

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of: *

*

ISRAEL AIRCRAFT INDUSTRIES FATAL *

ACCIDENT AT THE INGALLS FIELD * Accident No.: ERA24FA136

AIRPORT IN HOT SPRINGS, VIRGINIA *

ON MARCH 10, 2024 *

*

* * * * *

Interview of: MARK S. ALLEN, G2/G3/G100 Program Manager
FlightSafety International

Fort Worth, Texas

Friday,
June 14, 2024

APPEARANCES:

ADAM GERHARDT, Investigator-in-Charge
National Transportation Safety Board

WARREN ABRAMS, Investigator
National Transportation Safety Board

ROCKY STONE, Operational Factors Investigator
National Transportation Safety Board

JAY VENABLE, Investigator-in-Charge
Federal Aviation Administration

KAYLA PAYNE, M.A., J.D.
FlightSafety International

CHARLES SMITH, Esq.
Cantey Hanger, LLP
Representing FlightSafety International and Mr. Allen

I N D E X

<u>ITEM</u>	<u>PAGE</u>
Interview of Mark Allen:	
By Mr. Stone	6
By Mr. Abrams	17
By Mr. Venable	20
By Mr. Gerhardt	23

I N T E R V I E W

(10:41 a.m. CT)

MR. STONE: Good morning, everybody, it's 10:41 a.m. Central Time on June 14th. We're here at FlightSafety talking to Mark Allen and we're here at Flight Safety, this is in relation to ERA24FA136 at the NTSB and we're -- my name is Rocky Stone, I'm an operational factors investigator with the NTSB and we're mainly here to talk about the training and the coordination of the training with, especially, Claudio Colmenares Perez, the accident pilot for this accident.

Just a couple of backgrounds, preliminaries. NTSB, we're an independent federal agency, we're not -- we're charged with determining the probable cause and promoting recommendations to prevent future accidents. We're not part of the DOT, we're not part of the FAA, we have no regulatory authority, we have no enforcement powers, and I have a couple other group members here, they'll introduce themselves.

Warren.

MR. ABRAMS: Yeah, Mark, I'm Warren Abrams, I'm an NTSB investigator, so thank you for coming in and talking to us today, we appreciate it.

MR. ALLEN: Of course.

MR. VENABLE: My name is Jay Venable, I am the Federal Aviation Administration Investigator-in-Charge for this accident, I'm a party to the NTSB's investigation, as well. The purpose of

1 our investigation is the NTSB determines probable cause, we look
2 into nine areas of responsibility for the FAA to determine if they
3 were a contributing factor or not, things like weather, airman
4 medical qualifications, if there was a regulation violated, if the
5 airman was competent, things like that of that nature, just to
6 determine whether or not they were a contributing factor to the
7 accident.

8 If I become aware of any regulatory violations in the course
9 of this investigation, I'm typically not allowed to conduct an
10 enforcement investigation, I have to forward that to another
11 office in your district area and then they would conduct a
12 separate investigation on their own.

13 MR. ALLEN: Okay.

14 MR. VENABLE: And so the purpose of today is just for the
15 accident investigation.

16 MR. GERHARDT: And I'm Adam Gerhardt, I am the NTSB
17 Investigator-in-Charge.

18 MR. ALLEN: Okay.

19 MS. PAYNE: I'm Kayla Payne with FlightSafety's legal team.

20 MR. SMITH: And I'm Charles Smith, I represent the witness
21 here today for the purpose of these proceedings.

22 MR. STONE: Okay. With that, is there anybody that you
23 object to being here at the interview --

24 (Crosstalk)

25 MR. ALLEN: No, let's proceed.

1 MR. STONE: Okay, that's good. And we are using a digital
2 recorder, we are going to record and transcribe, we will actually
3 send you a copy of the transcription if you'd like to check it --
4 well, actually, we're going to send it to Charlie and he'll
5 forward it on, just to check for errors or anything that you need
6 to correct on that. And again, we are determining probable cause,
7 we do not assign blame or fault, we don't -- in fact, we don't
8 even really care about that because what we care about is what in
9 the system broke down to allow the accident to happen and what can
10 be changed to reduce the probability that a similar accident could
11 happen again.

12 So that's our purpose here, it's what we're looking at.
13 We'll each ask questions, we'll take turns, we typically do two
14 rounds, round two is usually really short and -- yeah, just answer
15 the questions as best you can recall. If you don't know, "I don't
16 know" is a fine answer and if you need a clarification, sometimes
17 we mumble our questions, so feel free --

18 MR. ALLEN: Okay.

19 MR. STONE: --to help us with that. You're entitled to have
20 one representative here and Charlie is your representative, okay.
21 And if that's it, I think we're ready to begin.

22 INTERVIEW OF MARK STEVEN ALLEN

23 BY MR. STONE:

24 Q. Go ahead and, Mark, give us your full name, including the
25 spelling of your last name.

1 A. Yeah, it's Mark, middle name is Steven, and Allen, A-l-l-e-n.

2 Q. Okay. And how old are you?

3 A. I am 72.

4 Q. Oh, again 72. Okay. And how long have you been at -- well,
5 what is your position here at FlightSafety?

6 A. Currently, I'm the program manager over the G2, the G3, and
7 the G100.

8 Q. Okay. And how long have you been here at FlightSafety?

9 A. Six years.

10 Q. Okay. Can you give us a thumbnail, a Reader's Digest version
11 of your aviation career, just a background of how did you start,
12 how --

13 A. Sure.

14 Q. -- you got to where you're at?

15 A. I've been in the business almost 50 years, I've been a
16 corporate pilot my entire career, never flew for the airlines at
17 all.

18 Q. Okay.

19 A. Okay. I retired out of the corporate world about six years
20 ago, bored to tears, came to work at FlightSafety. Enjoy it.

21 Q. Okay. So you're not bored to tears anymore, I guess.

22 A. No.

23 (Laughter.)

24 MR. STONE: Okay.

25 MR. ALLEN: Don't have time.

1 BY MR. STONE:

2 Q. Okay. You gave the 135 check ride to Claudio at the end of
3 his -- at the end of his training?

4 A. One thirty five and a type.

5 Q. And a type rating. Who is the sim partner for the training?

6 A. A company-paid SIC --

7 Q. SIC, okay.

8 A. -- by the name of Michael DeBerry.

9 Q. Okay. Do you remember the check ride or --

10 A. I do, I mean, although I get a lot of check rides --

11 Q. Right.

12 A. -- a lot of check rides and -- but I remember some of the
13 details on this one.

14 Q. Okay. Can you walk us through what you remember of what you
15 saw during the check ride?

16 A. Typical. Check rides here on an initial type rating is a
17 long day, okay, there's typically a three to three-and-a-half hour
18 oral exam and then we take a break and we get into the flight
19 portion of it. And of course, it's a stressful situation, the
20 candidate is under a lot of stress, typically, so we do our best
21 to build a comfortable environment for the candidate.

22 My job is fairly easy, I have a set of airman certification
23 standards to evaluate by and the candidate either meets them or
24 they don't. That's the situation. On this particular individual
25 that you're inquiring about, absolutely nothing stands out as

1 being unusual for me with only one exception and that was English
2 was his second language and I had to be really careful to make
3 sure that he understood my questions, in some cases I had to
4 repeat questions to make sure that he understood them. But before
5 check rides commence, I do a complete records review, which is
6 part of our procedure here, and this was a relatively high-time
7 guy, if I remember, he had like -- I don't remember the exact
8 number, 13, 14,000 hours, somewhere up in there.

9 And it became evident to me right away he was an experienced
10 pilot, typical stresses involved with learning a brand new
11 airplane, but his -- all his basic skills, both from a Q&A point
12 of view, you know, doing weight and balance, performance, all
13 those sorts of things, he walked right through it with no
14 appreciable difficulty and when we got into the flying portion of
15 it, you know, it was very clear that he was an experienced pilot.
16 Q. So when you do your records review, is that strictly of his
17 -- this training program that he's going through now at
18 FlightSafety or he had done previous training at FlightSafety, not
19 Dallas, but --

20 A. Yeah. No, the records review I do is just of our internal.

21 Q. Okay.

22 A. I have two or three things, first of all I need to determine
23 that he's legally able to take the check ride, meets all the
24 criteria, which means he has to have completed the full training
25 regime, including written exams and everything else that goes with

1 them, and then, you know, I need to determine that his IACRA FAA
2 things have been done and in the course of that, I look over his
3 experience requirements which are part of a form here called the
4 prerequisite form, which the candidate fills out to indicate that
5 they're qualified to take the test or take the rating, so that's
6 what the records review is.

7 Q. Okay. How much communication do you have with the -- well,
8 actually you serve a dual role from the standpoint that you're
9 giving him a check ride but you're also the supervisor of the
10 instructors who --

11 A. That's correct.

12 Q. -- gave him the instruction. So how much communication do
13 you have with them as to any concerns that they have, I mean, is
14 it basically you're just reviewing the records or is there any
15 oral conversation about, you know --

16 A. Depends if there's problems or not.

17 Q. Okay.

18 A. If things are routine with somebody going through the system,
19 then there's actually very little communication with the
20 instructors because they prepare notes and put them in their daily
21 activity reports and I look over those notes. Obviously, if
22 there's issues, then I end up getting more involved, as a
23 supervisor, not the examiner, and that's that.

24 Q. Okay. And actually, that's -- we're going to shift gears a
25 little bit from the check ride to some of that coordination that

1 did happen because he did require additional training --

2 A. That's correct.

3 Q. -- and that you coordinated through his employer, SkyJet
4 Elite. How did that coordination go, was it a phone call, an
5 e-mail or both or --

6 A. The reason -- we need to coordinate with the employer for two
7 reasons, first of all, they're a 135 operator and they got a
8 director of operations and the director of operations has to be in
9 the loop, and second of all, there's monetary impact, somebody's
10 got to pay for the additional training and the company has to
11 authorize that, we can't just give that away.

12 Q. Right.

13 A. And I don't remember whether that -- we do nearly everything
14 in writing, so my guess is there was probably some e-mail traffic
15 between the two, between us and them, to indicate there was an
16 issue and we were going to need some additional time.

17 Q. Okay. Now, how -- I'm trying to think how to ask this. One
18 of your instructors thought that he needed, it sounded like, a
19 fair amount of more time to be able to do -- get through a PIC,
20 whereas the other instructor thought well, he's pretty much close
21 to being ready, I mean, how do you -- in those conversations that
22 you had with SkyJet Elite, how did you balance that, I mean,
23 you're just presenting it's only -- well, how did you approach
24 them?

25 A. So I talked to both of the instructors involved, one of them

1 is quite a bit more senior than the other, as you know, so I tend
2 to put more credence in the more highly experienced guy and I also
3 was aware that the other guy, I just had a feeling that there
4 might have been a bit of a personality conflict between the client
5 and him going on because he tends to be a little bit impatient
6 from time to time and with this guy's language barrier, I mean, I
7 noticed it right away, you had to repeat things. He got it, I
8 mean, he would get it, it's just that sometimes you had to repeat
9 things and knowing the instructor that we're talking about, I just
10 realized he doesn't have a lot of patience.

11 So I weighed those two things together and we ended up making
12 an instructor change, which is a typical thing to do if you think
13 there's a personality problem, the easiest way to do it is
14 changing the instructor out, which we did, and the guy finished on
15 out.

16 Q. How many G100 instructors do you have?

17 A. At the time we had four.

18 Q. Okay. But the instructor change was back to the original
19 instructor.

20 A. Right, which makes perfect sense because there was a track
21 record there.

22 Q. Right, right. That makes -- yeah. Do you remember the
23 SkyJet Elite response to the -- he requires additional training?

24 A. They told us no problem, so we proceeded.

25 Q. Okay. Is there a protocol for if he would not have advanced,

1 you know, what's kind of the next step, is it the same
2 coordination for additional training, is that --

3 A. Is your question if we've given him additional training and
4 he still couldn't -- we didn't think he could pass?

5 Q. Yes, that's the question.

6 A. In that particular case we'd go back to the company and we
7 would say something to the effect of we've got concerns with this
8 individual being able to complete the course successfully and, you
9 know, what do you guys want to do.

10 Q. Okay. Is one of the options to qualify him as an SIC as
11 opposed to a PIC?

12 A. It is. He could either discontinue altogether, possible --
13 we call that an objective change, we change his objective from PIC
14 to SIC, which has happened on a number of occasions over the six
15 years I've been here, people come with grandiose desires and they
16 can't quite get there, and basically, those are the two options.

17 Q. Okay. Do you know what position Claudio held at SkyJet
18 Elite?

19 A. No idea.

20 Q. Okay. And the check ride, I'm sure it included ILS precision
21 approaches and non-precision, I mean, what is a typical check ride
22 profile, is it --

23 A. It's typically two precision approaches and two non-precision
24 approaches --

25 Q. Okay.

1 A. -- and one of the precision approaches is a single-engine
2 ILS, which is hand flown --

3 Q. Okay.

4 A. -- and, you know, it's pretty challenging.

5 Q. Okay. And obviously, they have go-arounds, also, or --

6 A. Yes. As part of the check ride and as well as the training,
7 we do low energy go-arounds from the low energy regime, that's
8 defined as about 50 feet, and so the idea we're trying to put the
9 student in the situation where they're at minimal power setting at
10 50 feet with speed deteriorating and go around, that's the worst
11 possible case.

12 Q. Okay.

13 A. And then they end up in a similar situation, not exactly the
14 same, in, you know, wind shear, on landing wind shear, is -- that
15 promotes a go-around situation from, at that point, a fairly low
16 energy situation. So really, they see it twice.

17 Q. Okay. What kind of crew resource management training or not
18 just training, but what kind of -- did you see anything as far as
19 -- did you talk about his language difficulties, did that lead to
20 any difficulties with how he managed his second in command or --

21 A. Not really. For us, crew resource management is a continuous
22 process. I'm sure there are some places in the company where they
23 got standalone courses, but that's not the way we do it. CRM is
24 involved, basically, in every step of what we do, all the time,
25 and in this particular instance, remember I'm evaluating, I'm the

1 evaluator on this, I didn't see any problems. The SIC did not
2 have any trouble understanding the guy, I was the one being extra
3 cautious because I don't want somebody to screw something up on a
4 check ride because they didn't understand my instructions and --
5 because that's a no-fault for them, and so I was being extra
6 cautious to make sure that he was clear. The working relationship
7 between him and the SIC seemed to be just fine.

8 Q. Okay. As far as aircraft differences, he was going to go
9 back to fly an earlier version of the G100 that didn't have the
10 avionics of an earlier generation, I guess --

11 A. That's correct.

12 Q. -- did he go through a differences training course?

13 A. Far as I know, he did.

14 Q. Okay. But then he gets -- he really gets to know hands-on
15 experience with that version of anti-ice here, is that correct?

16 A. That is correct.

17 Q. Okay. Is SkyJet Elite still a client of yours, do you know?

18 A. Yes.

19 Q. Okay. And one of the notes near the end of this grade sheet,
20 it said, "The client is not eligible for pro card due to tests
21 graded at 3 or 4."

22 A. Um-hum.

23 Q. What does that mean, what is a pro card?

24 A. Pro card is a -- I don't know, what we would determine a
25 rating that the company gives the client if they -- if they do a

1 really good job and it's all based -- the subjective way they come
2 about is you've looked at the sheets, you realize their scoring of
3 1 through 4 and if they score any 3's, that's a disqualification
4 for a pro card, they have to wait until their next cycle.

5 Q. So if someone graduates with a pro card, that gets
6 communicated to the client. Does it get communicated to the
7 client that they did not --

8 A. Yes.

9 Q. -- receive the pro card?

10 A. Yes.

11 Q. It is, okay. Is that a written communication or do they have
12 to read through their grade sheets or how does the client know?

13 A. I'm not sure.

14 Q. Okay. That's fair.

15 A. I'm not sure. I mean, when they do get one, they just mail
16 it to them in the mail.

17 Q. Okay. How often do pilots need additional training? Is that
18 a common or is it like a 10 percent or 50 percent, what would be
19 your characterization of that?

