

Docket No. SA-531

Exhibit No. 2-U

NATIONAL TRANSPORTATION SAFETY BOARD

Washington, D.C.

Operations Group Chairman
Interview Summary – Manager, Crewmember and Dispatcher
Training
Edward Yarid

(67 Pages)

UNITED STATES OF AMERICA
NATIONAL TRANSPORTATION SAFETY BOARD
OFFICE OF ADMINISTRATIVE LAW JUDGES

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Investigation of: *
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CRASH OF CONTINENTAL CONNECTION *
FLIGHT 3407, OPERATED BY *
COLGAN AIR, INC. * Docket No.: DCA-09-MA-027
FEBRUARY 12, 2009, 2217 EST *
CLARENCE, NEW YORK *
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* * * * *

Interview of: EDWARD O. YARID

NTSB, Conference Room C
429 L'Enfant Plaza East, S.W.
Washington, D.C.

Tuesday,
March 10, 2009

The above-captioned matter convened, pursuant to
notice, at 11:20 a.m.

BEFORE: ROGER COX

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I N D E X

<u>ITEM</u>	<u>PAGE</u>
Interview of Edward O. Yarid, Manager, Crew Member and Dispatcher Training, Colgan Air	
By Mr. Cox	4
By Mr. Byrne	25
By Mr. Conway	45
By Mr. Simpkins	50
By Mr. Webster	53
By Mr. Wickboldt	56
By Mr. Dittmar	60
By Mr. Cox	65
By Mr. Wickboldt	66

I N T E R V I E W

(11:20 a.m.)

INTERVIEW OF EDWARD O. YARID

BY MR. COX:

Q. All right. What I'd like to do first is just do a little kind of prequalification, to make sure I understand who you are.

A. Okay.

Q. So we would like to start off with your full name please.

A. Edward Yarid, middle name Oliver if you need that.

Q. Okay.

A. Oliver.

Q. Uh-huh.

A. And Yarid, Y A R I D, Yarid.

Q. Okay.

A. Okay.

Q. Your age?

A. I'm 55. Is that what I am?

Q. Close enough. Okay. We don't worry too much.

A. Yeah.

Q. Just a general idea. And your current position?

A. I am the manager of crew member and dispatcher training for Colgan Air.

Q. And to whom do you report?

1 A. I report to my director, Darrell Mitchell.

2 Q. Okay. How long have you been in your current
3 position?

4 A. Just about two years, just under two years.

5 Q. And how long have you been with Colgan?

6 A. I started with Colgan in April of '99.

7 Q. One of the old timers, huh?

8 A. Yeah.

9 Q. Can you tell me what you did before you did this
10 manager of crew member and dispatcher training?

11 A. Basically, I was the ground instructor for the
12 company teaching aircraft systems for the Beech, the Saab
13 aircraft and did recurrent training in the company
14 indoctrination training.

15 Q. And did you do anything else for the company before
16 that time?

17 A. I started out as a pilot. I was a first officer on
18 the Beech aircraft and then to the Saab later on.

19 Q. Okay. So let's see then. Since you were hired as a
20 pilot, let's talk just a little bit about your certificates and
21 ratings.

22 A. I'm an ATP.

23 Q. Uh-huh.

24 A. I'm a flight instructor CFI, II.

25 Q. Uh-huh.

1 A. I'm an aircraft dispatcher. I'm a flight engineer,
2 turboprop and turbojet.

3 Q. Uh-huh.

4 A. And that's it.

5 Q. Tell me about your flight experience starting off
6 with your total time.

7 A. Just -- total time as a pilot, I have just under 2700
8 hours, and I hold over 7,000 hours as a flight engineer.

9 Q. Where did you work as a flight engineer?

10 A. I started out in the Air Force as a C130 flight
11 engineer --

12 Q. Uh-huh.

13 A. -- went to the KC10 --

14 Q. Uh-huh.

15 A. -- and did that for 18 years and then I worked for
16 World Airways as an engineer.

17 Q. So just working backwards a little bit, just to fill
18 in so we understand, you came to work in April of '99. Were
19 you at World prior to that?

20 A. Yes, I was --

21 Q. That was your last position?

22 A. Yeah, that was my last.

23 Q. Okay. Your last position. How long were you at
24 World?

25 A. Just five years.

1 Q. Did you do anything at World besides act as a flight
2 engineer?

3 A. I started out as the engineer and then offered the
4 position as the chief engineer --

5 Q. Uh-huh.

6 A. -- and managed the engineers and the second officers
7 of the company --

8 Q. Uh-huh.

9 A. -- did the manual updates --

10 Q. Uh-huh.

11 A. -- and was a check airman on the -- as an engineer
12 for World.

13 Q. Uh-huh. So you came to work for Colgan April of '99
14 as a pilot.

15 A. Uh-huh.

16 Q. And how long did you fly the line before you took a
17 managerial position?

18 A. I flew the line for about four months and I had a
19 medical issue, took care of that, and then went back to flying
20 the line part-time but I was mainly in the training department.

21 Q. Okay. You stay current now as a pilot?

22 A. No, I still have a medical issue. It reemerged.

23 Q. All right. Just as we're trying to become familiar
24 with you just a little bit, I'd like to understand how you fit
25 in and function in the company besides your managerial jobs.

1 Do you ever get out on the line in some capacity during
2 observations or jump seating or anything like that?

3 A. That wasn't part of my duties but it's encouraged and
4 I haven't done that in about two years.

5 Q. Okay. Coming back now to your current position which
6 you've been in for two years approximately, can you just
7 briefly describe your duties and responsibilities?

