, online flight attendants.

5 Q. Okay. What's your role working with the FAA in your job?

6 A. Well, there's been a number. I've worked on proving runs,
7 but that was for the international (indiscernible). So that, and
8 then also the overwater -- for us to be able to fly in TOPS
9 extended overwater operations, work on those proving runs.

10 The FAA is in our class or our cabin safety inspectors
11 auditing the curriculum. So basically as an instructor, when
12 they're there, I know what they're looking for. They have an
13 instructor guide. They're looking at all of that.

14 So that's how -- that's my role with them. I don't --
15 whether they're auditing our program or if there's any changes to
16 the program, like I mentioned before, we have, you know, testing,
17 beta testing and whatnot. That's where as an instructor team I
18 have a role in that in facilitating those modules that changed.
19 And one of the most recent ones was a security module that we've
20 added some information that our CSI sat in as I facilitated it to,
21 you know, kind of a -- as a beta test to ensure that it was being
22 delivered the correct way and with all of the information that we
23 need to impart on our candidates.

24 Q. Is each -- how many CSIs do you have? Do you know?

25 A. Three.

1 Q. You have three?

2 A. Um-hum.

3 Q. Have they attended the full initial new-hire class?

4 A. I, well --

5 Q. That you know of.

6 A. One of them has attended, and that is Maureen has attended
7 the entire. Has been there from the very beginning from a couple
8 years ago when we went from 5 or 6 weeks. The entire beta was
9 there for the entire time, and several audits after that. And
10 then several audits when we went to the 4-week program as well.
11 And we do see -- I see the other two, as well, Denise and Theresa
12 quite often, but Maureen is quite often the one that we see the
13 most as far as auditing our classes.

14 Q. Since the Southwest Philly event have you changed any of your
15 training from what you've learned from that event at all?

16 A. We've not changed anything with regards to the content.
17 Anytime we change anything, any training, it's -- it is a -- could
18 be a procedural change. So it's something that has changed that's
19 going out to all of our flight attendants online. So anytime that
20 there is a procedural change or a process change, any type of
21 change, that goes out either in a bulletin or as, you know, an
22 RBF, Read Before Fly, then we will update immediately and change
23 that as far as procedures if anything changes. There's always an
24 emphasis on safety, and not just from that instance as far as the
25 decompression, but in any type of incident.

1 Q. So this RBF, how do you -- what does the crew member do that
2 you know that they've completed that Read Before Fly? How does it
3 track?

4 A. And from the flight attendant -- online flight attendant or
5 from a candidate perspective?

6 Q. I'm assuming this is a line flight attendant if they're
7 flying. So it's a --

8 A. Well, we've trained them to read their RBFs. So they know
9 when they --

10 Q. So how does that process work? You build an RBF to say you
11 shouldn't open the door while the pilots are walking past. It's
12 stupid, but -- so that gets sent out to them electronically?

13 A. Yes. So in their flight -- their EFBs, they're required to
14 sync them every single day.

15 Q. Okay.

16 A. And they must be at 90 percent. That's the minimum for
17 battery strength. And are required to do that. So any
18 communication that comes through, whether it is a -- trying to
19 think of the word.

20 Q. Is it an electronic signature?

21 A. Yes.

22 Q. Is it a checkbox? Is it a --

23 A. Well, it's a password that they have to -- so comply.

24 Q. Okay.

25 A. Which they must. So this information is read, they punch in

1 the -- type in the word, and it, you know, it dismisses, it goes
2 away. That shows that they have read it. And anything else will
3 be marked as read, which is for viewing, which is other
4 communication in flight that goes out.

5 Q. So if this was your deal, then at the bottom would be a
6 word --

7 A. Yeah. Well --

8 Q. -- and that's the password?

9 A. And then if you were just kind of scrolling through reading
10 the information as you go through to update yourself. And then
11 there is a code, and that the flight attendants must put into
12 their -- type in, and then that's how we know that they have
13 synced, that they have read it. It is their responsibility. Let
14 them know this.