20 A. I can't give you an exact number.

21 Q. Um-hum.

22 A. I would say not very often.

23 Q. Okay, so it's uncommon.

24 A. It's uncommon.

25 MR. STONE: Okay. I think that's all I have for now.

1 Warren?

2 BY MR. ABRAMS:

3 Q. Mark, thanks for coming in today, appreciate it. You know,
4 we talked to two other instructors, so we kind of have a good feel
5 for what's going on, but I want to talk a little bit about the
6 check ride and a little bit more about you. You're the program
7 manager on the G2, the G3, the G100, did you ever fly the G2 or
8 the G3 in your corporate days?

9 A. No.

10 Q. What are you type rated in?

11 A. Sabreliners.

12 Q. Okay. Sixty-five?

13 A. The whole series.

14 Q. The whole series. And no military --

15 A. No, sir.

16 Q. So no autopilot, no wheel damper?

17 A. No, the commercial versions of those airplanes had all that
18 stuff.

19 Q. Okay, all right. The G100's not still in production, is it?

20 A. No, it's been out for quite some time.

21 Q. And as far as if I'm an operator with G100, are you guys the
22 only game in town, in other words, do I have a choice of where I
23 go to get my sim training?

24 A. I believe this is the only simulator. There are other
25 examiners, independent examiners out there that can give type

1 ratings and recurrence and so forth, but I -- we used to have two,
2 we had one in Wilmington and one here, the Wilmington unit closed
3 down a few years ago and so this is the last one.

4 Q. How is business? Are you guys staying busy all the time?

5 A. It's brisk.

6 Q. Okay. I'm not interviewing or asking, but do you need more
7 instructors?

8 A. We always need more instructors.

9 Q. Do you recall -- let me go to this one. You stated that you
10 had -- the day of the rating ride, the oral is about three to
11 three and a half hours, and I've done 121 check rides and orals
12 and everything else, but golly, that's a -- that's a killer of an
13 oral. Is that normal?

14 A. It's typical.

15 Q. Is it really?

16 A. And here's where the time gets eaten up, I can break it down
17 for you.

18 Q. Okay.

19 A. Typically, Q&A, the standard old Q&A, takes about an hour.

20 Q. Sure, okay.

21 A. Okay. Then I make them do a weight and balance problem by
22 hand, okay, not using an iPad. That typically -- our problems
23 typically take 45 to 55 minutes, okay, and then we have to do a
24 preflight pictorial walk-around where you click the slides and
25 that one, in this airplane, takes 55 minutes if they know what

1 they're doing, if they don't, it takes an hour, about an hour and
2 fifteen. So you got those three one-hour blocks, that's how you
3 come up with three hours.

4 Q. Okay. All right. On the rating ride itself, do you recall
5 if Claudio had any repeat items or did he --

6 A. He did not.

7 Q. He did not, okay. In the rating ride, you do a hand-flown
8 flight director to a hundred feet, do you land out of that or do
9 you miss out of that?

10 A. No, you land out of it.

11 Q. Okay. Do you ever do a single-engine go-around? Not on the
12 rating ride, but do they do a single-engine go-around in their
13 training?

14 A. They do, and they do one on the rating ride.

15 Q. Okay. I asked this question previously and I guess I'm going
16 to get the same answer, do you -- where do you do your rating
17 ride, what city?

18 A. Memphis.

19 Q. Memphis. Do you do a circling approach, shoot to 9 and
20 circle to --

21 A. We do approach, either an RNAV or localizer 2-7 and circle to
22 1-8 right.

23 Q. Yeah.

24 A. And circle to the north.

25 Q. That's the one that's approved, yeah.

1 A. Yeah, that's one of the few we got left.

2 Q. Yeah. Over all, your impression of the rating ride, he
3 passed, so you obviously -- you're passing judgment that he did
4 well, but I'll -- those are my words, that he did well. You know,
5 you can rack and stack a rating ride any day from Sunday, but how
6 was he, was he middle of the road, upper echelon, lower echelon,
7 where did he fall?

8 A. Amazingly ordinary.

9 Q. Okay.

10 A. Nothing really stood out for me, thinking back over this, and
11 it's been a while back, but thinking back over it, nothing stood
12 out as particularly bad or good.

13 Q. Okay.

14 A. Just ordinary.

15 Q. All right. Yeah, I always -- as an instructor, I always
16 remember the bad ones, but never remember the good ones, so --

17 A. I'm pretty much the same way.

18 MR. ABRAMS: Yeah. Mark, that's all the questions I have,
19 thank you.

20 MR. ALLEN: Yes, sir.

21 MR. STONE: Jay?

22 BY MR. VENABLE:

23 Q. Yes, Jay Venable, FAA. You said earlier when you were
24 getting ready to conduct the check ride, you looked over the
25 training records and you noted Mr. Martin's entries and you said

1 you may have attributed that to his personality as far as --

2 A. We had actually, Jay, previously talked about it. I didn't
3 just discover that on the day of the check.

4 Q. Okay, so you guys had a conversation about his findings with
5 Mr. --

6 A. Yeah.

7 Q. -- Colmenares.

8 A. Right.

9 Q. I see. Is that typical for Mr. Martin, where he has a
10 history of --

11 A. No, not really.

12 Q. -- patience like that or is that -- is he more critical of
13 students that you think than he may be as opposed to Mr. Dillman?

14 A. No, I would say they're pretty comparable, just different
15 personalities.

16 Q. Um-hum. I see. Because we had, you know, the sheet over
17 there, but he gave a -- he gave an instruction on the 20th and I
18 guess, I believe on the 24th and in between that, Mr. Dillman gave
19 him instruction and I noted on both entries he had the same
20 concerns.

21 A. Right.

22 Q. And so I guess that's why you guys talked about -- it was
23 because of that?

24 A. Exactly.

25 Q. I see, okay. So you took that under advisement and decided

1 it was -- you know, after he received, I think, two --

2 A. I further talked to Dillman --

3 Q. Um-hum.

4 A. -- and said don't send me somebody that's not ready to go and
5 -- which is typical around here, you know, we do not send people
6 up for check rides that aren't ready to go, fully trained, safe,
7 ready to go --

8 Q. Um-hum.

9 A. -- and Dillman assured me that he had -- he was intending to
10 sign the guy off and he shouldn't have an issue.

11 Q. Okay.

12 A. And, you know, I trust the people I work with, that's good
13 enough for me.

14 Q. Yeah. And obviously, you have the ACS standards, too, that
15 they have to pass, as well, so --

16 A. It all boils down to the ACS standards, you can either pass
17 them or you can't.

18 Q. Right.

19 A. There's very little discretion on my side, it's all right in
20 the standards.

21 Q. Um-hum. Is that an -- you said -- I believe you said it was
22 an uncommon occurrence that once they go through the training,
23 then additional training, that they're not recommended for the
24 check ride, it's pretty uncommon?

25 A. Yes.

1 Q. Okay. Do you notice a difference with your instructors as
2 far as the amount of detail they put in the logs, in the notes?

3 A. There is. Some people tend to be more prolific than others
4 and they're -- when they're originally trained as an instructor,
5 they're trained just to capture the facts. We like people to
6 avoid opinions and things and just keep it down to the facts --

7 Q. Um-hum.

8 A. -- and some people do that and some people don't.

9 Q. I see. Do you guys teach any standard amount of detail or a
10 level as far as what you want to see in the notes?

11 A. No, just that the note section has to be addressed, it can't
12 be left blank.

13 Q. I see. But certain fields inside the notes can be left
14 blank, like I see some --

15 A. That's correct. If there's nothing for -- like for
16 additional items --

17 Q. Strengths or --

18 A. -- if there were no additional items, you don't have to put
19 anything.

20 MR. VENABLE: I see, okay. That's all I have.

21 MR. ALLEN: Okay, thank you.

22 MR. VENABLE: Thanks.

23 MR. STONE: Adam? The guy in charge.

24 MR. GERHARDT: Yes, yes.

25 BY MR. GERHARDT:

1 Q. So with SkyJet, Chris Sharp is their director of operations
2 and --

3 A. At the time he was, I don't know if he's still there or not,
4 but --

5 Q. And Rolando Merchen was their assistant chief pilot.

6 A. Yes.

7 Q. The coordination with SkyJet Elite, were those two or one of
8 those two or someone else, were they the primary contacts?

9 A. Both of them typically were.

10 Q. Okay.

11 A. Most of the coordination, the actual timing of things, took
12 place with Rolando, he seemed to deal with people's airline
13 schedules and that sort of thing, and Chris Sharp dealt with the
14 regulatory side of it, getting us training and checking
15 authorizations and all that sort of thing, so they were sort of a
16 team.

17 Q. Got it. The LOSs, the line-oriented --

18 A. Yeah, let me define those for you.

19 Q. Yes, thank you.

20 A. There's two, there's a LOFT and a LOST.

21 Q. LOST.

22 A. There is line-oriented simulator training, that's a LOST, and
23 then there's LOFT, which is line-oriented flight training, which
24 is done in the airplane, so we do LOST here.

25 Q. Um-hum, perfect.

1 A. Some people confuse the terms.

2 Q. So Michael DeBerry, is he a FlightSafety --

3 A. Yeah.

4 Q. -- employee? Okay. And he was the SIC for the check ride?

5 A. Yes.

6 Q. Perfect. Now, you didn't do his training, obviously, but for

7 some of the previous LOST training events, we know that a SkyJet

8 employee came out to sit right seat with Claudio, do you know who

9 that -- we're just trying to figure out who that was and --

10 A. I don't --

11 Q. -- whether that was Rolando.

12 A. I don't remember.

13 Q. Perfect, thanks.

14 A. Like I said, I wasn't in the training side of it --

15 Q. Yeah.

16 A. -- on this particular one, so --

17 Q. We'll talk with them. The timeline for Claudio's training,

18 these are the last few, January 20th, 2024, we have a LOST event

19 with Instructor Martin --

20 A. Right.

21 Q. -- and January 23, Mr. Dillman notes that he is ready for the

22 check ride. January 24th, another LOST event with Mr. Martin.

23 A. Right.

24 Q. Then back to Mr. Dillman --

25 A. Yeah.

1 Q. -- January 27th. What I'm trying to figure out, which then,
2 of course, leads to January 28th, the check ride, the -- SkyJet
3 has told us that they approved one extra sim session, and so what
4 I'm trying to look at is how many extra sim sessions did he
5 actually get, if that's a -- if it's possible to answer, based
6 upon these, because from my perspective, I would assume that the
7 January 20th LOST event, what Mr. Martin has explained was that
8 was -- the expectation would be if he was ready for the check
9 ride, he would've signed him off; the next flight would've been
10 the check ride, that obviously didn't happen. Then you have one,
11 two, three, four -- excuse me, three -- the fourth is the check
12 ride, three -- three additional sim sessions.

13 A. Yes.

14 Q. Is that generally accurate?

15 A. That's the way I read it.

16 Q. Okay.

17 A. What I think happened here is it looks like they repeated the
18 LOST --

19 Q. Um-hum.

20 A. -- because Martin wasn't happy with it, so they repeated it,
21 so he actually got more than what they were authorized for.

22 Q. Got it. And is that something where SkyJet says -- and
23 again, I'll characterize what SkyJet said to us because that's not
24 fair. So what they characterized to me in interviews was
25 essentially they said if he needs an extra sim session, they

1 approved that. How does it work -- what's the coordination for
2 even additional sim sessions beyond that in a communication to the
3 client?

4 A. If we had found it necessary for them to pay for additional
5 sim sessions, we would've probably gone back to them and said hey,
6 he's still not ready, we need to do X, Y, or Z more, okay. So
7 this little bit of additional stuff really didn't amount to much,
8 from that perspective.

9 Q. Perfect. Is there -- everything in this flight training
10 world is extremely regimented, forms, checklists, regulatory
11 aspects. When there's coordination to an operator to get -- the
12 client's struggling, they need extra time, is that an informal
13 process and what I mean by that is -- it's e-mails, it's
14 conversations, and it's obviously monetary --

15 A. Right.

16 Q. -- but is there any sort of form, review criteria, like
17 official assessment, a request is made or is it just more, what I
18 would describe as informal?

19 A. It's reasonably informal until you get to money, okay, and
20 when you get to money, then obviously we can't spend the client's
21 money without their permission. Okay, so normally what happens to
22 that is in the chain of command around here, my supervisor is the
23 director of training, okay, and typically, the director of
24 training is brought in, in these kinds of situations where we're
25 asking for more money. The director of training will then say

1 well, why do we need to do this, you know, what's the problem, et
2 cetera, et cetera, how much time do you think you need, how much
3 are we going to bill them, et cetera, and those conversations did
4 take place, okay, and so that's when we went back to them and said
5 yes, there's going to be an additional session and what do you
6 want to do. Of course, their option could've been that's it, we
7 don't want to -- and we've had that happen, we've had people come
8 up and need additional time and the company has said no, send them
9 home, that's happened two or three occasions I can think of, okay.

10 So I didn't see any of that with SkyJet Elite, they just --
11 they said, you know, basically whatever it takes, let's get the
12 guy finished up.

13 Q. Yeah. Did SkyJet Elite, either Rolando or Chris, did they
14 explain at all that it wasn't going to be an option for him to
15 potentially serve as an SIC for SkyJet, being that --

16 A. I don't remember if that option was even presented to them.

17 Q. Okay. In your position, again, sitting over the instructors,
18 check rides, looking into a client's other training records, we
19 touched on this a little bit, but in this case, for just general
20 practices, do you have access to a client's record at another
21 FlightSafety training center? So for example, Claudio completed
22 Learjet training down in Miami at FlightSafety, is that something
23 that with a student who's having difficulties, where you could dig
24 a little deeper, was that done, is that an option, is that not
25 really customary?

1 A. I certainly don't have -- none of us have -- would have
2 direct access, we would have to request those records, you know,
3 through the system and I'm sure they'd want to know why and so
4 forth and so on, but in this particular case, we didn't request
5 anything.

6 Q. In your position having to do evaluations, is that something
7 that you feel you would like to have access to?

8 A. It would probably be useful, particularly if, in a situation
9 like this where there's issues, problems that need to be -- you
10 know, we deal with what's ordinary and 98 percent of the people
11 that come through here just march right through on the standard
12 schedules and things and there's no issues and things go right
13 through and so there's no need to go back in history.

14 But, you know, if somebody is struggling, it would be nice to
15 be able to get access to those records to try and get down to the
16 bottom of why.

17 Q. I'm going to shift gears just a little bit and we have done a
18 few low approaches on this, the differences training, is that a
19 module that you teach?

20 A. I am qualified to teach it, I don't normally --

21 Q. Perfect.

22 A. -- teach it. It is required regulatorily, and I don't know
23 whether it's FAA regulatory or our regulations, it has to be done
24 after the type rating, okay, so it's typically done at the tail
25 end, okay. Now, a lot of clients, they go through it -- we have

1 an initial and a recurrent version of it and a lot of clients that
2 are flying older airframes, they go through it every time they
3 come through a recurrent. Okay.

4 MR. GERHARDT: Interesting. Okay. That's it for me.

5 MR. STONE: Okay, thanks. Actually, I don't have any more
6 questions.

7 MR. ALLEN: Okay.

8 MR. STONE: Off to you, Warren.

9 MR. ABRAMS: Mark, I'm sure you've answered my questions,
10 thank you very much.

11 MR. ALLEN: All right, sir. The rest of you guys are good?

12 MR. STONE: Well, round two is in the record.

13 UNIDENTIFIED SPEAKER: Yeah.

14 MR. ALLEN: All right.

15 MR. ABRAMS: The interview is over, anybody have any thoughts
16 that we want to put on the recording as far as name, rank and
17 serial number or any spellings or acronyms?