8 A. Duties basically on the -- manage, ensure that the
9 training program is taken care of for the pilots and
10 dispatchers, make sure we use the resources efficiently and
11 make sure that we're in compliance with the training program
12 and basically daily duties, take care of the ground training
13 plan that I create with another coworker, ensure that we've got
14 enough of the training events happening for recurrent training
15 and coordinate with resource management to make sure that we
16 have recurrent or new hire classes starting, upgrade classes
17 and when we do new hires --

18 Q. Uh-huh.

19 A. -- talk to recurrent recruiting, make sure we can
20 hire those pilots that we need for that job, and then on a
21 monthly basis, update the monthly schedule to make sure that
22 that's still current and that the classes are available. And
23 then I start working on the schedules, the syllabuses, schedule
24 the rooms, schedule the instructors. And after that, may end
25 up teaching a class myself or for the ground school may have,

1 assign my ground instructor, Andy Nagle, who does primary
2 ground instruction. Ensure the documentation for the classes,
3 for the students that attend the classes are documented
4 properly and submit that to records, coordinate with another
5 lady that I work with, coordinate the simulator schedules,
6 sometimes talk directly to the center, make sure that we have
7 simulators available for proficiency checks, for a new hire
8 class coming through, that we have the sim available to send
9 them through a class, and the other thing is ensure that the
10 training syllabuses and the presentations, PowerPoints are up
11 to date and if there's any changes from manuals that were
12 updated or company manuals or aircraft manuals, make sure that
13 the subjects that we're teaching, they coordinate each other
14 and they do talk to the changes that are coming through and
15 update those training courses.

16 Q. Okay. It sounds to me like you have a pretty full
17 plate.

18 A. Yeah, it can get that way some days.

19 Q. Because that was just the brief synopsis for what you
20 do. So let's get into kind of a little bit more of kind of
21 what you do and how this works with what we're trying to find
22 out.

23 A. Okay.

24 Q. One of the things that you said is that you do teach
25 from time to time.

1 A. Yes.

2 Q. Do you teach any and all classes or --

3 A. I mainly teach basic indoc, company indoc, those
4 subjects of security, hazmat, special to airports that are
5 common subjects and then I normally specialize in the Saab air
6 path systems.

7 Q. Okay. Are you the one that decides sort of the
8 curriculum and the syllabus for recurrent training?

9 A. With guidance from the training manual --

10 Q. Uh-huh.

11 A. -- since those are all documented in there, what the
12 subjects are supposed to be, contents of subjects --

13 Q. Yeah.

14 A. -- make sure that we do cover those and draw from our
15 manuals, from guidance, from the regulations, make sure that we
16 cover those subjects, answer the questions that people may
17 have, make sure they have an understanding of the subject
18 itself.

19 Q. Okay. So just what I heard you say was you do have a
20 training manual --

21 A. Yes.

22 Q. -- and it does spell out in the syllabus there.

23 A. Yes.

24 Q. You have the responsibility to make sure that those
25 things are covered.

1 A. Yes, that is true.

2 Q. And do you have any freedom to add items, you know,
3 based upon some criteria into recurrent training?

4 A. Freedom to add -- not that much because I have a
5 limited time --

6 Q. Uh-huh.

7 A. -- and I have to definitely make sure that we cover
8 subjects. When it comes to basic indoc, about the only freedom
9 I have is to take what issues are coming up and the company
10 issues that have surfaced and then we talk about those a little
11 bit more in depth, and one of the bigger ones, basically duty
12 times for an example.

13 Q. Duty times.

14 A. So, yeah, we talk about those and that's about it,
15 you know, as an example.

16 Q. Okay. Sure. So now thinking of recurrent training,
17 do you incorporate items that are based upon feedback from the
18 operation or the line periodically into -- I think you just
19 mentioned duty times in basic indoc.

20 A. Yeah. Things that do surface as a problem, as an
21 issue. I'm not going to say a problem, but it is an issue.

22 Q. Yeah.

23 A. Yeah, I get feedback from either the chief pilot,
24 from other personnel, the management personnel in the company.

25 Q. Uh-huh.

1 A. And issues that may surface in our safety program may
2 show up. So we talk about those.

3 Q. Okay.

4 A. And we go over things on that as a recurrent subject,
5 keep it fresh, keep it --

6 Q. Can you think of anything that's been incorporated
7 into your curriculum in the last year from these sources, chief
8 pilot, management, safety?

9 A. Basically the ECAPS (ph.) program which are enhanced
10 crew programs from the FAA, runway incursions, set the duty
11 time limitations, policies in the company, how to get
12 information since we're working with Pinnacle. We have new
13 information out to the crews. So we introduce them to the
14 website, how to get information, keeping your manuals updated,
15 and that comes from folks like that, the inflight standards
16 folks. So we incorporate those and talk about them and make
17 sure that they're in compliance.

18 Q. You mentioned, the ECAPS came up once before. I
19 noticed it in the book there.

20 A. Uh-huh.

21 Q. Is that new?

22 A. That's been around since I started with the company.

23 Q. It's been around.

24 A. Yeah.

25 Q. So can you give me a brief synopsis of why that

1 program exists, what's that for, what's the emphasis?

2 A. The emphasis is that it's high profile issues that
3 the FAA, that seems to be a big problem with operating in the
4 airlines.

5 Q. Uh-huh.

6 A. So they call this an emphasis item. So we do talk
7 about that, runway incursions, CFIT accidents that have
8 happened. So we do talk about those things.

9 Q. Okay.

10 A. Yeah.

11 Q. And thinking again about sources for that, to come
12 back to your training environment, do you get any specific
13 feedback from the safety department on things that they want
14 you to talk about?

15 A. I have to basically kind of look at some of those
16 issues. They do talk about that. They do produce a report, an
17 ASAP report and quarterly report. So I look at those and see
18 if there's any issues there that need to be reemphasized or
19 create and talk about that.

20 Q. And can you recall any items out of the recent
21 quarterly ASAP reports that you thought were germane to your
22 training that you wanted to incorporate?

23 A. No, it's the usual things of guys forgetting their
24 manual and following the policies or maybe lacking in following
25 the policy, and that's been about it.

1 Q. Oh, that's it. That's the kind of stuff you get from
2 ASAP?

3 A. Yeah, it is. That's about it.

4 Q. How long has that ASAP been around?

5 A. I guess we really got it formalized, it's been a good
6 year and a half, two years.

7 Q. Uh-huh. Okay. One of the issues we've been trying
8 to really understand is some training that happens every year
9 in your winter ops and in your recurrent training. We know
10 that you've had the opportunity to teach your pilots about tail
11 stalls, and we've been told that this is done by a NASA video.
12 So did you have any input into determining whether that video
13 should be shown or not?