15 We have a special EFB session, if you will, for our new hires
16 to explain to them what these are, how important they are, and
17 that the responsibility and accountability on them as a flight
18 attendant, part of that responsibility is to ensure that they are
19 syncing their iPads, they are reading any communication that comes
20 through, and we train them on how to do that. And we also have
21 spot checks conducted that the FAA is aware of, our CSIs, in
22 training to set them up for success as an online flight attendant.
23 So we are checking their iPads to ensure that they are syncing,
24 that they have all the required items. That's part of the spot
25 checks. Much like what an audit check would look like online or a

1 gate check from a supervisor, they must have all of their required
2 items before they fly. And part of that responsibility is reading
3 and being updated and fully understand the latest procedural
4 information that has gone out.

5 Q. I think you said earlier that you were part of a curriculum
6 development team?

7 A. I've worked with them. I'm not --

8 Q. You worked with them.

9 A. I'm by no means a curriculum developer.

10 Q. Do you recall the group using any InFOs or SAFOs or any FAA
11 guidance when developing curriculum? Are you -- do you understand
12 what an InFO or SAFO is?

13 A. No. That's what I was going to ask you.

14 Q. Okay. All right.

15 A. I've not heard --

16 Q. Any FAA guidance, any FARs, or is it -- I guess, could you
17 just kind of give us an overall curriculum development? The five
18 of us sitting in a room saying, hey, what do we want to do for
19 recurrent next year?

20 A. I believe that it is in conjunction with our -- we have
21 someone that, and I'll (indiscernible) with like a team leader.

22 Q. Okay.

23 A. Who is responsible who their sole role is to maintain the --
24 our Flight Attendant Training Manual with any updates, who works
25 closely with curriculum development. So if there's any changes

1 that need to go --

2 Q. But your position, you're just a team member and you're there
3 to give your expertise and your --

4 A. Yeah. I don't create the -- yes.

5 Q. And so you're not up to that level of are we following the
6 guidance, is there guidance, stuff like that. And that's fine.
7 It's just trying to see what level, where you fall in the ladder.

8 A. Yeah. It's -- they consider a subject matter expert. So
9 typically the developers, if that is their talent, if you will, or
10 gift, will ask and work with, we call them SMEs, the subject
11 matter experts, to have that guidance to say this is what the
12 procedure is, this is the proper procedure, this is what the
13 Flight Attendant Manual reads, this is what the instructor guides
14 -- making just sure everything is in alignment and matches up per
15 our procedures.

16 Q. You know, I keep falling back to some certain things that
17 obviously I keep regurgitating or saying over and again. And so,
18 I guess, a lot of the things it comes down to is communication.
19 From a investigator, we've seen this in our last three or four
20 accidents where crew communication is so important. So just kind
21 of touch back to some of the things that you use to make sure that
22 your crew members communicate with each other and with the flight
23 deck. And so what types of deal -- does your simulators have
24 interphones that actually work?

25 A. Yes.

1 Q. And the flight attendants use them in a -- in the real state
2 of, you know, instead of yelling down across the thing, get on the
3 phone and -- and so how do you ensure that they're competent in
4 the use of the interphone and that communication skill?

5 A. They have in the -- one of their first modules, which is
6 aircraft familiarization, they do have a checklist in their
7 workbook. So they're required to touch and see all of these --
8 everything on the simulator, the 700, including the interphones,
9 where they pick it up, press PA, push to talk, and are able to
10 practice talking on it.

11 And they also have another opportunity when we put them
12 through the different phases of flight, they are constantly
13 demonstrated by the instructor team because we use everything as
14 real, in real time. To your point we were not yelling across, you
15 know, to see this is exactly how it's supposed to be done.