18 MR. STONE: Jay used ACS standards, what is ACS?

19 MR. VENABLE: Airman Certification Standards.

20 MR. STONE: Yeah, okay. I think the other acronyms we
21 caught, so okay, thank you.

22 MR. ALLEN: Yes, sir.

23 MR. ABRAMS: Okay.

24 MR. STONE: Thank you, Mark.

25 MR. ALLEN: Yes, sir.

1

(Whereupon, at 11:23 a.m. CT, the interview concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: ISRAEL AIRCRAFT INDUSTRIES
FATAL ACCIDENT AT THE INGALLS FIELD
AIRPORT IN HOT SPRINGS, VIRGINIA
ON MARCH 10, 2024
Interview of Mark S. Allen

ACCIDENT NO.: ERA24FA136

PLACE: Fort Worth, Texas

DATE: June 14, 2024

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.



Karen D. Martini
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of:

*

*

ISRAEL AIRCRAFT INDUSTRIES FATAL

*

ACCIDENT AT THE INGALLS FIELD

*

Accident No.: ERA24FA136

AIRPORT IN HOT SPRINGS, VIRGINIA

*

ON MARCH 10, 2024

*

*

* * * * *

Interview of: CHARLES "CHUCK" DILLMAN, Simulator Instructor
FlightSafety International

Fort Worth, Texas

Friday,
June 14, 2024

APPEARANCES:

ADAM GERHARDT, Investigator-in-Charge
National Transportation Safety Board

WARREN ABRAMS, Investigator
National Transportation Safety Board

ROCKY STONE, Operational Factors Investigator
National Transportation Safety Board

JAY VENABLE, Investigator-in-Charge
Federal Aviation Administration

KAYLA PAYNE, M.A., J.D.
FlightSafety International

CHARLES SMITH, Esq.
Cantey Hanger, LLP
Representing FlightSafety International and Mr. Dillman

I N D E X

<u>ITEM</u>	<u>PAGE</u>
Interview of Charles "Chuck" Dillman:	
By Mr. Abrams	5
By Mr. Stone	17
By Mr. Venable	31
By Mr. Gerhardt	34
By Mr. Abrams	41

I N T E R V I E W

(7:54 a.m. CT)

MR. ABRAMS: All right, the recordings have started and I'm showing 7:54 on the time.

UNIDENTIFIED SPEAKER: Warren, do you want me to slide those over in front of you?

MR. ABRAMS: Yes, that would be great.

UNIDENTIFIED SPEAKER: Okay.

MR. ABRAMS: Chuck, I'm Warren Abrams, I'm an investigator with the NTSB and thank you for coming out today to talk with us about a pilot that you instructed with on the G100 and we'd just like to hear some of your comments today. Just to hopefully put you to ease a little bit, there is no right or wrong answer today.

MR. DILLMAN: Okay.

MR. ABRAMS: If we ask you a question and you don't know the answer, "I don't know" is a perfectly acceptable answer.

MR. DILLMAN: Okay.

MR. ABRAMS: Just we want to hear from you. We're not the FAA, we cannot --

(Laughter.)

MR. ABRAMS: Jay is not here as an enforcement person and what is said today he cannot use in enforcement proceedings.

MR. DILLMAN: Okay.

MR. ABRAMS: He's here strictly for safety and I'll let him fill you in further on that, let you hear it from his words

1 instead of mine. Anyway, I'd like to go around the room and
2 introduce ourselves to let you know who we are and what our role
3 is, so we'll start with Adam, go right ahead, Adam.

4 MR. GERHARDT: This is Adam Gerhardt and I am the NTSB
5 Investigator-in-Charge for this investigation.

6 MR. VENABLE: Jay Venable, I'm the FAA Investigator-in-Charge
7 out of Richmond, Virginia.

8 MR. STONE: I'm Rocky Stone, I'm an operational factors
9 investigator with the NTSB.

10 MR. ABRAMS: Kayla.

11 MS. PAYNE: I'm Kayla Payne and I am part of FlightSafety's
12 legal team.

13 MR. SMITH: And Charles Smith, and I represent FlightSafety
14 and represent Chuck Dillman.

15 MR. DILLMAN: And Charles Dillman from the Fort Worth area
16 working for FlightSafety at this time.

17 MR. ABRAMS: Can we call you Chuck or --

18 MR. DILLMAN: Sure, Chuck.

19 MR. ABRAMS: Chuck, all right.

20 INTERVIEW OF CHARLES "CHUCK" DILLMAN

21 BY MR. ABRAMS:

22 Q. And if you don't mind, Chuck, if you will state your full
23 legal name and spell your last name.

24 A. Charles F. Dillman, D like in David-i-l-l-m-a-n.

25 Q. All right. And how old are you?

- 1 A. Seventy.
- 2 Q. And tell me your current position, please.
- 3 A. I'm a part-time simulator instructor for FlightSafety on the
4 G100.
- 5 Q. Do you instruct on anything else here at FlightSafety?
- 6 A. No.
- 7 Q. Do you do ground school instructing here on the G100?
- 8 A. I started to be trained in it, I got sick, and they stopped
9 that training, so I'm just simulator.
- 10 Q. Okay. Any talk about going back to getting certified for
11 ground school instructing?
- 12 A. In fact, I have only about six more weeks of work, I gave my
13 notice in as of the 31st of July.
- 14 Q. Okay. How old are you now?
- 15 A. Seventy.
- 16 Q. Are you still flying?
- 17 A. It's been almost a year since I last flew.
- 18 Q. Do you have a valid pilot's medical license?
- 19 A. Yes.
- 20 Q. Is it issued as a first class, second class or --
- 21 A. It was issued as a second class last year.
- 22 Q. Okay. Do you have any limitations on that medical?
- 23 A. Glasses.
- 24 Q. Just possession or must wear?
- 25 A. I must wear corrective lenses.

1 Q. Okay. Give us -- if you don't mind, give us a little
2 Reader's Digest version of your flying background. You've
3 obviously been in the aviation business quite some time, as most
4 of us here at the table, give us a rundown of your flight time,
5 just Reader's Digest.

6 A. I was born into a military family, I always wanted to be a
7 pilot. I graduated high school in 1972, got a chance to take some
8 lessons, got my private pilot certificate and the bug bit me and
9 said, "I want to be one." So I just chased a career, started off
10 in Sarasota, Florida, went to college in Florida, came back to
11 Sarasota as a flight instructor/charter pilot. In January of 1979
12 I moved to Carbondale, Illinois to fly for Air Illinois, a
13 commuter, for approximately three years.

14 As everybody remembers, the controllers went on strike in
15 1981, about that time I was getting married for the first time and
16 I needed a somewhat more stable career, so I took the civil
17 service test and passed and became an air traffic controller in
18 West Palm Beach, Florida, went through the training program in Oke
19 City.

20 June of '84, some friends called and said hey, do you want to
21 get back into flying, so I got hired by People Express Airlines
22 out of Newark, New Jersey and stayed with them through the merger
23 with Continental and then the merger with United and retired
24 February of 2019, and the airplanes I flew for the three airlines
25 were 737s, MD-80s, 757s, and 767s.

1 Q. No 727 in there?

2 A. Well, I kind of omitted that because I only spent six weeks
3 on the panel.

4 (Laughter.)

5 MR. DILLMAN: There was a chance, too, I'd go right seat on
6 the 7-3 and I immediately put my name in, so I did -- I actually
7 only did three trips as an engineer.

8 BY MR. ABRAMS:

9 Q. Okay. You mentioned People Express, so that's --

10 A. Yes.

11 Q. Yeah, they were 727. How did you get your G100 time?

12 A. I got hired here and went through the program as an initial
13 hire or as an initial qualification, came back through, did it
14 again, so as to be qualified as an instructor and along the way I
15 taught some students from a Part 135 operation here in the
16 Dallas-Fort Worth area and they called me up two or three times
17 and I went and flew with them and that's the only G100 time I've
18 got.

19 Q. Okay. How long have you been employed by FlightSafety?

20 A. Just over two years.

21 Q. And I'm repeating myself or repeating you, you put in your
22 resignation to retire fairly soon?

23 A. I lost the fun of it and my wife is having health problems
24 and a lot of things accumulated and it's -- we got back from a
25 trip in April, I told Mark Allen, my program manager, that I'll

1 give you four months. My currency runs through the end of July
2 and I said I'll stick here until my currency runs out to help you
3 hire somebody to take my place.

4 Q. Have they hired anybody, that you --

5 A. I believe they've gone through the resumes and they've got
6 somebody in the pipeline.

7 Q. How would you categorize the staffing on the G100?

8 A. Adequate. We've got enough full-time people to take care of
9 most of the programs. I'm part-time, so I kind of fill in where
10 needed. Obviously, everything does not go according to schedule,
11 so there's some extra training and I get to do that, if people get
12 sick, vacations, something like that, so I fill in.

13 Q. You just mentioned extra training. How does a pilot get
14 extra training? Not recommended by the instructor or --

15 A. It varies.

16 Q. Okay.

17 A. A couple of the students I've had probably needed extra time
18 because of a lack of confidence in their flight management system
19 ability. The process would be say something to the instructor, I
20 would then go to my program manager and then they would work it
21 out. Now you get into the financial side of it and the program
22 manager needs to go to somebody up the hierarchy and they call the
23 company and say hey, we feel this person needs more time and can
24 you pay for it, but that's out of my hands.

25 Q. Keep going, Chuck, you're doing great. You're answering all

1 my questions.

2 A. Yeah.

3 (Laughter.)

4 BY MR. ABRAMS:

5 Q. I was going to talk about the structure that you have to go
6 up to somebody if you recommended additional time and a financial
7 obligation --

8 A. Okay.

9 Q. -- and everything else. So let me make sure I'm straight on
10 this, if I need additional time as a pilot, it's not free, in
11 other words, I'm signed up for a certain syllabus and once I've
12 completed that syllabus, if I'm not ready to move on to the next
13 step, the next step I'm talking the rating ride.

14 A. The way I've been instructed and the way my experience is,
15 yes. You might be able to -- there's a little fudge so you can
16 have a little bit of extra here or there, but basically, I think
17 the finances are the contributing or -- restriction of getting
18 extra time.

19 Q. Okay. I see people are TCEs, what is a TCE here at
20 FlightSafety?

21 A. That's basically the old examiner.

22 Q. Okay.

23 A. They're the ones that give the flight checks, check rides.

24 Q. Um-hum. And obviously, you have to be full time to do that?

25 A. They were talking about trying to get me trained as a TCE and

1 that wasn't an area where I really wanted to go. Plus, I was
2 thinking of, for quite a while now, of leaving the company,
3 anyway, for personal reasons.

4 Q. So we got the acronym TCE, is that training center evaluator
5 or do we know what it stands for?

6 A. I believe that's the correct --

7 Q. Okay. What about an SFI, do you know that one?

8 A. That doesn't ring a bell.

9 Q. How about SFE?

10 A. No.

11 Q. Okay.

12 A. There's a lot of this that you may have an acronym there and
13 we probably use something else.

14 Q. Okay. I picked these up from FlightSafety, but that's okay.

15 A. Okay.

16 Q. All right. I'll move on. Am I correct that you instructed a
17 particular captain student named -- went by -- Jose Claudio was
18 his name, but went by Jose Colmenares?

19 A. We just -- he wanted to be called Claudio, yes, I did have
20 him as a student.

21 Q. Okay. And did he go through by himself or was -- he went
22 through a captain PIC course, is my understanding, is that --

23 A. He was, I believe, the only person from his company at that
24 time --

25 Q. Okay.

1 A. -- but he did go through training with me with another
2 initial qualification student.

3 Q. Was that person a copilot or a captain?

4 A. Captain. So they were --

5 Q. Okay, so we got a captain in the left seat, a captain in the
6 right seat. Did Claudio ever sit in the right seat?

7 A. Yes.

8 Q. Okay. Can you tell me some of his strengths and weaknesses,
9 Claudio? What you recall.

10 A. He had more than adequate stick and rudder experience and
11 ability. I believe his paperwork said he had 13,000 hours and he
12 could fly the airplane well. He more than met the standards.

13 Q. Okay.

14 A. He had English as a second language, so there was a -- it's
15 not a correct term, but it kind of gets it across easily as there
16 was a time lag that you would say something, he would process it
17 in English and translate it into Spanish in his head, and that's
18 an assumption on my part of having had him for several sim
19 sessions of what the process was.

20 Q. And approximately how many sim sessions did you have him for?

21 A. I believe at least six.

22 Q. How long is the syllabus? I'm not talking ground school, I'm
23 talking in the simulator.

24 A. We have six simulators and then a seventh sim as a LOS, so we
25 have six training sessions and then the LOS is considered a

1 training session, I guess you would say, but it's more of a
2 line-oriented check to where you're not really doing that many
3 emergencies, it's more of to get the student a feeling for flying
4 the airplane on a normal day-to-day basis.

5 Q. And that would be Day 7, if you consecutively, but --

6 A. Yes.

7 Q. And Day 8 would be the --

8 A. Check ride.

9 Q. -- check ride, okay. Claudio had some difficulties at his
10 demise with setting up for an ILS approach, could you tell
11 anything about his ILS approaches or his setting up the panel or
12 the FMS?

13 A. The FMS was his weakness. He had -- from what he told me, he
14 had some Learjet time with a very first-generation primitive, I
15 guess you would say, flight management and he always was very
16 deliberate, very methodical on putting entries into the flight
17 management system. We talked about it and when you would sit in
18 the classroom with him, he would be able to describe the correct
19 procedure for everything.

20 Once you got into the sim, he was very deliberate, very
21 methodical in doing everything so that it was correctly done the
22 vast majority of the time, he's just -- he would do it very slowly
23 and from having flown around FMSs for a while, it was the typical
24 behavior, someone that wasn't comfortable, wasn't quite up to
25 speed.

1 Q. Okay.

2 A. To further expand on that, one of -- I can specifically
3 remember -- you gentlemen aren't familiar with the G100, but the
4 two FMSs can be flown either synchronized or separate and I
5 specifically remember telling him, after everything was done and
6 he was going for his check ride, that once you get the check ride
7 behind you now is your time to learn and get comfortable with the
8 panel -- excuse me, the FMS, and I told him when you go back to
9 Florida and you're flying with the other guys, pick their brains,
10 find out what's going on, make yourself comfortable with it and I
11 said when you're flying the airplane, decouple or unsynchronize
12 the FMSs and take one practice, when you're at cruise, practice
13 it.

14 Q. Okay. It's our understanding, Chuck, that one of the
15 instructors, I think Lance Martin, I guess that's his name, did a
16 couple of the training sessions for Claudio, does that ring a bell
17 with you?

18 A. Yes.

19 Q. And why was that, why did Lance pick up or Mr. Martin pick up
20 those --

21 A. Claudio's initial training simulator partner, there was a
22 personality conflict. The gentleman was overbearing and quite
23 demanding and as I did the sessions with them, I specifically took
24 both gentlemen aside after a couple of sims and talked it over.
25 "Claudio," I said, "are you okay with what's going on, can you

1 stay flying with him?" and he indicated yes. The other gentleman,
2 I basically said you got to tone it down, he doesn't have the
3 experience you do with FMS, so he's going to take his time, you
4 have to let him do it at his pace and he would say that and then
5 when we got into the sim, it didn't quite carry over. So I went
6 to Mark Allen, my program manager, and at first I said I think I
7 can work it out and then as it went along, I said we're going to
8 have to separate them and that's where Lance got involved.

9 Q. You mentioned taking it to your program manager, is there a
10 director of training on the 150, on the -- I'm sorry, the G100?

11 A. Yes.

12 Q. You haven't mentioned him yet, how does he, the director of
13 training, where does he fall in the pecking order?

14 A. We just went through a personnel change on that about the
15 middle of April, I'm trying to guess, don't remember the dates,
16 they actually took the director of Gulfstream training and split
17 it off into two different people. Before that, we had a director
18 of Gulfstream training and then underneath him were the program
19 managers for the various Gulfstream aircraft.

20 Q. Okay. So let me see if I got this right, we've got the
21 instructors.

22 A. Yes.

23 Q. Then if you have a problem, you go to your program manager.

24 A. As my immediate supervisor, yes.

25 Q. Yeah. Okay, your immediate supervisor is the program manager

1 and then the program manager's line of -- chain of command, he
2 would then move to the training director?