14 A. No. That video basically showed up and I was
15 directed, and I don't remember how long ago it was but they
16 said this is something new that the FAA suggested and they
17 wanted it. And, like I said, I don't know exactly how it came
18 in, but we were told to show this video and talk about it and
19 let crews know, be aware, that icing on an aircraft because
20 some upsets and since I was teaching the Saab and the Beech at
21 the time, I basically felt that the video, said okay, we need
22 to go back and look at the manufacturer's recommendation, how
23 to operate the airplane in icing conditions, and it's just to
24 enhance the awareness of icing issues --

25 Q. Uh-huh.

1 A. -- that specifically you said tail stall, that has
2 never surfaced in the Beech or the Saab that I'm aware of.

3 Q. When you say it's never surfaced, the issue you mean?

4 A. The issue's never surfaced from the manufacturer
5 itself, and the only thing I remember in the Saab was ice
6 forming on the wing, on the boots.

7 Q. Uh-huh.

8 A. But that was never something that was an issue in the
9 Saab.

10 Q. Yeah. So what I'm trying to do is kind of go back
11 and see what was the genesis of the video, that is when did it
12 start and --

13 A. Yeah.

14 Q. -- who was the person that said, okay, this is where
15 we decided we want to start training this --

16 A. Yeah.

17 Q. -- and you've been here quite a while, and thought
18 maybe you could think back and remember when that would have
19 been.

20 A. Yeah, like I said, the only thing I remember about
21 that film was it showed up and at the time, the previous
22 director of training --

23 Q. Uh-huh.

24 A. -- said this was a new video to show and --

25 Q. So the previous director of training was kind of the

1 person you recall that would have said let's do this.

2 A. Yeah.

3 Q. Do you remember his name?

4 A. Jose Carrion (ph.).

5 Q. Mr. Carrion. And when did he leave?

6 A. Around 2000 -- we had 9/11. So it was about 2002,
7 2003.

8 Q. 2002 or 3.

9 A. Yeah.

10 Q. So this video came in with him and it was before that
11 time.

12 A. Yeah, it was right in that time period that it came
13 in.

14 Q. Okay.

15 A. Now the video, a new issue came out and we first had
16 the video that showed icing for regional pilots and there was
17 another piece of the video that had for the general aviation
18 pilot, and it's been about two, three years ago, the video
19 reissued and NASA had added something about tailplane stall or
20 -- yeah, and that's when that issue kind of came up.

21 Q. I'm sorry. You said when?

22 A. It was about two years ago, the video was reissued
23 and that was --

24 Q. So the tailplane icing part of it has only really
25 been in there for two years?

1 A. About two years, about three years, someplace in
2 there. I'm trying to remember. Yeah.

3 Q. I didn't know that.

4 A. And, you know, that's about when it came in.

5 Q. Uh-huh. Because I was kind of under the impression
6 up until now that that tailplane icing had been part of the
7 video going all the way back to kind of the deep dark past.

8 A. The DVD that we have, it has these three programs on
9 it.

10 Q. Okay.

11 A. And the length of time that I have for recurrent
12 class winter ops, only have an hour to devote to the subject.

13 Q. Uh-huh.

14 A. So usually Andy and I devote a little more time to
15 what's in the Chapter 7 of our winter operations manual because
16 that's been an issue.

17 Q. Sure.

18 A. So sometimes we show the video and we usually end up
19 just showing the one for the regional pilots. Every now and
20 then I can remember maybe I did show the tailplane, but I don't
21 remember, or at least I don't tell Andy how much of the videos
22 to show, you know, show this to say, okay, we've got icing
23 issues but I think we mostly try to keep it, since we have a
24 Saab video, we only keep it to the aircraft manufacturer's
25 recommendation.

1 Q. Okay. That raises a question in my mind because you
2 said earlier that you were talking about the, you know,
3 sticking with what the manufacturers said.

4 A. Yeah.

5 Q. But the video came from NASA and was brought in by
6 Mr. Carrion I believe regionally.

7 A. Yeah, that's what I --

8 Q. That sounds like what I remember.

9 A. Yeah.

10 Q. And how we continued to show this year in recurrent
11 training as we understand it. Is that true?

12 A. Yeah. Some years I don't show it because guys don't
13 really look at it. So sometimes I change that part of the
14 program and I show something else about weather, the weather
15 systems.

16 Q. Okay.

17 A. It's not something that -- trying to enhance the
18 program, you know, let them be aware that we do have icing
19 issues, weather issues that they need to be aware of.

20 Q. In understanding how you fit in here --

21 A. Uh-huh.

22 Q. -- you are the guy that sort of has been responsible
23 at least for the last couple of years of saying what's going to
24 be in the recurrent training program.

25 A. Right.

1 Q. And you inherited that video and it was approved, and
2 so that was there and you didn't see any reason to change it,
3 just pretty much --

4 A. Yeah.

5 Q. -- continued to show it.

6 MR. JAQUES: You know, you're talking about the
7 video. There are now three videos we're talking about, one
8 from Saab and two from NASA. So you're creating a record
9 that's very unclear and I think it ought to be clarified so
10 that it's understandable what's being referenced here.

11 MR. COX: Let's stop here.

12 (Off the record.)

13 (On the record.)

14 BY MR. COX:

15 Q. All right. Ed, once again, speaking about tailplane
16 videos and icing videos that are presented. Could you clarify
17 for me which videos that you have shown and which ones that you
18 have.

19 A. On the Saab video, for the Saab class, when I'm
20 talking about ice protection circuits and ice protection
21 systems on the Saab, I will show that one because it
22 specifically looks at the system itself that Saab has for the
23 aircraft.

24 Q. Uh-huh.

25 A. Depending on how much time I have for winter

1 operations, of course, that we do, depending on the time that
2 we have, I will show the corporate regional icing video.

3 Q. Okay.

4 A. The tailplane, I would have to say that every now and
5 then I show it. I really don't have a time specific but it's
6 not something that we show consistently. It's sporadic.

7 Q. Uh-huh.

8 A. And I kind of have to look at a class, if it's -- if
9 the guys that are in the class have been there two or three
10 years, I may show the tailplane to give them something new
11 because they've already seen that other one, time and time
12 again, and it gets boring.

13 Q. Uh-huh.

14 A. So that's about -- so it's not something I show
15 constantly every year.

16 Q. Okay. So then speaking just about the last video,
17 which is the tailplane icing video, would you say that most
18 Colgan pilots have seen that at least once?

19 A. That I cannot say with any confidence to say that
20 every Colgan pilot has seen it.

21 Q. Most.

22 A. Maybe it's a 50/50.

23 MR. JACQUES: Just talk about what you know. If you
24 don't know, say you don't know. If you can estimate it, that's
25 fine. Just don't guess.