16 And then when they have -- depending on the phase of flight,
17 we run them in crews. I'll just take final descent for an
18 example. The candidate in the role of the A flight attendant will
19 pick up that phone, and is required to do so. If it is an
20 emergency, in the planned proficiency they are utilizing the
21 interphone to call a captain, and with the proper rings. And also
22 in simulations when we're running through phases, several
23 scenarios in phases of flight, any given -- there's always a PA in
24 each phase of flight, whether it's the open the PA to the arrival,
25 final descent, fasten your seatbelts, whatever that looks like.

1 There's plenty of opportunity to practice and touch and have
2 hands-on. And that's really the emphasis of our training is to
3 give that hands-on. You can talk about it all day long what the
4 procedure is, but to actually have them practice, and have the
5 opportunity to do that, and that goes with any -- operating any
6 piece of equipment, we highly encourage that.

7 Q. Is the PA part of your pre-flight checklist?

8 A. To ensure that it is operable?

9 Q. That it -- yeah.

10 A. Yes.

11 Q. I mean, you know, like the POB and the hey line would be part
12 of your checklist, is -- are they required to pick it up and make
13 a PA or make a call to make sure that it's operating?

14 A. Let me -- not sure if it's -- because they are, they're
15 checking -- just give me a second here. So it breaks it down into
16 -- and I'm looking at -- I don't want to give you --

17 Q. It's fine.

18 A. Because they would know if they had an inoperable PA system.
19 I'm not sure if it's written as -- that's what I'm looking for --

20 Q. All right.

21 A. -- where it is written. But they have to -- between the
22 operation -- or the A flight attendant they are operating that PA.

23 Q. Well, there's a CFR that says that you have to check
24 emergency equipment, and it lists the equipment, but it -- but the
25 PA is not --

1 A. It's not --

2 Q. -- a listed emergency equipment. I'm just wondering if
3 Southwest considers that as part of their pre-flight? And so it's
4 nothing you need to worry about. I just wondered if --

5 A. I know it's not -- I can tell you it's not considered a piece
6 of emergency equipment. Or that we --

7 Q. Okay.

8 A. But when you say pre-flight, I'm going to look at it.

9 MR. WENTZ: Okay. You have a question, Nancy?

10 MS. WALSH: Yeah.

11 BY MS. WALSH:

12 Q. Each year before recurrent, when curriculum development has
13 it written up before they submit it to the FAA, do you all get a
14 chance to look at it and give your thoughts since you're the
15 instructors who lead this?

16 A. That would fall on -- and I believe so, yes. That's the
17 senior instructors and the leadership on the recurrent training
18 side. So we have a team lead or two team leaders, I should say,
19 for the recurrent training side, and a manager for recurrent
20 training, who has input working with the FAA's formally approved
21 program. We have what's called a "Train the Trainer." And every
22 year prior to a program -- I should say going live for the next
23 year, and that usually takes place around November/December of the
24 year, depending on when the year starts to slow down for recurrent
25 training, and it's that "Train the Trainer" session in which one

1 our cabin safety inspectors will come in and do the current
2 training instructors, because we have them all brought in from the
3 field, the ones located here in Dallas, will then present, if you
4 will, the program to a small group of students. Invite candidates
5 -- not candidates but instructors that will make up this class,
6 and go through an entire day of what the class looks like. And
7 the FAA will give us their feedback, and anything that they would
8 like to see changed or maybe done a little bit differently, that's
9 their opportunity to ask those questions about our program.

10 Q. But you don't have the opportunity before you would actually
11 get to "Train the Trainer" to -- before it gets sent over?

12 A. Yeah, we know the process.

13 Q. Okay. So you know --

14 A. I mean, we already have the instructor guide.

15 Q. -- and you've been able to say, you know, this didn't work
16 last year so let's try this again this year; we've had
17 difficulties with this?

18 A. Well, yes and no. Because we're in an odd/even number year,
19 so for this year, for example, the dry raft exercise for recurrent
20 training, which we had last year, is not in this year. So it's
21 kind of flipped even/odd year. Or we had evac drills.