3 A. Yes.

4 Q. Okay, all right. I'm going to turn this over, I've got a few
5 more questions and there's a few dogs and cats here, were you a
6 CFI during your --

7 A. Yes.

8 Q. -- younger days? CFI, II, ME?

9 A. Yes.

10 Q. Okay, all the above.

11 A. Yes.

12 Q. And how long did you maintain your CFI credentials?

13 A. I let them lapse once. I actually had the FAA on my jump
14 seat and he watched me fly, so he reinstated my flight instructor
15 for me.

16 (Laughter.)

17 MR. DILLMAN: Then I renewed that a couple of times and then
18 in 2007 my daughter expressed a desire to learn to fly, so I
19 actually went back and took a check ride to reinstate my CFI and
20 after I was done teaching her to fly, it was like I don't want to
21 do this anymore.

22 (Laughter.)

23 MR. DILLMAN: It's a little embarrassing to try to land a
24 Cessna 150 after trying to fly a Boeing 757, the site is a little
25 bit different and you kind of embarrass yourself.

1 BY MR. ABRAMS:

2 Q. Yeah, I understand. This is -- I'll go ahead and ask you
3 this, Chuck, is this a 142 school?

4 A. Yes.

5 MR. ABRAMS: Okay. I'm going to stop right there, I've got a
6 few questions for a second round of questions, but I'm going to
7 turn it over to Mr. Rocky Stone here and he's got some questions
8 for you.

9 BY MR. STONE:

10 Q. Okay. Chuck, thank you. So far you've given some really
11 good answers and we appreciate that. I guess, I do know and you
12 may not be able to answer this, which is fine, but the airplane
13 that Claudio was flying in the accident had a different set of
14 avionics than what you have in the simulator here and are you
15 familiar with that at all or --

16 A. I knew that, yes.

17 Q. Okay. And did --

18 A. There is a -- maybe I'm answering it before you ask it, there
19 is a differences course that I do not have the qualifications to
20 teach --

21 Q. Okay.

22 A. -- and the students that come through -- and they're then
23 going to go fly an early model G100, actually, the old Astra jet,
24 we do have a differences course for them.

25 Q. Okay. I'm wondering if -- I mean, so obviously, I mean, the

1 FMS is going to be different in the airplane that he was actually
2 flying or is it just, you know, the -- or is that how it's --

3 A. The way -- the way it's been explained to me is it's more of
4 the placement of the FMS on the panel versus a different system
5 altogether.

6 Q. So the operation is probably still the same, then?

7 A. Yes. From the way I've been explained by various people that
8 have come through for both initial and recurrent, is --

9 Q. That's a picture at some point in time for the accident
10 airplane and you're exactly right, some of the placements of the
11 autopilot and --

12 A. This actually, the picture you show me shows one FMS, but
13 that's the way it was explained to me and actually I've seen it,
14 also, a couple of pictures where the bottom of the pedestal has
15 got one FMS and then the instruments up here, some of them have
16 the round dials and some have the -- oh, shoot. Glass.

17 Q. Glass. Yeah. So changing back to -- away from the FMS to
18 basically just flying an ILS approach, yeah, what you said for
19 ILS, how would you brief that or how would you -- can you just
20 walk through a couple of the steps that you would talk about if
21 you're going to brief an ILS approach?

22 A. Brief it or --

23 Q. Yeah, brief it, because we'll get to the execution in a
24 minute, but --

25 A. Well, I'm not quite sure what you're asking for, are you

1 asking for the actual nuts and bolts of how you would select an
2 ILS in the FMS?

3 Q. Well, let's say that you are the pilot flying and you're
4 going to brief the pilot monitoring, hey, we're going to fly this
5 ILS, what would you -- what would your briefing list be or how
6 would you do that?

7 A. Well, the way I taught my students is something I was taught
8 many, many years ago is you start off with the weather, what's the
9 latest weather, and then the next thing is build it and by
10 building it is you go in and select it in the FMS, sometimes it
11 may be just one entry, two or three times it may be two or three
12 entries to finally get the FMS correctly selected.

13 You would then go to the flight plan page to verify that you
14 had correctly picked the correct ILS because sometimes there's two
15 or three, the correct number of initial approach fixes, and I --
16 Claudio was one of the ones that I always taught take all the
17 initial approach fixes you can because you can eliminate them
18 later versus try to rebuild it.

19 So once you built it, you've double checked, then you would
20 discuss the minimums, or put the minimums on the panel in front of
21 you, the minimums for the approach and the V speeds. And then the
22 last part of it is the true briefing is one person would assume
23 command of the airplane and the other person would actually then
24 read the actual chart of what to expect. So that's the way I
25 taught it was find your weather, bug it, build it, bug it, brief

1 it, and I tried to emphasize and -- why I've got this memory, I
2 don't know, I did a lot of flying into South Florida and I told
3 him you may be going back into Fort Lauderdale, you may have done
4 many, many different approaches into the airport, don't assume
5 anything, always find the weather and always go through these
6 steps, even if it's massive VFR and you can see Tallahassee from
7 Miami, just do it --

8 Q. Right.

9 A. -- and he was very receptive to most everything I ever told
10 him about that kind of stuff.

11 Q. Okay. That was helpful to hear what you teach and what you
12 brief. When you're going to actually execute the ILS approach, do
13 you pretty much always teach if you're in something
14 (indiscernible) from below, so I mean, that's kind of the
15 standard. So you intercept the glide path from below and then you
16 start down.

17 A. Yes.

18 Q. In the Astra is there -- you know, what kind of modes do you
19 use before intercepting the glide path, if you're doing step-down
20 descents, would you use vertical speed, would you use -- is there
21 a level change option? I'm not --

22 A. There's a flight level change and there's vertical speed. I
23 tried to -- my technique for flying the airplane was always
24 vertical speed, so I guess I would tend to teach that more. The
25 flight level change did not seem to work in the terminal

1 environment very well. Most of the time you would be on radar
2 vectors, excuse me. When you're in a terminal area, as much as --
3 or the vast, vast majority of our training is, in our radar
4 vectors, you're getting vectors to the final so that you're on a
5 heading mode on the autopilot or hand flying it and you would just
6 take vectors to intercept the final and then on this particular
7 airplane, part of what you do is once you get that final turn to
8 intercept, you reach down and hit an intercept prompt on the FMS.

9 Q. Okay.

10 A. Did that answer your question?

11 Q. It does. So the autopilot, if it's engaged, will it -- it
12 will -- in the flight director system, it will capture both the
13 localizer and the glide path?

14 A. Yes.

15 Q. Okay.

16 A. There is -- that part of the training is to make sure that
17 they -- I could spend about half an hour here going through the
18 actual little nuances, but this flight management system and the
19 mode control panel are manufactured by different companies and
20 they do not communicate well. I'm used to Boeing equipment to
21 where everything is certified and it's all one smooth operation --

22 Q. Right.

23 A. -- and this one, the pilot needs to be very aware of the mode
24 he's in and what is selected and that's -- we all teach it, is
25 when you push a button on the FMS, when you push a button on the

1 mode control panel, you need to go back and check, as we call it,
2 the scoreboard right above the primary flight display, make sure
3 that whatever you selected is correctly selected and it's a little
4 frustrating for some of the students to go through some of this.

5 Q. Yeah, because they're expecting things to -- you know, press
6 a button, it should be there, it should work.

7 A. Yes.

8 Q. Then actually that raises -- and I don't know if you remember
9 this, particularly about Claudio, but did you see him not have
10 awareness of those kind of mode changes as you were going through
11 a sim session or --

12 A. Early in the training, yes.

13 Q. Okay.

14 A. But he was -- he made a nice progression from Sim 1 all the
15 way through. He did not seem -- again, there was a language
16 barrier. He did not seem to have total confidence in himself with
17 the FMS. He actually -- and that was what led to some of the
18 extra training.

19 Q. Right, okay. Do you teach a specific stabilized approach
20 criteria or is it --

21 A. Well, FlightSafety teaches a specific stabilized approach. I
22 try to keep it as simple as possible, there was a good number of
23 the students I've worked with that have come from lower
24 performance airplanes, this may be their first jet. One of the
25 things that -- I picked this up from my program manager, Mark

1 Allen, is just because it's a jet airplane doesn't mean you have
2 to go fast. And one of the things is I will teach them that
3 you're on the downwind, for example, do you really need to be
4 doing 250 knots, because you're burning up a lot of ground and
5 you're not giving yourself enough time to do stuff. So my -- this
6 is technique, it's -- and it works, is set your power at 60
7 percent, N1, and start to slow down using the aerodynamic devices.
8 Sixty percent power in a clean airframe will give you about 200
9 knots, maybe a little bit more, which is more than enough on the
10 downwind.

11 You start -- slats don't do much with drag, it's more lift
12 than anything. So I basically tell them just go to flaps 12 and
13 now you've got a nice hundred and 80 knots.

14 Turn to base, bring it up to 20 flaps and you slow up to 160
15 and now, when you intercept a final, the standard that we've all
16 been taught, probably from Day 1 on ILS approaches, is as the
17 glide slope comes down, you get one dot you bring the gear down,
18 you get to glide slope intercept, you go flaps 40 and you don't
19 touch the power and it's amazing how this airplane will just
20 slowly work its way down as you come down the glide slope, down to
21 final and you're at ref plus about 5 as you come across the fence.
22 And I try to teach it that way so as to make things simple for
23 everybody and I try to teach them when you are -- the actual
24 physical moving, just kind of walk it a little bit up or walk it a
25 little bit down and that 60 percent also works for steep turns.

1 So that was my technique is try to make it simple for everybody
2 because if you've got people who are used to Twin Cessnas or less
3 performance, this airplane is really hot, it will perform for you,
4 so --

5 Q. Okay, great. How do you teach a go-around or what steps do
6 you go through as you're going to begin to execute a go-around?

7 A. The go-around actually is harder on the person in the right
8 seat. You hit the go-around button, that automatically turns off
9 the autopilot, but it does pitch the command bars up to a
10 nine-degree pitch up for the go-around. So I'm saying whoever
11 says go around, you hit the button, make sure you announce it so
12 that everybody knows that you're actually going around as you push
13 the go-around button and start to bring the power up.

14 Q. And that's a manual throttle.

15 A. Yes, there is no auto-throttle.

16 Q. Okay.

17 A. That is when the person in the right seat really is working
18 hard because the person in the left seat flies the command bars,
19 the person in the right seat is cleaning it up, making sure that
20 the -- at the proper speeds, altitudes, that the gear is coming
21 up, the flaps are coming up, the slats are coming up. In the
22 middle of all this, the person in the right seat is also selecting
23 the nav mode for a missed approach if it's other than a
24 straight-ahead miss and also making sure that you're back into a
25 flight management -- there's a rotary knob that you turn to make

1 sure you're back in flight management and not in some kind of a
2 localizer.

3 Q. What conditions or how do you teach them or go through when
4 they should go around or what conditions that they're seeing would
5 cause them to need to go around?

6 A. Well, the classic you get the minimums and no runway.

7 Q. Um-hum.

8 A. Okay, so I mean, that goes without saying.

9 Q. Right.

10 A. If you are on a stabilized approach and all of a sudden
11 something goes wrong, do you feel like you need to go around and
12 -- I mean, this is kind of an instantaneous decision --

13 Q. Um-hum.

14 A. -- do you go around to solve the problem in the air or do you
15 go ahead and land.

16 Q. Um-hum.

17 A. There's different scenarios that we teach different
18 abnormals, instrument panels, something goes wrong, electrical
19 system goes wrong, something like that and that's various
20 abnormals and we talk about it prior to and then, I guess you
21 would say practice it when we're in the sim.

22 Q. Just a couple more questions on the ILS, itself, how do you
23 -- what do you teach as far as setting minimums and what kind of
24 callouts are there made, you know, is there an approaching
25 callout, is there a minimum -- what are the callouts for the ILS

1 execution?

2 A. The airplane, the simulator has got a voice-activated
3 callout, so that does away with most of them. The one I always
4 emphasize is a thousand feet above the ground and that's more for
5 the stabilized approach is when you hear that thousand-foot call,
6 you really should be fully configured, V2 plus 15 or less and if
7 you're V2 plus 15, you should be slowing. If you're V2 more than
8 15, why are you and that might be a time, to answer your question,
9 to go around.

10 Q. So if you're -- you have the ILS selected but it has not --
11 the glide path has not engaged, will you get the minimums callout
12 from the automated system with the ILS not -- or the glide slope
13 not captured?

14 A. It's off the radio altimeter.

15 Q. Oh, it is off the radio.

16 A. The radio altimeter will give the altitude callouts. What
17 you're -- I think what you're talking about is the callout prior
18 to minimums.

19 Q. Correct, approaching minimums, mins or --

20 A. Five hundred feet.

21 Q. Okay.

22 A. Just say 500. A hundred feet prior to minimums, I always
23 taught -- and this is carryover from my air carrier days, is
24 approaching minimums. So when you -- I did that as a -- that's
25 the way I always taught it and flew it and it's like okay, you're

1 a hundred feet, things are going to happen, either you're going to
2 see the airport or not.

3 Q. Okay. Does the system have a minimums callout if you hit --

4 A. No.

5 Q. Okay, so is it -- is that something that's taught, to make a
6 minimums callout for --

7 A. Yes.

8 Q. Okay.

9 A. Oh, you mean at minimums?

10 Q. Correct.

11 A. Yes, yes. I should've emphasized that or answered that more
12 fully, is yes, when you're approaching minimums, that's a hundred
13 feet. When you get to minimums, someone -- and I try to have both
14 pilots say minimums --

15 Q. Okay.

16 A. -- and then if no runway is in sight, the flying pilot then
17 goes around with a verbal go-around confirmation of what he's
18 doing.

19 Q. Okay. Couple more questions. Changing back away from the
20 ILS to just flying into an airport, do you teach anything or talk
21 anything about icing on this particular aircraft?

22 A. Icing?

23 Q. Icing, correct.

24 A. Yes, we go -- you know, the industry standard of if you're in
25 the clouds and you're below 10 Celsius, and it's a good idea to

1 get the ignition from "auto" to "on" and turn the nacelle, engine
2 nacelle on. This airplane, for whatever reason, and I don't think
3 it was ever built that way, does not -- and this is from other
4 people's experience, does not pick up ice at all.

5 Q. Okay.

6 A. Mark Allen is the one that told the story that -- several
7 times -- he had to go into Teterboro in a G100 and I don't know if
8 you've ever gone into Teterboro, but they get you down low a long
9 ways out and he's been up there in icing conditions and everybody
10 else is going I need lower, I need higher or whatever and he turns
11 to whoever he's flying with, hey, what's your wing, invariably,
12 it's clean.

13 Q. Okay.

14 A. There's something about this airplane, just doesn't pick up
15 ice.

16 Q. That's interesting, okay.

17 A. Oh, and just to clarify that, also, this airplane is built
18 such that when you are in the cockpit you can see the full wing
19 and it does have boots.

20 Q. And then you just -- you know, you activate the boots --

21 A. Activate the boots.

22 Q. -- and that, hopefully, will --

23 A. Yes.

24 Q. -- (indiscernible). Okay. You did fly once with the second
25 in command, Reddy, I believe his name was, do you remember him at

1 all? It was --

2 A. The gentleman that was going through training with Claudio?

3 Q. No, this is -- he went through a couple months before
4 Claudio --

5 A. Oh, the gentleman that was in the right seat of --

6 Q. Correct.

7 A. I don't remember him at all, I don't know if I flew with him,
8 I don't believe I did.

9 Q. You only had one sim session with him. Which, if you're an
10 instructor like me, you don't remember those. I don't remember.

11 A. Now that you bring it up, I think that was -- we brought that
12 up when I looked at the training records, I did do one sim with
13 him now that you mention it, yes, but if I remember anything about
14 him, no.