1 THE WITNESS: Yeah, I don't know. I really couldn't
2 say how many people have seen it.

3 BY MR. COX:

4 Q. Okay. Is there a process at Colgan for taking new
5 material and incorporate it into the official manuals of
6 policies, procedures, simulator training, so that there is a
7 formal method for incorporating that into your company's
8 policies?

9 A. That usually is directed to us by the FAA in our
10 training program.

11 Q. Uh-huh.

12 A. And that comes from the recommendation of the FAA to
13 our director of training, to the inflight manager to the fleet
14 manager.

15 Q. All right.

16 A. And when they recommend it, then we take it and put
17 it in the program.

18 Q. Well, then speaking just specifically about the
19 training that's been presented in the tailplane icing video, or
20 tailplane stall video, has that ever been incorporated into the
21 company's formal procedures or formal training program?

22 A. When you talk about formal training program, are you
23 talking about the ground training?

24 Q. Well, just to recapitulate the video that we're
25 speaking of, the tailplane video, it does advocate a particular

1 type of recovery procedure. Since that is not the standard
2 stall recovery procedure that you normally teach, has there
3 ever been an attempt to incorporate that particular recovery
4 procedure in the company's training or policies as presented to
5 the crews?

6 MR. JAQUES: You mean beyond showing the video?

7 MR. COX: Correct.

8 THE WITNESS: Not that I'm aware of, no.

9 MR. JAQUES: Can we go off the record for one second.

10 MR. COX: Uh-huh.

11 (Off the record.)

12 (On the record.)

13 BY MR. COX:

14 Q. Are you involved in the ACARS training for the
15 pilots?

16 A. I was in the beginning when it was first initially
17 presented, but I haven't been involved in it ever since Andy
18 Nagle took over the program. Basically I hand him all the
19 training, the Q training.

20 Q. Okay. And so to what extent do you get involved in
21 the Q400 training?

22 A. I just monitor what Andy is putting together in the
23 programs, make sure it fits the format that we have talked
24 about in the presentation.

25 Q. Uh-huh.

1 A. And just look over shoulders to make sure the
2 information makes sense to me and that it is being presented
3 properly in the logical manner.

4 Q. Is the ACARS used on the Saab?

5 A. No, it is not.

6 Q. Do you get involved at all in the pilot selection or
7 screening process?

8 A. For new hires?

9 Q. Uh-huh.

10 A. No.

11 Q. When you teach classes on those occasions when you
12 do, do you teach new hires on some occasions?

13 A. Yes, I do.

14 Q. Have you found, since you've been the manager of
15 training the last two years, that any of your new hires needed
16 any additional training about turbine powered airplanes or more
17 procedural airline type training than you would have previously
18 seen?

19 A. Some of them, this is their first turbine powered
20 airplane --

21 Q. Uh-huh.

22 A. -- and we do talk about the systems, I do spend some
23 time to explain how a turbojet or turbine engine works.

24 Q. Is that part of the curriculum or is that just sort
25 of an extra thing that you provide?

1 A. That's just to bring them up to speed, to understand
2 the program and continue on operating in the program.

3 Q. In your ground school curriculum, is CRM part of the
4 curriculum?

5 A. Yes, it is. It is required by the FAA.

6 Q. Uh-huh. In your ground school training, do you ever
7 teach pilots about use of your reporting system?

8 A. It's all part of basic indoc.

9 Q. Can you tell me what reporting systems that pilots
10 use?

11 A. We have in our manual, our reporting system, that if
12 they see any unusual events, occurrences are reported on what
13 we call the irregularity form --

14 Q. Uh-huh.

15 A. -- and they run that up through the chain of command
16 to the chief pilot or to the safety office.

17 Q. Uh-huh.

18 A. There's also a set of forms for safety reporting,
19 that they're informed of, that's in their flight operations
20 manual and they're told how to use this system, how to make
21 those reports.

22 Q. Any instruction on how to make specific safety
23 reports, other than an irregularity report? Is that a separate
24 reporting?

25 A. Specific -- I don't think I understand what specific

1 you're talking about.

2 Q. Well, let me back up. How do you -- how does a pilot
3 make a safety report? Does he use a paper form? Is it online?

4 A. He has, the way the system is set up, they can go
5 online on the safety side of the website, has access to a form
6 called the ASAP report and can report the incident there and
7 send that onto the safety office.

8 Q. Okay.

9 MR. COX: Evan.

10 MR. BYRNE: Sure.

11 BY MR. BYRNE:

12 Q. Ed, what happened to the previous manager of
13 training?

14 A. Wasn't one.

15 Q. There wasn't one.

16 A. When I came to Colgan, the manager of training was
17 Jose Carrion. I moved in as his assistant, 9/11 came, and he
18 basically went to another assignment and I was it. A few years
19 later, they formalized and had the director of training, you
20 know, about a couple of years ago, they gave me a formal title
21 of manager.

22 Q. Okay. And who is the director of training?

23 A. Darrell Mitchell.

24 Q. Okay. And did you receive any specific training for
25 this position once selected?

1 A. Specific training as a manager? No. Just relied on
2 my knowledge of what I've done in the past --

3 Q. Uh-huh.

4 A. -- and directions from the new job description --

5 Q. Okay.

6 A. --

7 Q. You mentioned ASAP reports, that you're using some of
8 those or some of the findings or reports from the quarterly
9 newsletters --

10 A. Uh-huh.

11 Q. -- or quarterly reports coming in. You mentioned
12 something about one of the things that's occurring is policies
13 that guys aren't following. What policies are you referring
14 to?

15 A. Mainly sterile cockpit, runway incursions, seem to be
16 a couple of things that popped up here in the last few weeks,
17 but it varies. Sometimes it's just -- those seem to be about
18 the biggest issues.

19 Q. And those are coming in through the ASAP quarterly?

20 A. Yeah, that and I'm also involved in if there's any
21 recurrent training or additional training, I get involved with
22 that.

23 Q. Okay. Has there been any additional training or
24 recurrent training provided to pilots on an individual basis
25 about sterile cockpit?

1 A. That one has not raised its head.

2 Q. Okay. Let me go to the videos and by videos, I'm
3 referring to the use of the videos that include content about
4 tailplane stalls from NASA. The -- you said that you change
5 them in and out depending on who's in the class. Are you the
6 one that's making the determination whether to show the video
7 or not show the video?