22 Where we seen an opportunity to enhance the training or if
23 there's any -- been any change to a procedure during that year,
24 from my understanding -- you'd probably get a better answer from
25 the recurrent training manager on this, but there are things that

1 are added to enhance the program based on flight attendant
2 feedback because of those surveys; this is what we would like to
3 see more of. Also from the instructor feedback as well. And that
4 is taken into consideration to see -- and FAA's feedback to see,
5 okay, this is how we want to build our program. And also to
6 ensure that it's meeting every regulatory and time requirement as
7 well.

8 In conjunction with that, there is the home study, their
9 computer training, based training they have to complete prior to
10 attending. And so all of that in conjunction with the actual
11 classroom time is something that has to be approved.

12 BY MR. WENTZ:

13 Q. Once a flight attendant leaves Dallas from initial new-hire
14 training, do they ever come back to Dallas to train in those --
15 any of those two simulators for scenario type training or is all
16 their recurrent training done at their base?

17 A. The recurrent training, if they choose to attend recurrent
18 training at their base, is done in their base. If they choose to
19 attend training in Dallas, and they could if they wanted to, their
20 training, for consistency purposes across the recurrent training,
21 so everyone has similar devices. Whatever recurrent training we
22 have here, they're going to utilize that equipment.

23 Q. Okay.

24 A. So to clearly answer your question, because the other
25 locations, the other domiciles, do not have this -- they don't

1 have an emergency evacuation trainer and this simulator, they
2 don't have all of that identical, that is primarily used for
3 initial training.

4 Q. So they don't -- once you're on the line you don't get any
5 more scenario-based training?

6 A. No. That's not, that's not --

7 Q. That's not true?

8 A. -- accurate. No.

9 Q. Okay.

10 A. In recurrent, I'm just saying the pieces of equipment that
11 they don't use for consistency.

12 Q. Right.

13 A. What we have out in the field is what --

14 Q. So that year's recurrent could have scenario-based in it that
15 can be conducted outside of the simulator?

16 A. Yes. We've run the last year, as I recall, recurrent
17 training, we ran the ditching checklist as a crew of an 800.
18 We've also -- have many case studies in which in recurrent
19 training in which we've had to work together to what would you do
20 in this scenario, and debriefed it afterwards. So while there are
21 scenarios they look a little bit different than our initial new
22 hires, being that they're already flight attendants and have been
23 out on the line, it's more experienced, I should say.

24 Q. All right. Anything we've missed, Renee?

25 A. I was thinking is there anything that you didn't miss?

1 Q. Anything you would like to add to help to the investigation
2 or --

3 A. I just want to ensure that -- and if I can -- oh, still
4 recording?

5 Q. Um-hum.

6 A. Okay.

7 Q. If you want, I can turn it off. It's up to you.

8 A. I just found this interesting, and I hope this is okay to
9 say. So one of our current classes are in session, is still in
10 session, and they're in their third week, and when they were in
11 their first week, day 2, the crew of 1380 came and spoke to them.
12 And watching this class go through training, it was very brief,
13 but it was very impactful, being that we trained those crew
14 members and one of the things is that to hear is that their
15 training kicks in, and that was very impactful for our current
16 classes that are in session right now, and it just makes us proud.

17 MR. WENTZ: So maybe make a video of those folks and show it
18 to every class.

19 MS. MEDINA-EGGLESTON: I'm thinking that we may.

20 MR. WENTZ: Okay. I'm going to turn this off.

21 (Whereupon, the interview was concluded.)
22
23
24
25

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: SOUTHWEST AIRLINES ACCIDENT
 PHILADELPHIA, PENNSYLVANIA
 APRIL 17, 2018
 Interview of Renee Medina-Eggleston

ACCIDENT NO.: DCA18MA142

PLACE: Dallas, Texas

DATE: May 30, 2018

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


Katherine Motley
Transcriber