15 Q. Yeah, okay. How much do you communicate with other
16 instructors at FlightSafety about the performance of your
17 students? I mean, do you have a -- I mean, this crew you handed
18 off to Lance, I believe it was.

19 A. Yes.

20 Q. Do you talk to him, I mean, is there a briefing or is it just
21 he agrees with your notes?

22 A. You've got a copy of it right here is the training records,
23 we have notes in the very end of it. If we have a student, in
24 this case, where there was a problem between the two students that
25 I had and they had additional training, I talked to Lance face to

1 face of my impressions. Most of the time, if you have just
2 everybody going through on the standard seven sims and I happen to
3 pick them up for a couple of sims, I will then go into the
4 computer and look at the notes and that's it.

5 Q. And that's it, okay. How about do you have any access or
6 know of any prior training that your students have done at
7 FlightSafety or --

8 A. There's an internal paperwork that shows the training they've
9 done at FlightSafety. A couple of the recurrent students, I can
10 look back and they actually will have gone through the training on
11 the G100 in Wilmington where we had the original sim, but other
12 than what they've done at FlightSafety, I don't have access to it.

13 Q. Okay. So you wouldn't have known or you couldn't have seen
14 that Claudio had previously been training at FlightSafety, but
15 there would be no way for you to know that Claudio had issues at
16 his --

17 A. No.

18 Q. -- previous company that --

19 A. No.

20 MR. STONE: Okay, there's no feedback loop there. I think
21 that's it for right --

22 MR. DILLMAN: The only feedback on that would be what the
23 student tells you on the very -- on the very first sim session, I
24 always try to get them in there a little bit earlier, it's
25 scheduled for an hour brief, I always try to get them in there a

1 little bit earlier just to see what their experience is, kind of
2 introduce myself and calm them down and -- I mean, the first sim
3 session is --

4 MR. STONE: Yeah.

5 MR. DILLMAN: And get a feeling for what their training has
6 been, what they've flown, and what their expectations are.

7 MR. STONE: Okay. I think that's all I have for this round.

8 MR. ABRAMS: Thank you, Rocky.

9 Jay, we'll go to you. Before we go to Jay, you doing okay?

10 MR. DILLMAN: Sure.

11 MR. ABRAMS: Okay.

12 MR. GERHARDT: Do you need a break or anything, anybody?

13 UNIDENTIFIED SPEAKER: I'm fine. You're good?

14 MR. DILLMAN: I'm fine.

15 MR. ABRAMS: Okay. Jay.

16 BY MR. VENABLE:

17 Q. Now, there are times, I guess, when you're flying these
18 approaches, you have your couple, you know, two ILS where you have
19 localizer and glide slope, and the autopilot's flying it, the
20 approach, is there ever a situation where you're only using glide
21 -- you were only using localizer and you're manually doing like
22 flight level change, step-downs, to fly the approach?

23 A. Yes.

24 Q. And have you heard the term F-FLOKE before?

25 A. No.

1 Q. F-FLOKE, okay. I don't know if that was like a term for fly
2 level change, but using the knob to do that and flying in vertical
3 speed. Going back to the go-around, if you're flying an approach
4 like that where you're manually stepping down, is there
5 -- do you teach a situation to where okay, if you're off glide
6 slope by X amount at a certain time, does that -- would that
7 trigger a go-around?

8 A. Yes.

9 Q. Okay. And like --

10 A. I mean, that's one of those criteria that you have talked
11 about, some of that stuff is actually discussed in the ground
12 school or in the pre-sim sits or whatever, but yeah, you then
13 touch upon it when you're in the sim itself.

14 Q. Um-hum.

15 A. The only time -- the only time that I can think of any of my
16 students being that far off is if they're on a single engine.

17 Q. And "that far" being --

18 A. Far enough off the guide slope and/or the localizer to
19 necessitate a go-around.

20 Q. I see. I know some companies have policies, company policy,
21 if they're, you know, one dot, two dots off glide slope, they
22 initiate a go-around.

23 A. Claudio's company had used the FlightSafety, I guess you
24 would say standards.

25 Q. Okay. And I need to go back and look at those, as well, but

1 yeah, I was just wondering about that.

2 UNIDENTIFIED SPEAKER: Are you talking about dot deflection?

3 MR. VENABLE: Yes. Yeah, glide slope deviation.

4 (Crosstalk)

5 UNIDENTIFIED SPEAKER: -- safety says about how far off
6 necessitates go-around, glide slope and localizer.

7 MR. DILLMAN: It's a full dot deflection.

8 UNIDENTIFIED SPEAKER: Yeah.

9 MR. VENABLE: Okay, one. Yeah.

10 MR. DILLMAN: Yeah.

11 BY MR. VENABLE:

12 Q. One full dot deflection -- at what point in the approach?

13 A. Any time inside of the final approach fix.

14 Q. Okay.

15 A. And like I said, the airplane is stable enough to where -- in
16 my two years of teaching it, I have -- on a two-engine approach, I
17 have never seen anybody that far off.

18 Q. Um-hum.

19 A. But when you get into the single-engine stuff and all of a
20 sudden you turn the autopilot off, that's when things get a little
21 interesting.

22 Q. Um-hum.

23 A. But probably in the two years I've seen one, maybe two
24 students get that far off to where they go around.

25 MR. VENABLE: Um-hum. I see.

1 MR. ABRAMS: Anything else, Jay?

2 MR. VENABLE: Not at the moment, yeah.

3 MR. ABRAMS: Okay. Adam.

4 BY MR. GERHARDT:

5 Q. All right, this is Adam Gerhardt and I have the approach
6 plate for the Hot Springs -- that was the approach being flown
7 during the accident and I'm -- I don't want to dive into all of
8 the exact specifics, you know, to try to dive into the
9 nitty-gritty of that approach, but my -- while we're on the topic
10 of the -- I'll call it mode controls, does the G100 have an
11 approach mode for the autopilot approach mode or APR? Trying to
12 figure out.

13 A. I'm not sure that you would call it an approach mode.

14 Q. Yeah.

15 A. The Boeing equipment I had would actually say approach, this
16 one doesn't. I'm trying to think of how to -- how about this,
17 when you're on the downwind and you're getting radar vectors, you
18 go to the FMS and activate the approach and on the Boeing
19 equipment we always called that extending the center line and what
20 that does is it gives you a green line of the final, you reach up
21 and hit nav and now, in your scoreboard, you get L heading, LHDG.

22 Q. Um-hum.

23 A. That means that that's your check that you did activate the
24 approach correctly. You get on to the base and then you take your
25 final vector to intercept, when you hear the radar vector's flight

1 heading, in this case let's say it gave him a heading of 2-7-0
2 intercept to final, you reach up and hit approach and you hit
3 intercept in the flight management system. You should get a white
4 localizer and a white glide slope indicating they're armed, so
5 that's -- you're in an approach mode.

6 Q. Is that -- that's the button here, is that the -- that's the
7 approach button?

8 A. Yes, yes.

9 Q. So when you're coming -- so I'm trying to just clarify the
10 vertical modes, if you want the autopilot to track the glide slope
11 down.

12 A. When you hit that approach mode, that arms the localizer arms
13 to glide slope. When you get glide slope intercept, the
14 indication on the PFD here turns green and the airplane follows
15 the glide slope down.

16 Q. Is there any circumstance where you would use a different
17 mode to -- autopilot's still engaged but you're going to use a
18 different vertical mode control to follow a glide slope down?

19 A. Nothing I teach.

20 Q. Yeah.

21 A. If you are doing a non-glide slope localizer only, you would
22 use vertical speed, but to follow the glide slope itself, yeah,
23 you could -- you could fly using vertical speed to approximate the
24 glide slope, but I never taught that.

25 Q. So if someone were to use vertical speed coming down on the

1 glide slope, that would be -- I don't want to put words in, but
2 that would be nothing --

3 A. It wasn't anything I taught. That was an invention of
4 theirs. It could be done. Would I recommend it? No. Does that
5 answer your question?

6 Q. Why wouldn't you want to fly an approach in vertical --

7 A. In vertical speed?

8 Q. Yeah.

9 A. It's not as precise, not as safe. Back to your question, is
10 now if -- the way I taught it was if you kept that power at 60
11 percent, gear down, flaps 40, you have a nice, stabilized approach
12 and you will cross the threshold at ref plus five. If you're in
13 vertical speed, now you may be going up and down, that's not a
14 stabilized approach, you're probably going to have to add/subtract
15 power. I would not recommend it, no.

16 Q. Thank you. I had one clarification with when Instructor
17 Martin picked up for a few lessons, obviously, you've talked about
18 the -- getting the two clients to work together, what I'm trying
19 to get to is the next -- what happened -- so Mr. Martin was
20 brought in, did the -- did Claudio remain as a sim partner with
21 this other gentleman?

22 A. No.

23 Q. Okay.

24 A. I went to Mark Allen, my program manager, and I said I've
25 worked with them, it's not going to work, so he basically split

1 them off, we have a company SIC and he came in and flew with the
2 other gentleman and finished him up and I believe it was the same
3 person all the way through the check ride. Lance then had a
4 student -- you'd have to ask Lance.

5 Q. Um-hum.

6 A. I believe he had another SIC student and they flew together
7 and then I picked up for a couple of extra sims.

8 Q. Perfect. And that answers my question, so they stopped
9 flying together and then -- we'll get Lance or --

10 A. Yes.

11 Q. -- and Mark on who --

12 A. Yes.

13 Q. -- flew with him. After he flew with Lance, you then did,
14 like you said, another one or two sim sessions, can you notice the
15 -- the performance after -- what did you see after those two other
16 lessons, anything remarkable?

17 A. I saw -- I reviewed the training records that you've got in
18 front of you.

19 Q. Yeah.

20 A. I noticed my notes and I can't remember specifically what we
21 did, but the check ride is based on approaches in and out of
22 Memphis, so the sim session I gave him was the approaches in and
23 out of Memphis and I believe I gave him a couple of -- if you can
24 read my notes for me, I think I gave him a couple of non-precision
25 and like three precision approaches with various abnormal failures

1 to basically test his ability and I felt at the time he was ready
2 for a check ride.

3 Q. Okay. I got that. The differences training, that is
4 something that you do not instruct?

5 A. I'm not qualified for that.

6 Q. That training, I mean -- is that a ground school-based --

7 A. Yes.

8 Q. Okay, ground school. Perfect.

9 A. Mark Allen would be the one to more fully clarify that for
10 you.

11 Q. Perfect. One last area. So when you're going from the
12 flight levels, passing through 18,000 feet to -- can you walk me
13 through just basics of the instruction of when to change the
14 altimeter to what 29.92 standard versus setting to what air
15 traffic has provided you, is there any sort of -- any sort of
16 notable aspects to that other than just basic airmanship?

17 A. That's one of the areas that we only touch on twice. One of
18 the sims comes out of Aspen, the scenario is out of Aspen to
19 Denver, and we go to high altitudes and that's -- in the briefing
20 prior to that, you remind them what happens at 18,000, flight
21 level 1-8-0, and everybody has flown above 18, so it's just second
22 nature, and then coming back down, that scenario is an emergency
23 descent with an explosive decompression. So again, that's where
24 we talk about terrain and as you go through 18 to -- or the local
25 altimeter setting. The last sim is the LOS and that's where you

1 do a -- basically, a practice normal day from -- the scenario goes
2 from Boston to White Plains, White Plains to Wilmington, Delaware
3 and again, you're above flight levels twice and -- yeah, I don't
4 remember briefing anybody on that, it's just assumption and
5 everybody does it, everybody's got their own little reminder of
6 29.92 at 18 or 17 or whatever, so --

7 Q. Part of the curriculum when missed approaches or go-arounds
8 are connected in the sim, the scenarios in which a missed approach
9 or a go-around would be practiced, is it typically done in
10 association with a -- reaching the minimums and then deciding that
11 this approach is going to be missed approach or are there other
12 circumstances where you would practice, perhaps it's a little
13 unusual, but you -- somehow it had an unstable approach like other
14 different -- different configurations in which a missed approach
15 would be practiced?

16 A. You teach it to where if it's an unstable approach, go
17 around.

18 Q. Um-hum.

19 A. If you reach minimums and don't see the runway, you go
20 around.

21 Q. Yeah.

22 A. There was a couple of places in the syllabus to where we
23 actually have them go around after they break out as if there was
24 an aircraft or a vehicle on the runway, so as to get them to --
25 now I'm putting words into other people's mouths, they're almost

1 relaxed, it's oh, I see the runway, I'm going to land and all of a
2 sudden you send them around. One of the go-arounds we also have
3 is where we fail the engine at about a thousand, 500 to a thousand
4 feet above the ground, so now going from a two-engine to
5 one-engine operation, they have to make a decision what they do.

6 Q. When Claudio flew with this, do you remember anything about
7 his coordination with this new sim partner in those last few
8 lessons, anything remarkable as for --

9 A. He flew with our company SIC --

10 Q. Okay.

11 A. -- Michael DeBerry (ph.), very knowledgeable, very good
12 pilot, very -- very confident copilot. Michael will actually --
13 he's so good that he anticipates a little too often, so you have
14 to kind of rein him in and before -- because of the problems with
15 Claudio, I actually pulled Michael aside and said let him do
16 everything, I want to see him do everything, if he asks you to do
17 something, go ahead. So that gave me an idea that Claudio had
18 made progress. Again, stick and rudder, he can fly the airplane,
19 his problem was the FMS and he had made enough progress in it to
20 where I felt like he was going to be a safe candidate to go out
21 and fly.

22 Q. When in FMS, would you say that there was any additional
23 struggles -- when I think of FMS, I also think of the automation,
24 would you --

25 A. Um-hum.

1 Q. Would you say it's fair to say FMS and the automation or is
2 that too -- is that something that you would not agree with? And
3 if you -- and that's a -- it's a very complex question, so it's
4 like, you know, I don't really have a perspective on that, it's --
5 because Warren started and that's totally all right.

6 A. I think that his problem seemed to be the actual nuts and
7 bolts of entering everything in, making sure that he had
8 everything correctly selected, and then early in the sessions I
9 could see where he had not double checked himself so that later
10 on, at the end, he was double checking himself.

11 I'm trying to grasp what you're trying to ask with that
12 question. He knew the basics of turning the autopilot on, when to
13 get it coupled up, he knew how the airplane was going to react
14 once he got everything in, but the automation, I don't think, was
15 a problem for him, it was more of --

16 Q. Box.

17 A. -- the box, um-hum.

18 MR. GERHARDT: I have all my questions answered.

19 MR. ABRAMS: All right.

20 BY MR. ABRAMS:

21 Q. Chuck, I just have a few cats and dogs here, they don't
22 follow any real order or sequence, I'll just kind of shoot them at
23 you here. CRM course, does FlightSafety teach a course in CRM
24 here?

25 A. Specifically, just for CRM?

1 Q. Yes.

2 A. You'd have to ask somebody else as to what it is.

3 Q. All right.

4 A. It's covered as we go through the sims and I make sure
5 everybody's communicating, make sure that what you want is being
6 done, but my background was we had specific classes in CRM, we do
7 not have that here that I know of. Mark Allen's the one to ask on
8 that.

9 Q. All right. You've mentioned several times how this plane is
10 very stable, I believe you quoted 60 percent N1, put the gear out,
11 the flaps out, arrival with the fence about --

12 A. That's my technique that I teach them.

13 Q. Yeah, okay. All right, for --

14 A. Yeah.

15 Q. -- our discussion --

16 A. Yes.

17 Q. -- that's good, though. Did Claudio ever have any trim
18 issues, did you ever notice him flying out of trim or having
19 difficulty with the trim?

20 A. I can't remember any situation.

21 Q. Okay.

22 A. Probably the closest that comes is there's times when you
23 want to do a practice engine failure on the runway, a V1 cut --

24 Q. Um-hum.

25 A. -- and then you run through the checklist and you get the

1 engine started, a lot of students forget to take the rudder trim
2 out that they had in, he may have done that, but for any other
3 trim problems, I can't remember him having any trouble with that,
4 at all.