8 A. Yes, it's up to the instructor.

9 Q. Who authorizes that change or approves it?

10 A. There's no formal thing in place to do that.

11 Q. What documentation exists for a given class as to
12 what video was shown?

13 A. That's document in the training plan or the lesson
14 plan.

15 Q. The lesson plan outlines --

16 A. I shouldn't say lesson plan. The way we have it set
17 up right now is the -- it's in the PowerPoint presentation that
18 we mention the film.

19 Q. But as far as the mechanics on how the course -- is
20 the course approved or accepted by the FAA?

21 A. I will have to say accepted.

22 Q. And is the syllabus contained in your -- what's the
23 training manual called?

24 A. At this time, it's the crew member dispatcher's
25 training manual.

1 Q. Is the syllabus for the winter operations, anti-
2 ice/de-ice course contained in that training manual?

3 A. Yes, it is.

4 Q. Does it specify the specific courseware or videos
5 that are going to be used in the class?

6 A. No, it does not specify that video as NASA video.

7 Q. What does it specify it as?

8 A. I think it just says video. I'd have to go back and
9 look at that.

10 Q. And video -- just video or video parentheses what
11 kind content?

12 A. It just says video.

13 Q. Okay. So I guess my question is, as I understand it,
14 this -- whether the video was shown or not is happening on a
15 class-by-class level based upon a determination by the
16 instructor teaching the individual class, based upon their
17 assessment of who's in the class?

18 A. That's what I've used and that's what I've basically
19 passed onto Andy.

20 Q. So my question is how -- if that's going on, how can
21 you as a manager of training assure the consistency of training
22 in winter operations for Colgan pilots?

23 A. The winter operations that we have at this time for
24 the course named winter operations is mainly looking at the
25 Chapter 7 of the flight operations manual which says winter

1 operations of ground operations, that's what we concentrate on.
2 The videos are used to supplement -- I hate to put a name on
3 that -- is just used as something to supplement, to say, hey,
4 guys, something to think about when you're operating your
5 airplane, of the icing issues that you can be exposed to.

6 Q. How does it affect standardization though on the
7 line, if some of your pilots are leaving the classroom having
8 seen this video and others who have not?

9 A. I don't know how to answer that.

10 MR. JAQUES: If you don't know, you don't know.

11 THE WITNESS: I don't know.

12 BY MR. BYRNE:

13 Q. What other areas of ground training, recurrent ground
14 training do instructors have the latitude to swap in or swap
15 out courseware on a class-by-class basis?

16 A. The material that they cover, as it comes from the
17 manual, that, we don't swap out; we have to cover those issues.
18 The videos, there isn't that many videos. The videos are there
19 as a supplement, to enhance training. So it's not a hard thing
20 that we have to show the video; at least that was my
21 understanding of it.

22 Q. What videos were shown -- I guess has the FAA
23 observed the course?

24 A. Yes.

25 Q. Who from the FAA has observed the course?

1 A. I know our POI has come to our winter operations
2 course. He observed that.

3 Q. And what is your understanding as far as the process
4 by which the course is accepted by the FAA?

5 A. That I do cover the subjects that we have for winter
6 operations about the ground deicing and icing and covering the
7 operations in another -- in aircraft systems of the operations
8 of the systems on the airplane.

9 Q. Were the NASA videos pertaining to tailplane -- that
10 contains the content of tailplane icing or tailplane stalls,
11 were those videos part of the course that the FAA accepted?

12 A. I would have to go back and look at that. I couldn't
13 answer that question --

14 Q. Okay.

15 A. -- properly.

16 Q. Who developed the training manual?

17 A. Wow. That manual's been with the company since I
18 came here. I went through a few editions. So I'd have to say
19 the previous VP of operations and that manual's been around
20 ever since. I would have to, you know, have to talk to Darrell
21 Mitchell on that.

22 Q. Okay. What's your understanding of the last change
23 in that manual?

24 A. The last change, the big change, was to put the Q400
25 material in the manual.

1 Q. Okay. Let me transition to the CRM module of
2 recurrent training.

3 A. Uh-huh.

4 Q. Who developed that courseware? Who developed the
5 syllabus for that?

6 A. That was developed again before I came to the
7 company. So it was in the training manual when I came. That's
8 been the subject we've been using of -- I was allowed to move
9 things around but the same issues, same subjects are covered.

10 Q. Okay.

11 A. It's just a different format of how to present it.

12 Q. What change did you make?

13 A. I moved some subjects around because I thought it
14 flowed better from one area to the next to the next.

15 Q. What about the course -- the actual materials used in
16 the class?

17 A. That's been about the same material, same material
18 that was in the course since I came here, it's been there.

19 Q. And do you teach the course?

20 A. Yes, I do.

21 Q. What is your opinion of the course?

22 A. It covers the subjects on telling crews about
23 communications amongst themselves, you know, it does a good job
24 about telling the crews that they need to work together, the
25 crew and they need to have an open line of communication.

1 Q. I guess how, in your opinion, how effective is the
2 course in preparing captains to effectively manage their
3 flights?

4 A. I think it does a good job.

5 Q. Why?

6 A. The message is there that the captains need to take
7 information from all their crew members, use all their
8 resources and their resources are identified to them in the
9 course as being their FO, their flight attendants, being
10 dispatch, being everyone. So we do point that out to them.
11 They need to be open to use all their resources to determine
12 their problem or solve their problem if they have that.

13 Q. What feedback have you received on the course from
14 pilots?

15 A. The only feedback I can think is that guys will like
16 to see new videos. Some folks I've heard, more, I called them
17 participating in exercises which sometimes is kind of hard to
18 do in a recurrent class. The one thing, the feedback I get
19 from the pilots, they like when we're able to combine the class
20 with pilots and flight attendants and that's one of the big
21 feedback, how they like it because they get to interact with
22 people and it seems to be a time that they really exchange a
23 lot of information, and really get to know what the other
24 person is doing behind that cockpit door.

25 Q. What kind of feedback do you get or do you get

1 feedback from the FAA about the course?

2 A. I don't recall any.

3 Q. And --

4 A. Yeah, the only -- I don't remember them sitting in a
5 course and getting any feedback from them per se.

6 Q. How --

7 A. And if something was said, it's not at my level.

8 Q. Okay. How often do managers or directors from other
9 operational departments in Colgan sit in on a course?

10 A. It's far and few between. I know they do come and
11 make a presentation to say hello but sit formally in the
12 course, I don't -- are we talking about new hire or recurrent?