5 Q. All right. That's fine, that answers my question there.

6 A. Okay. I was going to expound on something that part of our
7 training is to go through a trim failure and he did go through
8 that and did pretty good on it, if I remember correctly.

9 Q. Good. Did SkyJet Elite, Claudio's company, did they bring
10 any books or manuals or checklists or did they use FlightSafety's?

11 A. They just -- he used FlightSafety's.

12 Q. Okay. What's the difference between a G100 and a G150?

13 A. Never flew on a G150.

14 Q. All right.

15 A. I can only tell you from -- I believe that they took the G100
16 and stretched it a little bit.

17 Q. If I'm a -- if I have a G150 in my corporation and I come
18 here to get a type rating in it, do I go to the same class that
19 you teach?

20 A. I believe so. I don't -- I honestly don't think there's much
21 in common between the two enough to where you can fly off and get
22 a differences course, I think it's just a straight, full initial
23 course.

24 Q. Okay.

25 A. It's never come up before, that I know of.

1 UNIDENTIFIED SPEAKER: It says required full, initial?

2 MR. DILLMAN: To the best of my knowledge. I'm not the
3 person to ask on that, to give you the correct answer.

4 BY MR. ABRAMS:

5 Q. RNAV approach, did Claudio fly an RNAV approach, did he
6 finish the two (ph.)?

7 A. We teach them how to do both, RNAV, VNAV, and LPV.

8 Q. Okay. And would you consider him proficient enough with that
9 to go to the check ride?

10 A. Oh, yes.

11 Q. Okay, good.

12 A. Again, when you go to that training record and I don't
13 remember specifically which approaches I gave, but I do know that
14 on that last check ride where I recommended him, there had to have
15 been an RNAV approach in there of one form or another.

16 MR. ABRAMS: Okay. Chuck, that's all the questions I have,
17 I'm going to shoot it back over here to Rocky.

18 MR. STONE: I'm looking and I think you've answered
19 everything, thank you.

20 MR. DILLMAN: Okay.

21 MR. GERHARDT: Okay.

22 MR. ABRAMS: Hold on, hold on.

23 (Laughter.)

24 MR. ABRAMS: Jay?

25 MR. VENABLE: I don't think I have anything else that I can

1 think of, but I'm doing a last little sweep here.

2 UNIDENTIFIED SPEAKER: No, I'm good.

3 MR. VENABLE: You're good?

4 UNIDENTIFIED SPEAKER: Yeah.

5 MR. ABRAMS: Chuck, that concludes the formal portion, I'm
6 going to keep the recordings going for just a second and does
7 anybody have anything they want to add to help the -- help with
8 the transcription? In other words, I think we got all our
9 acronyms, A-T-I-S, I think we got ATIS okay, that wasn't used
10 anywhere, but can anybody think of any acronyms that were used
11 that we need to spell out?

12 MR. GERHARDT: FMS, flight management system.

13 MR. ABRAMS: Okay. Anything else?

14 (No response.)

15 MR. ABRAMS: All right.

16 (Whereupon, at 9:02 a.m. CT, the interview concluded.)

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: ISRAEL AIRCRAFT INDUSTRIES
FATAL ACCIDENT AT THE INGALLS FIELD
AIRPORT IN HOT SPRINGS, VIRGINIA
ON MARCH 10, 2023
Interview of Charles "Chuck" Dillman

ACCIDENT NO.: ERA24FA136

PLACE: Fort Worth, Texas

DATE: June 14, 2024

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.



Karen D. Martini
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of: *

*

ISRAEL AIRCRAFT INDUSTRIES FATAL *

ACCIDENT AT THE INGALLS FIELD * Accident No.: ERA24FA136

AIRPORT IN HOT SPRINGS, VIRGINIA *

ON MARCH 10, 2024 *

*

* * * * *

Interview of: LANCE D. MARTIN, Flight Instructor/Training
Course Evaluator
FlightSafety International

Fort Worth, Texas

Friday,
June 14, 2024

APPEARANCES:

ADAM GERHARDT, Investigator-in-Charge
National Transportation Safety Board

WARREN ABRAMS, Investigator
National Transportation Safety Board

ROCKY STONE, Operational Factors Investigator
National Transportation Safety Board

JAY VENABLE, Investigator-in-Charge
Federal Aviation Administration

KAYLA PAYNE, M.A., J.D.
FlightSafety International

CHARLES SMITH, Esq.
Cantey Hanger, LLP
Representing FlightSafety International and Mr. Martin

I N D E X

<u>ITEM</u>	<u>PAGE</u>
Interview of Lance D. Martin:	
By Mr. Stone	7
By Mr. Abrams	25
By Mr. Gerhardt	30
By Mr. Venable	34
By Mr. Stone	37
By Mr. Abrams	38

I N T E R V I E W

(9:22 a.m. CT)

MR. STONE: Welcome. It's now 9:22 a.m. Central time on June 14th and we're here talking to Lance --

UNIDENTIFIED SPEAKER: Martin.

MR. STONE: Martin, thank you. And this is in regards to an accident, ERA24FA136, that happened back in February in Hot Springs, Virginia. My name is Rocky Stone, I'm an operational factors investigator with the NTSB and we're here to talk to you specifically about the training that you did with Claudio Colmenares Perez.

And just a couple things, we're here as an NTSB investigation, we are charged with determining the probable cause of accidents and promoting, you know, changes to prevent recurrence. We're not part of the Department of Transportation or the FAA, we have no regulatory power, we have no enforcement power, so we're the good guys as opposed to Jay, but actually he's a good guy while he's here, but --

(Laughter.)

MR. STONE: But other than that --

MR. ABRAMS: He's wearing the halo.

MR. STONE: Yeah. We do have myself and Warren are the accident investigators, Jay is our FAA -- he is not on the -- well, while he's here he's not on the enforcement side, so he can't -- anything that he learns here, he can't use in an

1 enforcement action or anything like that and I'll let him describe
2 that a little bit more. And then Adam, down at the end, he's
3 actually the investigator-in-charge of the accident, he was the
4 one that went to the scene of the accident and did the initial
5 investigation. And actually, let's just introduce ourselves real
6 quick.

7 MR. ABRAMS: Yeah. Lance, Warren Abrams, an NTSB
8 investigator. Thank you for coming today, appreciate it.

9 MR. VENABLE: I'm Jay Venable, I'm out of the Richmond FSDO,
10 FAA, and I'm the investigator-in-charge for the FAA on this
11 particular accident and, like Rocky said, I'm here to investigate,
12 not -- I haven't become aware of any regulatory violations in this
13 case and if that were -- if that were to occur, I would have to
14 refer that to someone else, but the purposes of today are just to
15 gain more insight of the pilot's qualifications and what they see.

16 The FAA, we do not determine probable cause, we have nine
17 areas of responsibility that we have to determine whether or not
18 they were a contributing factor to the accident, some things like
19 weather, airman medical qualifications, if there was a FAR
20 violation, airman competency, airworthiness, things like that. So
21 we do not determine probable cause, the NTSB does, we just have to
22 look at these nine areas to make -- to see whether or not, in our
23 opinion, it was a contributing factor to the accident.

24 MR. MARTIN: Okay.

25 MR. GERHARDT: And I am Adam Gerhardt, the NTSB

1 investigator-in-charge.

2 MR. ABRAMS: And --

3 MS. PAYNE: Kayla Payne, a member of FlightSafety's legal
4 team.

5 MR. SMITH: And Charles Smith, representing Lance Martin here
6 today for the purpose of this proceeding.

7 MR. ABRAMS: Charlie, give us Cantey Hanger and what's your
8 firm, please?

9 MR. SMITH: Yes, it's -- I'm with the law firm of Cantey
10 Hanger and it's -- I'm in the Dallas office, it's a Fort Worth law
11 firm and I'm a partner in the firm.

12 MR. ABRAMS: Good.

13 MR. STONE: Okay. Is there anybody present that you don't
14 want here at the interview?

15 MR. MARTIN: No.

16 MR. STONE: Other than yourself.

17 (Laughter.)

18 MR. SMITH: You can't leave.

19 MR. STONE: And we are recording the interview and we will
20 have it transcribed and you will have a chance to review the
21 transcription and, you know, it eventually will make it to the
22 public record near the end of the investigation so, you know,
23 unfortunately, we can't guarantee you anonymity or anything like
24 that. And as I said, we're -- we're not here to assign blame or
25 to say the accident is anybody's fault, we don't really -- we

1 don't care about that, we care about what happened that allowed
2 this accident to happen and what can be changed to really reduce
3 the probability of something like this happening again in the
4 future and to do that, that's why we're here to talk to you and
5 learn from you. You know, I'm not an Astra pilot and I've never
6 flown it, so I, you know -- so we need to learn from you how you
7 teach it and how it works and things like that.

8 We're just going to do two rounds of questions, the first
9 round we'll -- you know, we'll ask a bunch and then the -- and
10 then we'll go through a second round just for follow-up. And if
11 at any time you need to take a break or -- you know, just let us
12 know, we're not -- we're not in a hurry, we're not here to
13 pressure you, we'd like you to be as relaxed as you can be and
14 just give us honest answers as can be and, in fact, if you don't
15 know the answer, "I don't know" is a perfect -- that's a fine
16 answer, you know, just to the best of your recollection and as
17 accurate as you can, that's all that we ask. And you've got one
18 representative. And that's it for the preamble.

19 INTERVIEW OF LANCE DAVID MARTIN

20 BY MR. STONE:

21 Q. So let's go ahead and start with can you give me your full
22 name, including the spelling of your last name?

23 A. My name is Lance David Martin, spelling of my last name is
24 M-a-r-t-i-n.

25 Q. And your age?

1 A. I'm 50 -- 57.

2 Q. I have to do the same thing. And your position that you have
3 here?

4 A. I'm a flight instructor and TCE.

5 Q. And what is TCE?

6 A. Training course evaluator.

7 Q. Okay. And are you strictly on the G100 or do you do other
8 aircraft also?

9 A. I've flown other aircraft, but I'm strictly on the G100 here.

10 Q. Okay. You flew with both pilots or you instructed both
11 pilots that were involved in this accident, the second in command
12 was Reddy and I'm going to not even try and pronounce his first
13 name.

14 A. Gagan.

15 Q. Gagan, thank you. And you actually did a lot more with him
16 than you did with Claudio, the PIC for this accident. Let's go
17 ahead and start with Gagan. Do you remember -- I mean, it was
18 longer ago, it was, I think, last November?

19 A. It was last November, last year.

20 Q. Right, right. Do you remember him as a student, do you --

21 A. I actually do, I've had text conversations with him, also.

22 Q. Okay. Anything notable as far as, you know, beyond what you
23 wrote on your grade sheets?

24 A. He is a young kid, it was his very first jet.

25 Q. Okay.

1 A. He was nervous because it was his first jet, but he made the
2 same mistakes other young kids do when they got in their first jet
3 and I walked him through it and he improved very quickly, he was a
4 very good student and he -- I got texts from him thanking me for
5 the training. I remember him because he was a good student. If I
6 told him to do something differently, he would, so --

7 Q. Okay, good. Yeah. Yeah, that's probably -- and then you
8 only flew, I believe, two simulator sessions with Claudio, is that
9 correct?

10 A. Yes, I'm not -- I was not Claudio's instructor, I was asked
11 to fill in at the last second to Sim 7, which was the LOS, the
12 line-orientated sim training, and that's all I was coming in to
13 do. And since it was the last sim, I was -- we also are required
14 to sign somebody off if they're due for a check ride or not.

15 Q. Okay. And can you describe how that simulator session went
16 or --

17 A. There are notes I can review. It's been a while since I read
18 them. Yeah, it's starting to come back to me by reading my notes,
19 yeah. I'm sorry, what was your question again?

20 Q. Well, I mean, can you characterize how that sim session went
21 and what the end result of it was?

22 A. I thought he needed more training, so it reflected in my
23 notes and my grading. I didn't think he was ready for a check
24 ride, so I put -- my grading reflected that, so he was either
25 forced to leave the program or get more training, which he got

1 more training.

2 Q. Okay. And that, you don't -- you don't make those kind of
3 decisions, you elevate that to your manager?

4 A. Yes. Yeah, by doing what I did, it went to the manager,
5 yeah.

6 Q. Automatically?

7 A. Yeah.

8 Q. And were you involved in any of the discussion that happened
9 after that or was it just -- was that between your manager and
10 SkyJet Elite?

11 A. That was between my manager and SkyJet Elite.

12 Q. Okay, so did you fly another sim session with him after that
13 or --

14 A. Yes, yes. After me the first time, he went back to the
15 original instructor and then he went back to me doing the exact
16 same thing. And I also had similar issues with him and graded
17 appropriately.

18 Q. Okay, by similar issues, but you still recommended him for a
19 check ride, I believe, is that correct?

20 A. I did not, no.

21 Q. Oh, you did not?

22 A. No.

23 Q. Is that a necessary step to --

24 A. If I'm flying the last sim, yes, because --

25 Q. Okay.

1 A. -- even though I'm not the instructor of record, the last sim
2 you have to make a recommendation whether he goes to the check
3 ride or not because after the last sim, the check ride is the only
4 thing next.

5 Q. Okay. So you never -- you never recommended him to proceed
6 to the check ride.

7 A. That is correct.

8 Q. Okay. Can you characterize what his strengths and weaknesses
9 were?

10 A. I don't remember any strengths and I didn't write any down.
11 The weaknesses is what I wrote down here. He was not able to
12 answer questions very quickly or if I made an ATC call in the
13 back, you know, turn left, heading 3-6-0, it was always a delay.
14 But back in the briefing room when there was no pressure, he would
15 answer quicker. And in the sim, I would be sitting there
16 wondering is he going to answer.

17 Q. Okay. Is that normal for -- I mean, obviously, he had --
18 English was a second language with him and you probably have many
19 students like that.

20 A. I do, actually, yes.

21 Q. Would you characterize that as normal for somebody with
22 English as a second language or was he a little bit slower or --

23 A. Well, I was confused by that because in the briefing room I
24 would ask him a question in a normal speaking voice like this and
25 he would answer back, like he understood everything.

1 Q. Um-hum.

2 A. But in the sim everything took longer, even the copilot would
3 look at him like are you going to answer or -- you know. But that
4 was just my perception of it, I don't know, he just didn't answer
5 very quickly, he wasn't in a rush.

6 Q. Okay. And that kind of -- an issue I want to talk about is
7 his situational awareness of what the simulator was doing as you
8 were taking him through the various scenarios that you went
9 through.

10 A. It would be a guess on my part to determine if he had
11 situational awareness.

12 Q. Okay. But it was just slow responses were what you noted.

13 A. Yes, very slow.

14 Q. Okay. Yeah, one of your comments is you said the client
15 needs much more time to be an effective and safe PIC. And again,
16 that's just characterizing, you know, other students that you've
17 seen?

18 A. Yeah, that was my opinion --

19 Q. Okay.

20 A. -- at the end of the sim session.

21 Q. So was the -- did you debrief Claudio on that or --

22 A. Yes, yes. In the briefing room he seemed to understand
23 everything I was talking about but in the sim, he didn't.

24 Q. Right, but I mean, did you debrief him about your comment on
25 him needing more time to be an effective --

1 A. I did.

2 Q. -- PIC?

3 A. I did.

4 Q. And what was his reaction to that?

5 A. When I told him I was not going to recommend him, he looked

6 -- he looked sad and that's understandable.

7 Q. Okay.

8 A. That's the worst news I can give to someone, I don't want to

9 give someone that news.

10 Q. Right. And again, how common is that, that people --

11 A. It's not common.

12 Q. It's not common?

13 A. No.

14 Q. But obviously you've experienced it before, I mean --

15 A. There's been a couple people, yeah.

16 Q. Okay. With the prior experience you had, have -- with the

17 amount of time that is available for additional training and, you

18 know, FlightSafety is -- you know, your comment just kind of leads

19 me to believe that he's going to need a lot more than just one

20 extra ride and, you know, is there an opportunity for him to get

21 that kind of experience? I mean, I guess this is probably above

22 your pay grade, but --

23 A. Yes, the opportunity is there, yeah.

24 Q. Okay.

25 A. It depends on his company, though, if they want to continue.

1 Q. Okay. Well, there's that and is there an option to progress
2 him as an SIC as opposed to a PIC?

3 A. There is, but I wasn't his instructor, so --

4 Q. So that has to be -- come from his instructor or --

5 A. Yeah, it has to be a recommendation and then there has to be
6 a conversation between us and his company to see if they'll allow
7 that. In fact, that did happen on a student. When he flew this
8 sim session, he flew with another member of the same company, he
9 didn't fly with Gagan, he flew with -- I forget the gentleman's
10 name, but he was also from SkyJet Elite and he was a PIC and I
11 recommended that he be SIC and there was conversation with the
12 company and he was downgraded to an SIC and he was there as an SIC
13 for Claudio on Sim 7. So I mean, that just happened.

14 Q. So his partner on Sim 7 was a SkyJet Elite --

15 A. Yes.

16 Q. -- pilot as opposed to --

17 A. On Sim 7, yes. Not on the check ride. The check ride, I
18 think, he had a FlightSafety copilot.

19 Q. The FlightSafety SIC?

20 A. Yeah.

21 Q. Okay. How would you characterize his stick and rudder
22 skills? Could he fly the airplane adequately or --

23 A. When I was there with him, I -- I didn't think he understood
24 what was going on. I had what's called a synaptic page up on one
25 of my screens and I could watch what his feet were doing. I mean,

1 I couldn't physically see his feet because it was dark, I couldn't
2 see over his -- over his lap, but I could see which rudder pedal,
3 it's a graphical representation, it would show the ailerons, the
4 rudders, the elevators, all that stuff. So I could see what he
5 was doing and when I gave him crosswind, he wasn't using -- it
6 didn't look like he was using the right inputs and that's why I
7 made that remark.

8 Q. Okay.

9 A. See, I get pilots that are already trained, I don't teach
10 them basic piloting skills, I assume they already know that.

11 Q. Right.

12 A. So --

13 Q. Okay.

14 A. -- he could've been having a bad day, I mean, that's
15 possible. That's happened with other people.

16 Q. Yes, we all have bad days.

17 A. Right.

18 Q. So apparently in one of the -- and he set the minimums
19 incorrectly at least twice. Is that --

20 A. On both sim sessions with me, he did.

21 Q. Oh, really? But he's doing multiple approaches, so he's --
22 at some point he must have been setting it correctly for some of
23 the approaches, is that --

24 A. Yes. On the first sim I did with Sim 7, he was at White
25 Plains, the localizer 1-6 approach, he did it incorrectly and then

1 when I got him on the 24th he did the exact same thing, because if
2 I see somebody do something wrong, I set up the exact same
3 scenario with them.

4 Q. And he made the same exact mistake a second --

5 A. Correct, yeah.

6 Q. Is that common that you --

7 A. Is that common?

8 Q. Or is that -- I mean, does that raise a red flag for you
9 or --

10 A. It did.

11 Q. Okay.

12 A. Yeah, that's why I mentioned it. And on the first sim when
13 he did that, we briefed about it, we talked about it and we talked
14 about the difference between AGL and MSL on the charts, on the
15 minimums, and he was like oh, yeah, I don't know why -- I'm
16 paraphrasing, he seemed astounded that he would make that mistake.
17 So we did it again and he made the same mistake again.

18 Q. Okay. What about his interaction -- I mean, so he had issues
19 with the FMS, we know. Did he have any other issues with the
20 automation, the ADI, remote control panel, as far as managing the
21 other systems on the airplane?

22 A. From what I remember, he seemed to have lots of problems with
23 the automation.

24 Q. Okay. Okay, just -- I'm going to switch gears a little bit
25 from talking specifically about Claudio and talk a little bit

1 about approaches. For an ILS or actually for any approach, what
2 kind of a briefing or what kind of callouts are standard, you
3 know, from inside the final approach fix, is there, you know --
4 and I guess there's this -- I believe the Astra has automated, is
5 it a thousand-foot callout? Is there a 500-foot callout also?
6 A. It depends on the equipment in the airplane.
7 Q. Okay.
8 A. I'm in the G100. In the Astra SP, it's different and --
9 Q. Okay.
10 A. -- and some people with the exact same equipment as the
11 simulator, it might do different things because the PFD has to be
12 programmed, you have a guy with a laptop show up and program the
13 callouts, like 1,000 feet or 2500, it will say radar or altimeter
14 and then it will go, you know, 1,000, 500, a hundred, 50, 40, 30,
15 20, 10. Some airplanes don't do that. In fact --
16 Q. You actually configure the simulator for each session?
17 A. I cannot, no.
18 Q. But somebody here can or --
19 A. The callouts, no, the callouts are all there. Every callout
20 that's available is there. But when they go back to their own
21 airplane, they may not have the same callouts.
22 Q. Okay. How about manual callouts, is there an approaching
23 minimum callout, a minimum callout?
24 A. Yes, every company has their own SOPs on that, but we try to
25 teach the standard, a thousand above minimums, 500 above minimums,

1 200 above, 100 above, that's what we teach. But if their company
2 says, no, we're going to say the 500 and then count down a hundred
3 from there, then, you know, that's what they do. It depends on
4 the company.

5 Q. Okay. What kind of -- were any of the scenarios that you
6 dealt with, did they involve icing at all, either airframe
7 (indiscernible) icing?

8 A. No, this is a line-oriented sim training, so I actually did
9 no problems. He was struggling, so I didn't even introduce little
10 problems.

11 Q. Okay.

12 A. It was just a simple flight, you take off, RNAV departure, en
13 route cruise, RNAV arrival, approach, land, pick up a passenger.

14 Q. Normal.

15 A. Yeah.

16 Q. Normal ops.

17 A. Yeah, just a normal flying day with nothing breaking.

18 Q. Okay, if -- in the curriculum for other students, is there --
19 what is taught regarding icing, either ice accumulation or the
20 deicing capability of the aircraft?

21 A. What is taught for icing?

22 Q. Yes.

23 A. You mean what they teach in ground school, you mean?

24 Q. Or I mean, do you do it in the simulator, are there
25 scenarios?

1 A. Yes, yes.

2 Q. Okay.

3 A. Okay, I think I understand what you're asking.

4 Q. Good.

5 A. So yeah, the ice and the deice, so we teach that before you

6 -- the TAT temperature, if it's 10 or below we tell them to turn

7 on the igniters first and then turn on the anti-ice for the inlets

8 one at a time and watch your indications, make sure you're not

9 sucking ice into the engine and so, you know, take your time

10 putting those on. And then deice, you can only tell if you look

11 at the wings, but you can't see the wings in the sim. So if I set

12 icing, I will tell them hey, your copilot's telling you, you have

13 icing on your wing and then it's up to them to turn the button.

14 Q. Turn the boot on.

15 A. Yeah.

16 Q. Okay. Is that just a single pushbutton or is that --

17 A. It's an off, a normal, and an alternate.

18 Q. Okay.

19 A. So normal and alternate are using two different circuits.

20 Q. But normal just inflates and then deflates it?

21 A. Yeah, so for six seconds the first thing that happens is the

22 wing inflates and then the wing -- then after that it's four

23 seconds for the tail and there's a 50-second dwell time and then

24 the process starts over.

25 Q. Oh, so you can just leave it in the normal.

1 A. You can leave it, yes.

2 Q. Okay. Okay.

3 A. And if I tell them your wing is not inflating, your boot's
4 not inflating, then they're supposed to reach up and go from
5 normal to alternate and I go okay, now you see your boot
6 inflating, that's how I would have an icing at normal.

7 Q. Okay. When you're teaching -- and so it was actually -- it
8 was kind of a line-oriented flight, so you're -- you're teaching
9 or you're observing him, what he's learned. As he's doing the
10 descent phase of the flight, what kind of a vertical mode do you
11 either teach or do you -- I mean, or do you remember him using
12 or --

13 A. Well, I didn't write down on that one, but in the LOS, which
14 we have a script for, I'll bring him down from the altitude
15 they're at to another altitude and I tell them to -- or reach this
16 point at this altitude.

17 Q. Okay.

18 A. And sometimes they can't do it, but it's not a big deal if
19 they -- you know, if they get close.

20 Q. But what vertical modes do they use to achieve that?

21 A. There's a couple different ways, you can use vertical speed
22 or you can use VNAV.

23 Q. Okay. And so to use VNAV, you have to have the vertical
24 profile programmed correctly to implement.

25 A. Yeah. So to use that you would have to program VNAV on the

1 FMS and then use VNAV on the flight control panel.

2 Q. Okay.

3 A. On a normal approach you would only use VNAV on the flight
4 control panel. So I'm pretty sure he didn't use VNAV and FMS, he
5 probably just tried to do mental calculations to go down because
6 he struggled with the FMS.

7 Q. Okay. But would he -- would he use vertical speed as the
8 primary --

9 A. You'd have to. You'd have to, yeah.

10 Q. Okay. So if you're using vertical speed, is there --

11 A. Well, you could also use flight level change.

12 Q. Okay.

13 A. I don't remember if he used that or not. A lot of people get
14 flight level change wrong, you know, they'll set -- they'll set --
15 they'll hit flight level change and not change their throttle
16 position.

17 Q. And it won't go down.

18 A. It won't go down, yeah, you bring the power back or, you
19 know, depending on whether you're going up or down, yeah.

20 Q. Okay. With vertical speed, is there a clear -- okay, let me
21 put you in a different situation, you're now using vertical speed
22 in the descent phase prior to intercepting an ILS, but you're
23 going to plan and you're going to fly a precision ILS approach,
24 can you walk us through what happens when you're in that vertical
25 speed descent to you're going to hit it and level off because

1 you've got it now in your MCP and --

2 A. So we're not talking about this, we're talking about --
3 because we did a localizer here --

4 Q. Yeah, that's --

5 A. -- to go around. Okay, so this is different.

6 Q. Yeah, I just -- I want to learn from you about the Astra, so
7 yeah, that's -- so we're leveling off because of the mode control
8 panel altitude set in the panel and once you level off, will the
9 airplane, if you have the ILS set up correctly, will the airplane
10 automatically intercept that glide path?

11 A. Well, we have two different airplanes here, I teach the G100
12 and he was in the SP, the older airplane. The flight control
13 panel is on the center console instead of up here. I've flown it
14 a couple times, it's a little -- it's quite different when you're
15 used to flying a G100 to fly the SP, the same airplane, different
16 controls on the inside.

17 So I can't answer for how you would do the ILS and everything
18 there because they got some different buttons on the flight
19 control panel that have confused a lot of people, not just me, but
20 other people. So there are some buttons in the SP that I don't
21 use, like there's a descend button and a climb button, that
22 doesn't exist in the G100, so I can't answer how he would do that
23 in the SP.

24 Q. Okay. But I guess the crux of my question is, you know, is
25 it obvious when the airplane intercepts the glide path and, you

1 know, captures the glide path as opposed to if you're in a
2 vertical speed mode and you've leveled off at an intermediate
3 altitude and you have not yet intercepted the glide path and
4 again, you might have -- and the nuances you may not be able to
5 answer, but what I'm trying to determine is, you know, how does
6 the airplane tell you that it's -- it has captured the glide path?

7 A. I can tell you for the G100, is that what you would like?

8 Q. Sure. I mean, yeah, especially if you don't know the SP,
9 that's fine.

10 A. I don't remember in the SP and they had something called the
11 PGS, a pseudo glide slope, and it was on a smaller screen, it's
12 been a while since I've been in one. But in the G100 you have a
13 glide slope indicator and it gets down to -- and the attitude
14 indicator comes down to, like, horizon level.

15 At that point, glide slope will get promoted to green in the
16 FMA and start to blink and then your flight director will actually
17 start to go down and follow the glide slope and the autopilot will
18 continue. If the autopilot is off, then they have to fly the
19 flight director to stay on the glide slope.

20 Q. Okay.

21 A. Is that what you're asking?

22 Q. Yes. But you don't know if the SP -- are at least the
23 annunciations in the SP the same, do you know, or --

24 A. I cannot remember.

25 Q. Okay. That's a good answer if you don't know. So obviously

1 you had access to the notes that Chuck made regarding --

2 A. I didn't actually see the notes, it was a total surprise to
3 me when I thought he'd be ready. I looked at the -- after I wrote
4 my notes up, I looked at his notes and I'm like okay, it's a
5 little different.

6 Q. Okay. So did you not have -- I guess this -- do you ever
7 have conversations with the other instructors or is it strictly
8 the record for issues?

9 A. We usually do, yes. This was last minute, "I can't do Sim 7,
10 something with my wife" or "I'm not feeling well, can you do it"
11 and I'm like yeah, I can do it.

12 Q. Okay.

13 A. It was last minute.

14 Q. Okay. So all you had to go on was what's in those, but you
15 didn't even have a chance to really look at them and --

16 A. Well, I had to spend a lot of time verifying their
17 credentials to make sure they were who they were supposed to be
18 and because --

19 Q. If you don't know them.

20 A. -- sometimes that slips through the cracks with some
21 instructors, so --

22 Q. Yeah.

23 A. -- I wanted to make sure I was legal to fly with them first.

24 MR. STONE: Okay, that's good. I think that's pretty much
25 all I have.

1 Warren, I'm going to turn it over to you.

2 MR. ABRAMS: All right.

3 BY MR. ABRAMS:

4 Q. Lance, thank you again for coming in today, we appreciate
5 your time. I'm going to shift gears a little bit and talk about
6 you. So how long have you been here at FlightSafety?

7 A. This November will be three years.

8 Q. And give us the Reader's Digest version of how you got your
9 flight time and things like that, and who you've worked for and
10 approximate total time and things like. And I said approximate
11 total time, I'm not looking for hours, minutes, seconds, but give
12 us a Reader's Digest version about yourself on your flying
13 background.

14 A. Okay. Went in the Air Force mid-eighties, my first flight
15 was an F-16, it was an incentive flight, I had a friend of mine
16 that ran the F-16 simulator at Torrejón Air Base in Spain and the
17 only time I could get it was after midnight, so I spent a lot of
18 time in the F-16 simulator flying, learning how to fly, didn't
19 have any official lessons.

20 And then I was enlisted, so I got -- I knew I could get an
21 incentive flight, incentive flight was a four-hour flight and I
22 got to know all the pilots there because I fixed their airplane, I
23 was an avionics guy, COM, NAV, electronic warfare, everything
24 electronic in the airplane. So I would win, I would achieve
25 specials of the month or airman of the month and I would be

1 selected and be allowed to go on an incentive flight. So I had
2 almost 20 hours of flying in the F-16, they knew me, and I would
3 be in either a B model or a D model because then we had A/Bs and
4 then we had C/Ds, F-16s. So I'd be flying up front and they saw
5 me in the sim all the time and they knew I fixed their airplane
6 and they would let me take off the airplane, fly to the training
7 area, they'd say Lance, I got to take over, they'd drop their 500-
8 pound dummy bombs and say Lance, you got it and I'd fly it back
9 and -- yeah.

10 (Laughter.)

11 MR. MARTIN: I had my own G suit, my own flight suit,
12 everything, so --

13 BY MR. ABRAMS:

14 Q. But that was as an enlisted, so --

15 A. Yes, yes.

16 Q. -- you got to do something to become an officer.

17 A. Yeah. I got out, I had enough of the military, I got out. I
18 learned how to fly officially at Peterson Air Force Base in
19 Colorado, flew every little airplane there was and then became an
20 instructor there at Peterson Air Force Base, a civilian
21 instructor, and taught a lot of cadets at the Air Force Academy
22 how to fly because they couldn't get pilot slots, they'd come to
23 me, get their private pilot training and then they'd go, and I'm a
24 private pilot already and they would somehow get their pilot slot.
25 So they found out that was happening, it moved to Doss Aviation

1 down in Pueblo, Colorado, and they kind of started bypassing me,
2 so I lost a lot of my customers there. So I did a lot of training
3 there, as well. I also flew up at Alaska, Elmendorf Air Force
4 Base, as an instructor up there.