13 Q. Recurrent.

14 A. Recurrent. For the two hours they give me, it's kind
15 of hard to have them coming in and doing that but they do show
16 for 15, sometimes 30 minutes of that time to ask questions,
17 answer questions and restate the policy that we do want people
18 to communicate and talk amongst themselves and use their
19 resources and identify themselves that I'm here for resource to
20 help you if you need it.

21 Q. Uh-huh. Well, I was not thinking so much in terms of
22 that type of feedback to the pilot, but in terms of feedback to
23 you and the training department as far as the quality of the
24 course or effectivity that they attend in sort of audit
25 standpoint.

1 A. Oh, boy. I've only gotten that once from our former
2 chief pilot.

3 Q. When was that?

4 A. Oh, boy. When did Tom Brink (ph.) die? Maybe six to
5 eight months before he died. That's about the only time I can
6 remember.

7 Q. Okay. Just going back to the effectivity of the
8 course, in your opinion, how effective is the course in
9 teaching first officers the skills they need to effectively
10 monitor what's going on the flight deck, monitor the captain
11 and fulfill their roles as a monitoring pilot?

12 A. The feedback I get when I'm teaching the course and
13 talking to them, they seem acceptable to it. What happens
14 after they leave, I have no idea.

15 Q. Do you feel that the course is providing them enough
16 information to develop those skills and apply those skills out
17 on the line?

18 A. I would have to say yes. Apply the skills? That's
19 hard for me to -- I would say, yes, I provide them the skills
20 or tell them but, you know, are they acting on it, at that time
21 I couldn't answer that.

22 Q. Okay. With respect to the comments that come back on
23 the course, it sounds very similar to some of the reasons you
24 are saying you discontinue or you selectively use some of the
25 videos in the winter operations course, as far as pilots

1 feeding back to you that the videos get kind of old. Do you
2 selectively use the videos in the CRM recurrent module?

3 A. For the two hours that we have, no. We mainly talk,
4 review the course material, do open it up to questions and we
5 talk about some of the problems they have and guide the
6 discussion to how could you better solve that problem or how do
7 you solve the problem with the interaction that you have with
8 the other person. And that's basically where we take the
9 discussion in CRM.

10 Q. But do you use videos in the recurrent module?

11 A. We just don't have time. The videos that I have for
12 that would last about three hours, a good two hours, and that
13 will just take up too much time where we need to discuss what
14 the problems are that they're having out there and talking
15 about the CRM issues.

16 Q. I must have misheard you. I thought one of the
17 comments coming back from the recurrent course is that the
18 videos have not -- or they wish the videos would change.

19 A. Yeah. Some of them from talking to their friends or
20 whatever, website or blog they go to, they hear things and they
21 bring that back and that's where I get information, they're
22 saying this person showed this, this person did that.

23 Q. I mean you don't show any videos during the recurrent
24 training.

25 A. No recurrent CRM just don't have time for that. We

1 talk about the issues, again, the ECAP issues and whatever else
2 needs to be discussed and how can you as a crew, CRM-wise, will
3 enhance that program, what available resources you have and how
4 do you solve these problems and sometimes they say, you know,
5 they'll throw it out to them, what are you doing about that,
6 what can you as a crew member do, what is your obligation in
7 that CRM issue.

8 Q. What input are you getting when these pilots come to
9 you and say we should use this? Give me an example. What
10 issues are they trying to bring to your attention?

11 A. It's dealing with captains who seem to be
12 unresponsive to their inquiries. That seems to be about the
13 biggest ones.

14 Q. What else?

15 A. That's about it. The same thing with some captains
16 talking about FOs who are unresponsive to their requests, to
17 enhance that issue is going on. It's us against them type
18 thing is what I keep getting from them, and I just usually tell
19 them that's got to stop. I put my own personal thing in there.
20 That's something that just should not be tolerated. They've
21 got to work together as a team, work together as a crew.

22 Q. Are you involved in any audits of your department or
23 do you have any knowledge of any audits in your department by
24 external groups or --

25 A. I did have an audit, oh, boy, 18 months ago when they

1 were getting ready for an inspection from the FAA, and that's
2 the only one I can remember, FAA or the DOE inspection.

3 Q. Who did that audit?

4 A. It was part of the safety compliance group which is
5 the safety department.

6 Q. So that would be an internal audit in advance of an
7 external audit.

8 A. Right.

9 Q. What were the findings of that audit?

10 A. They didn't have any issues. We had a few things
11 updated in the training presentation but that was it. They
12 made us comply with all the regulations and the directives that
13 were given to us.

14 Q. What's the -- what's your knowledge on failure rates
15 at the company?

16 A. The pilots, I could probably count on the one hand
17 the failures that we've had in the last year, probably five to
18 seven, eight. The guys are pretty good.

19 MR. JAQUES: You mean people who have washed out.

20 THE WITNESS: Washed out. Is that what you're
21 looking for?

22 MR. JAQUES: You need to clarify. What type of
23 checkride or check and whether it's washout or something else.

24 BY MR. BYRNE:

25 Q. How about for initial new hire?

1 MR. JAQUES: You're talking about washing out.

2 BY MR. BYRNE:

3 Q. Failure rate, initial failure -- failure rate,
4 washing out, someone who's been hired and has gone through
5 training but does not get on the line.

6 A. Okay. I don't have the exact number but I'm thinking
7 it was, in the last year, three or four.

8 Q. What about for pilots transitioning to the Q400?

9 A. I don't have a number on that.

10 Q. What about pilots upgrading?

11 A. To the Saab or to the Q or --

12 Q. Upgrading in general and if you know which equipment.

13 A. I don't have an exact number. I would have to say
14 one, but I don't have the exact number.

15 MR. JAQUES: If you can estimate it, estimate it. If
16 you're just guessing, don't guess.

17 THE WITNESS: Yeah, that would be guessing at that
18 point.

19 BY MR. BYRNE:

20 Q. What's the average class size in recurrent ground
21 school?

22 A. We try to keep it at 12.

23 Q. Mixed fleet or specific to --

24 A. Specific to the aircraft. If I have a small class I
25 may mix the common subjects and then they separate into their

1 aircraft systems.

2 Q. Has here been any additional oversight of the Q400
3 training program because it's a new aircraft on this
4 certificate?

5 A. That would have to go to the Flight Standards. I
6 know they have been doing a lot more oversight, more
7 checkrides, more line checks, but that's the only thing I'm
8 aware of. I don't have any specific numbers of how many,
9 whatever they did.

10 Q. But as far as observations of the ground school
11 program.

12 A. Ground school program.

13 Q. Any additional oversight there?

14 A. Not at this time.

15 Q. The instructors, are they required to ride jump seat,
16 your ground instructors systems?

17 A. We had Andy on the Q. Yes, he was, but it is an
18 informal thing and since I was flying the line on the Saab, I
19 haven't done a ground as far as observational or observation in
20 about two years.

21 Q. What's the reason you haven't done that?

22 A. I got a little bit busy with other duties.

23 Q. Does it affect your ability to do your job that
24 you're not out there on the line?

25 A. No.

1 Q. Why?

2 A. Because I was flying the line and I feel pretty
3 confident about what's going on out there. So I didn't see the
4 need to go and observe.

5 Q. Where do you address in recurrent training sterile
6 cockpit issues?

7 A. During the basic indoc subjects and we do when we
8 talk about the ECAPS programs, they're listed there.

9 Q. What information do you provide?

10 A. Basically we reiterate the policy that's in the
11 flight ops manual.

12 Q. And is there a script you follow?

13 A. The script in --

14 Q. I guess how do you ensure or is there a script you
15 follow when you're delivering the basic indoc to insure that
16 you're giving the same information to each class?

17 A. We do have a slide presentation and we do this, all
18 the subjects that we want to cover. So, yeah, the script is
19 there and we use -- we mention to go look at this page in the
20 book and review the policy there in the book.

21 Q. Do you recall what slide that is?

22 A. No, I don't.

23 Q. But it is stated on the slide as a bullet point,
24 shown to the class, sterile cockpit or the appropriate manual
25 excerpt or reference?

1 A. Well, in the past, I shouldn't talk about that
2 because we just redid the slides and redid everything but we do
3 mention that during the -- in the past, that was mentioned.
4 There was no specific slide for it -- yeah.

5 Q. So in the past, there wasn't any specific slide for
6 sterile cockpit?

7 A. That's right.

8 Q. Today there is?

9 A. Yes.

10 Q. And the reason for the change?

11 A. Again, just that we wanted to -- we saw or at least
12 I've seen some issues on the ECAPS program and so we wanted to
13 make sure that that was definitely being covered.

14 Q. And the change was initiated when?

15 A. About two weeks ago.

16 Q. Has it been shown to any classes yet?

17 A. It's been shown to one class, two classes now.

18 Q. What is the feedback you're getting from the class?

19 A. Mixed, most of them think we're talking down to them
20 like dad talking to kids again. That's about the feedback that
21 I get.

22 Q. Was the FAA involved in this change?

23 A. No.

24 Q. Who initiated the change at the company?

25 A. It was a coordination between Andy and myself.

1 Q. What other changes in the recurrent training program
2 have occurred?

3 A. That's it.

4 Q. That's the only change that's been made in the last
5 two weeks?

6 A. Yeah, we just enhanced the basic indoc slides,
7 recurrent basic indoc slides.

8 Q. What slides -- there's a separate slide now on
9 sterile cockpit?

10 A. I would have to go back and look at it. I think
11 there was.

12 Q. What other parts of the basic indoc were changed?

13 A. The ECAPS, looking at the ECAPS program. That was
14 all -- that was something that we decided to really stress a
15 little bit more.

16 Q. And the issues on the ECAPS program, did they come
17 from within the company or from another source?

18 A. Within.

19 Q. And the primary data source within the company that
20 generates the ECAPS issues is?

21 A. It would be ASAP.

22 Q. How do you know First Officer Shaw?

23 A. I have met her, and she was in the basic indoc course
24 in the company when she started here over a year ago.

25 Q. The slides that she would have seen in that basic

1 indoc course, did they contain the separate information about
2 sterile cockpit?

3 A. There's a slide in basic indoc that covered that
4 subject as we go page by page through the flight ops manual.
5 So that was definitely reviewed during the course process.

6 Q. And was there a specific slide referring to the
7 specific page or policy in the flight ops, the FOPPM?

8 A. It does not specifically but the specific title of
9 the paragraph.

10 Q. And what's the title of that paragraph?

11 A. Prohibited -- crew members prohibited items, I don't
12 remember the paragraph correctly.

13 Q. Just to clarify, has any changes to basic indoc for
14 indoc?

15 A. No, not to the basic indoc. Just to the recurrent.

16 Q. Just to recurrent. Any other observations about
17 First Officer Shaw?

18 A. Nice person that I remember.

19 Q. How did you know Captain Renslow?

20 A. New hire, the Saab, I'm thinking three years ago, saw
21 him in recurrent when he came through, saw him that I can
22 remember coming through for transition to the Q and that's
23 about all I can remember seeing him was in class.

24 Q. Any observations about his knowledge, skills or
25 abilities?

1 A. In ground school, progressing normally in that he
2 passed his test, I've been digging, to go back, trying to
3 remember, but the orals that I asked in class, questions about
4 systems, seemed knowledgeable, had no -- don't remember
5 anything to cause me any concern.

6 Q. Had you flown with Captain Renslow?

7 A. No.

8 Q. When a captain upgrades at Colgan, what is provided
9 in the upgrade program ground school as far as preparing them
10 to transition from the left seat to the right seat or excuse
11 me, the right seat to the left seat? I apologize.

12 A. What additional thing did we do for that?

13 Q. Is there any additional focus provided in ground
14 school on making the transition in roles?

15 A. There was a thing we put together we called the
16 captain's management course, something that one of our captains
17 put together and we basically embellished it to talk about
18 company policies, CRM, paperwork, to introduce them to the
19 paperwork and things that they're required to do as a captain,
20 a new responsibility.

21 Q. What about specific aspects of leadership outside of
22 the mechanics of being a captain, the skills and personal
23 leadership abilities?

24 A. I think that is in there but I would have to go back.
25 We don't call it that. We review responsibilities. We do

1 review the CRM course as a recurrent but nothing -- I would
2 have to say to answer your question, nothing that specific.