5 Q. What did you instruct them?

6 A. Everything. Small airplanes, C-172s, 182s, everything. So
7 I'd be with my students at Elmendorf coming down the taxiway and
8 there'd be an F-22 in front of us and behind us.

9 (Laughter.)

10 MR. MARTIN: And then I flew regional airlines and 121 world
11 and then I've done the 135 world charter and also some Part 91 and
12 now I'm here.

13 BY MR. ABRAMS:

14 Q. All right, good story. You are a TCE, you said.

15 A. Yes.

16 Q. And how many on the G100, how many TCEs are there?

17 A. It's just the program manager and me.

18 Q. Okay. And do you have European authority, the EASA?

19 A. I do not.

20 Q. Okay. Does the program manager?

21 A. He does not.

22 Q. Okay.

23 A. We had somebody here that was EASA, but he -- after 15 years,
24 he left, he was done. He was the only EASA guy we had.

25 Q. And that hasn't been a problem not having one?

1 A. No, we have one client from Austria that comes in and they
2 bring their own examiner with them now.

3 Q. Okay.

4 A. But our sim is EASA qualified.

5 Q. All right. You mentioned Claudio, you didn't recommend on
6 the LOS, and that is L-O-S?

7 A. Line-oriented sim training. It's LOS, LOST, I'm not sure how
8 they call it. LOFT is when you're flying in the actual airplane,
9 LOS is when you're in the simulator.

10 Q. Okay. Thank you. You mentioned -- we were talking about --
11 Rocky had a little discussion about icing and you would say to the
12 -- your copilot looks out on the wing and says that your boots are
13 not getting off the ice and they're supposed to go to -- was it
14 alternate, I believe?

15 A. Yes.

16 Q. Alternate. Is there a checklist for that?

17 A. No, because there's no light that comes up for that, they
18 have to rely on me telling them that.

19 Q. Okay. I understand you telling them, but in the book, their
20 QRH, quick reference handbook, there is no checklist for -- would
21 it be from normal to alternate?

22 A. If there is, I don't remember it.

23 Q. All right.

24 A. We teach that a lot. Some of the stuff we teach is not in
25 the book.

1 Q. All right. And they use your books, they don't bring their
2 own books?

3 A. We have Gulfstream manuals, yes.

4 Q. You did not recommend Claudio on two LOSs. After he got
5 additional training, could you, by policy here at FlightSafety,
6 then given him the rating ride?

7 A. No, I wasn't -- I'm not 135 -- I'm not a 135 TCE.

8 Q. Okay.

9 A. I'm a 61.58 and 142. I'm waiting for one of our guys to give
10 me a check ride so I can do a 135 check ride with him with the FAA
11 watching, then I'll have all my TCE qualifications. That's the
12 only one I'm missing.

13 Q. Okay.

14 A. So I could not have done it for him.

15 Q. All right.

16 A. Plus, I wouldn't have been able to check him anyways, if I
17 had been involved in the last three of his trainings and that was
18 the last one, so --

19 Q. But he got additional training.

20 A. Yes.

21 Q. Yeah. So that still counts, doesn't it?

22 A. He got additional training with other people and then went to
23 another examiner, so --

24 MR. ABRAMS: Yeah. Lance, I'm going to pass the torch here,
25 so thank you for your time and I may have another run on it then.

1 BY MR. GERHARDT:

2 Q. This is Adam here. So with the LOSs, that first one on
3 January 20th, was the -- was the expectation to potentially
4 recommend him for the check ride? Was that the expectation for
5 that first LOS sim session?

6 A. Yes. At the end of Sim 7 I have to either recommend him or
7 not recommend him.

8 Q. Perfect, got it. And when he wasn't -- when Claudio was not
9 recommended, can we go a little bit more into that discussion of
10 him not being recommended and being disappointed? And for that
11 number 7 LOS, a SkyJet pilot was serving as his SIC for that
12 session, is that correct?

13 A. Yes.

14 Q. Do you remember his name?

15 A. I don't remember his name.

16 Q. Any sort of details on his disappointment with not being
17 recommended and the communication with SkyJet of what their
18 decision would be? What was your purview to any of that? And
19 again, if it happened beyond you, that's, you know --

20 A. All I remember is he looked disappointed, but I wouldn't
21 expect anything else when somebody's told I don't recommend you
22 and after that, I wasn't involved in it.

23 Q. Perfect. Did you know what position he held at Sky, Claudio,
24 what position he held at SkyJet? Did he expand on his role at
25 that company?

1 A. Well, he was going through initial training, so it was my
2 understanding that he was a new hire.

3 Q. Okay. The differences training, is that a course that you
4 teach?

5 A. I have taught it, I didn't teach it this time for him.

6 Q. Okay. And that is a ground school?

7 A. Yes.

8 Q. Okay, perfect. Okay. On the second LOS on -- the first one
9 was January 20th, then on January 23rd --

10 A. Twenty-fourth, I believe.

11 Q. Yes. On January 23rd, Chuck -- I forget his last name, my
12 apologies there, he conducted a sim flight and then January 24th
13 he did another LOS. Was the expectation on that LOS to sign him
14 off for the check ride, if he was ready, was that again the --

15 A. Yes.

16 Q. That was the --

17 A. If he was ready, I would've signed him off.

18 Q. Okay, got it. And what was the -- and again, you didn't sign
19 him off for that. What was the debrief and what was the follow-on
20 communication with Chuck or Mr. Allen or SkyJet after the second
21 attempt to sign him off?

22 A. It's been a while, I don't remember.

23 Q. For the second LOS --

24 A. But I obviously would've notified everybody involved.

25 Q. For the second LOS, do you remember who his sim partner was?

1 A. I think it was the same SkyJet Elite -- yes, it was.

2 Q. SkyJet Elite.

3 A. Yeah. I forget his name.

4 Q. Okay. Did you notice any improvements or deficiencies from
5 the first LOS to the second LOS, any sort of, you know --

6 A. Well, it's in my notes there, but I can recollect I think it
7 was pretty much the same.

8 Q. After the second LOS and with you not recommending Claudio
9 for the check ride, was there any additional communication,
10 feedback, discussions about Claudio's performance after you
11 stopped working with him or was it sort of you've moved on to
12 other students, was there -- were you aware of his subsequent
13 check ride or his subsequent work with Chuck and any communication
14 there?

15 A. I'm not aware. I told the program manager what happened and
16 that was I'd go on to other students.

17 Q. Perfect. Okay. When you look at a pilot's training record,
18 Claudio had completed a different training event at a different
19 training center, FlightSafety in Miami, is that something that you
20 have access to or in this case -- and I just told you, but is that
21 something that you remember being --

22 A. I don't remember that at all.

23 Q. And is that a standard when you're trying to recommend a
24 pilot, any pilot now, just in general, would it be an option for
25 an instructor to look into a pilot's training record, his complete

1 training record, again, just FlightSafety information or
2 FlightSafety records, but would you have the ability to dig deeper
3 into that person's training background with FlightSafety and is
4 that -- is that an option or is that something that you have the
5 availability or practice?

6 A. I have seen other instructors do that and pull up records
7 from other -- from other FlightSafetys, but I don't know how to do
8 that.

9 Q. Got it. So it wouldn't be a normal practice to.

10 A. No.

11 Q. I don't want to ask you what is available if you haven't done
12 that, then, so we'll follow up on that. What complete -- is it
13 just -- is it all the instructor notes would be available or just
14 the completion record of all? If that's not something that you
15 normally do, we'll --

16 A. No, it's not.

17 Q. -- we'll see. Thank you for that. You said you worked for
18 FlightSafety for about three years?

19 A. This November will be three years.

20 Q. Okay. How common is it for a student, for a client, to -- to
21 wash out, to be -- the company doesn't approve the extra time?

22 A. Well, I can't speak for other instructors. For myself, it's
23 happened a couple times.

24 Q. A couple times in the last three years?

25 A. Yeah.

1 Q. Okay.

2 A. It's not common, it's rare.

3 Q. And the last area -- and again, I'm not sure if these were
4 conversations that you would've had, but the importance of Claudio
5 serving as a PIC for SkyJet Elite, was there any sort of aspect to
6 that communicated to you of -- versus an SIC, from the company
7 needing him to serve, it wasn't an option to serve as an SIC? Was
8 that something that would've happened beyond --

9 A. I can't speak for Claudio because he wasn't my student, but
10 the other copilot, which I cannot remember his name, was from
11 SkyJet Elite and he was a PIC and I told him I couldn't recommend
12 him as a PIC, I could recommend him as an SIC. So after
13 communication with the program manager and the company, we -- he
14 was approved to be an SIC. So that was an option for Claudio
15 because his coworker there did the same thing, because the other
16 guy was my student. Does that answer your question?

17 MR. GERHARDT: Yes, it does. Okay. Thank you.

18 BY MR. VENABLE:

19 Q. Jay Venable, FAA. I got a couple questions. I noticed on
20 your two entries here for Claudio, you have -- it seems like you
21 go into pretty good detail as far as the weaknesses and
22 everything. I didn't notice any on either one of the entries that
23 you had any strengths listed. Is it something that you typically
24 do, you pretty much -- you know, do you go into detail on
25 strengths with other students that are your -- that you are their

1 primary instructor for or is that typically what you would do as
2 -- you know, if everything's sat, then you don't mention it,
3 whereas what they're struggling with you go into detail on?

4 A. I have a lot of average pilots and I usually don't put
5 anything down for strengths.

6 Q. I see.

7 A. Or weaknesses, if they're just an average pilot and they did
8 what I asked and they were fine. There are some pilots that are
9 exceptional and I put down strengths on that, like great ADM,
10 aeronautical decision making, or great CRM or whatever they did
11 that I liked, I'll put that down. So I do put stuff down on
12 strengths, but not often.

13 Q. I see, okay. And as far as weaknesses go, the same, is that
14 the same, that you're putting --

15 A. Usually the weaknesses -- usually the weaknesses are one or
16 two items, like they need to work on FMS or they need to work on
17 whatever they're having an issue with and we debrief it and talk
18 about it and we try to include it on the next day, on the next
19 line.

20 Q. Is a problem with FMS usage or knowledge, is that a common
21 occurrence --

22 A. That's common.

23 Q. -- with a lot of pilots there?

24 A. Yes, it's very common. We have the Pro Line 4 and the FMSs
25 sometimes are not intuitive.

1 Q. Um-hum. And I can see, you know, this being an aircraft
2 equipped differently than the simulator, as well, that can also --

3 A. Correct, yeah.

4 Q. -- induce some errors.

5 A. But most of the airplanes use the universal FMS, so it
6 should've still been the same.

7 Q. I see. But maybe the autopilot mode and the panel location
8 and stuff like that --

9 A. Yes.

10 Q. -- and annunciators will be different.

11 A. They will be different, yes.

12 Q. I see. Okay. And whenever someone gets signed off on their
13 final sim before they're ready for their check ride, somebody --
14 and it looks like in here it was Chuck that said he recommended
15 ready for 135 and type check ride, you had issued some of those
16 check rides, not with Claudio, specifically, but you are able to
17 give check rides?

18 A. Sixty-one fifty-eights, 142 check rides, not 135 yet.

19 Q. Um-hum.

20 A. It's been scheduled for months now and things keep happening
21 and they keep falling through the cracks --

22 Q. I see.

23 A. -- but any day now I'll fly with the examiner, with the
24 students, and get signed off for that, as well.

25 Q. And as part of your -- for the check rides you do give, as

1 part of your preparation, do you go over the students' training
2 records and the entries made by the instructors before you give a
3 check ride?

4 A. Well, when they show up for a recurrent 61.58, there's no --
5 I don't have any notes to look at.

6 Q. Um-hum.

7 A. I get them, you know, as a three-day recurrent.

8 Q. I see.

9 A. So all the notes are coming from me.

10 MR. VENABLE: Right, I got you. Okay, that will be a
11 question for someone else, but okay. That's all I had.

12 MR. STONE: Okay. How are you doing, do you need a break
13 or --

14 MR. MARTIN: I'm good.

15 MR. STONE: You're good, okay. Round 2 is typically a lot
16 shorter, so --

17 BY MR. STONE:

18 Q. Actually, I only have one, really, thing that I really want
19 to talk about and that's CRM. And I know that you -- he's not
20 your student, but is CRM an element that you grade in every
21 simulator session or --

22 A. Well, it's something we talk about. I've had pilots butt
23 heads and disagree on things, I've had other pilots say, you know,
24 I recommend this and then they'll have a discussion, well, I don't
25 think we should do that because of this, and they talk about the

1 decision making process and that's all CRM.

2 Q. Right.

3 A. So I'll praise them for it if they had a good session or if
4 they were arguing with each other, I'll talk about it in the
5 debrief, this is what was happening, you recommended this, you
6 recommended this and you fought over it and, you know, so we have
7 CRM discussions almost every debriefing for every sim.

8 Q. Okay. And there were -- there's nothing in your notes,
9 really, that directly addresses CRM with Claudio, do you have any
10 recollection -- I mean, you said he was slow to answer questions,
11 I guess that might be a CRM kind of a thing.

12 A. I couldn't tell, I wasn't in his head, so I don't know --

13 Q. Yeah.

14 A. -- what he was thinking.

15 Q. Yeah, but I mean, was there anything else noticeable as far
16 as the coordination he did with the -- the FO?

17 A. I don't remember.

18 MR. STONE: Okay. That's all I have.

19 Warren?

20 BY MR. ABRAMS:

21 Q. Lance, just one little question that kind of rambles a little
22 bit. When you do your 135 ride with the FAA, what airport are you
23 going to use or do you use multiple airports?

24 A. So for a check ride, you mean?

25 Q. Yes.

1 A. We typically use Memphis.

2 Q. Okay. They got all the approaches there you need?

3 A. Yeah.

4 Q. And you got a good model in the sim for it?

5 A. Oh, yeah, it's a great model.

6 Q. Okay. Well, just kind of built him up for success, in other
7 words, it's not a generic runway that you're flying into, you see
8 the model, you see the buildings and all that stuff, so --

9 A. Yeah, so the students, during the initial training, see
10 Memphis several times.

11 MR. ABRAMS: Okay, good. Thank you. That's all I have,
12 Lance, thank you.

13 MR. STONE: Okay.

14 Jay, anything?

15 MR. VENABLE: No, nothing.

16 MR. STONE: Adam?

17 MR. GERHARDT: No, thank you.

18 MR. STONE: Thank you, Lance, it's been very helpful,
19 appreciate it.

20 MR. SMITH: Do you all want to take a five, ten-minute break,
21 we --

22 MR. ABRAMS: Yeah, hold on just a second, though, hold on.
23 For recordings, anybody else have any comments about acronyms or
24 anything like that?

25 (No response.)

1 MR. ABRAMS: FMS, we got that.

2 MR. STONE: SIC, second in command. PIC, pilot in command.

3 MR. ABRAMS: All right. What's your time, Rocky?

4 MR. STONE: It's 10:14.

5 MR. ABRAMS: The recordings are over at 10:14.

6 MR. STONE: Thank you.

7 (Whereupon, at 10:14 a.m. CT, the interview concluded.)

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

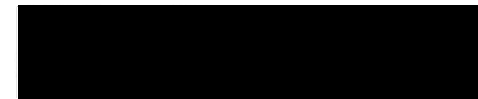
IN THE MATTER OF: ISRAEL AIRCRAFT INDUSTRIES
FATAL ACCIDENT AT THE INGALLS FIELD
AIRPORT IN HOT SPRINGS, VIRGINIA
ON MARCH 10, 2024
Interview of Lance D. Martin

ACCIDENT NO.: ERA24FA136

PLACE: Fort Worth, Texas

DATE: June 14, 2024

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.

A black rectangular box redacting the signature of David A. Martini.

David A. Martini
Transcriber