3 Q. In that module that that captain developed, how long
4 has that been presented?

5 A. That's been going now for three or four years, four
6 years maybe, three years.

7 Q. Thank you.

8 MR. BYRNE: That's all.

9 MR. COX: Okay. Thank you. Well, Gene, we'll put
10 you on deck as always.

11 BY MR. CONWAY:

12 Q. Ed, just a couple of quick questions here. I don't
13 have a whole lot. On those videos that -- on the videos -- on
14 the three videos that we've been talking about, the Saab video,
15 the corporate ice video and the tailplane, I guess one on
16 tailplane icing standalone video --

17 A. Uh-huh.

18 Q. -- I'm understanding that the choice of videos shown,
19 one or two, but not necessarily all three, would be probably an
20 instructor call for that particular occasion or that particular
21 recurrent?

22 A. Which course are you talking about?

23 Q. Well, let's talk about -- go through them. Is there
24 any choice as to what is shown during initial? And then I'll
25 ask the same question about recurrent.

1 A. In initial, when I -- I only talk about the Saab, the
2 Saab icing video showed during ice protection systems class, I
3 do show that and I showed constantly on that one. For the
4 winter operations, depending on the length of the class and how
5 much time I have, because I definitely have to cover the
6 material in Chapter 7 of our flight ops manual, and if I have
7 time we will show the icing video from NASA and that's again,
8 it's a supplementary thing. It's not something -- I kind of
9 look at how much time I have in the class, and if I need to
10 show that.

11 Q. Would it be indicated in the training record at that
12 particular time, okay, this is what I've shown for not even a
13 reason, this is the one I selected that day versus another
14 time? In other words, when you're doing the winter ops, is
15 there a way to reconstruct to say, okay, for that class, this
16 is the video selection and then six months later or a year
17 later.

18 A. No.

19 Q. No. So it's not notated.

20 A. No, it's not notated.

21 Q. Okay. The POI, you indicated, observed the winter
22 ops course. Was that for this past fall or whenever the most
23 recent time was that it would have been accomplished?

24 A. If I've got that straight, the timeline on that, I
25 don't have an exact timeline. POI, it was about two years ago

1 since there was a big change in Chapter 7, he came to observe
2 our APM for the Saab, sat through a full length course, and I
3 would have to go back in the records and see when he came
4 through but he observed the whole course, yeah.

5 Q. Okay. So he did observe the whole winter ops course
6 with Chapter 7 emphasis --

7 A. Yes.

8 Q. -- and some variety of videos?

9 A. I don't remember if I showed the video or not because
10 it got into a pretty lengthy discussion and I was running out
11 of time. So I'm not exactly sure if a video was shown. I have
12 no records. That is just my recollection. I couldn't answer
13 that.

14 Q. Would you recollect that it was in 2008, leading into
15 this winter or maybe 2007?

16 A. 2007.

17 Q. You think it was 2007?

18 A. Yeah, because there was a big change going on there.

19 Q. Regarding ground school exams that would be equipment
20 specific, as in Saab 340, or it would also be Q400 ground
21 school, which is also under your purview. Is that true?

22 A. That's true.

23 Q. Okay. With regard to those exams, what kind of
24 measurement do you have when the course is complete in terms of
25 tests or what have you? How do you measure?

1 A. If there's an oral test -- well, the test, the formal
2 test is like 100 question multiple choice test, and the
3 progress, we'll look at class participation, answering
4 questions, that the instructor will throw out there as a
5 review, to make sure the student understands the subject that
6 we're trying to cover or are covering.

7 Q. So I'm understanding you to say there's an oral
8 review and then there's a 100 question written test.

9 A. Yes, the oral review is a constant thing. It's after
10 each subject, we do an oral review. If there's any problems,
11 we go back and answer the question or reiterate what the
12 problem is and recover the subject.

13 Q. Okay. So I would guess what you're saying is that's
14 a way that an instructor can measure how the progress is for
15 himself and am I being effective and are there questions?

16 A. Well, also looking at the student, making sure the
17 student understands the subject material.

18 Q. But that's not graded student by student or anything
19 like that?

20 A. No.

21 Q. The 100 question one is complete and that is recorded
22 student by student by name. Is that true?

23 A. I keep the test results in a file. I keep them for a
24 year.

25 Q. Okay. For a year. Would it go beyond, before that?

1 A. I may have it up to 13 months but about --
2 periodically I go through the testing file cabinet and if
3 anything is over a year, I usually get rid of those.

4 Q. And with respect to those hundred questions, does the
5 instructor grade them on the spot or immediately?

6 A. Yes.

7 Q. Are they then corrected? What is the criterion for
8 pass/fail?

9 A. The training manual has that the student has to pass
10 the test by -- if he's a student, a first officer, has to pass
11 the test by 70. If it's a captain, has to pass the test by 80
12 percent.

13 Q. And does everyone get 100 percent?

14 A. No.

15 Q. Okay. Then how do you -- what, if anything, do you
16 do about that?

17 A. The way I conduct the test is that a student takes
18 the test, I grade it. Before I give them back the answer
19 sheet, I keep track of the questions that were missed and then
20 as a group, we'll review all the missed questions and I'll go
21 around the room and everybody takes a stab at the missed
22 question and if there's any questions about what the correct
23 answer is, we'll sit there and discuss it at that point.

24 Q. Okay. The original grade that you record is the one
25 that -- I mean that stays. It doesn't -- you are giving them -

1 - I mean you are helping them to gain additional information it
2 sounds like through that process but it doesn't represent in a
3 change in the number that you've assigned. It a guy gets a 92,
4 he still gets a 92.

5 A. Yes, it's still a 92.

6 Q. Okay, Ed. I have no other questions. Thanks so
7 much.

8 MR. COX: Okay. Harlan.

9 BY MR. SIMPKINS:

10 Q. Hello.

11 A. Hi.

12 Q. Just out of curiosity, when you got hired with Colgan
13 originally, how much flying time did you have?

14 A. I had just about 1,000 hours, under 1,000, just under
15 1,000.

16 Q. Okay. When --

17 A. You're saying as a pilot, right?

18 Q. For a pilot, yes.

19 A. Yeah, yeah. Sorry.

20 Q. We were talking about the three different videos for
21 the winter ops training for the Saab -- , tailplane and NASA
22 corporate. You mentioned that you contacted manufacturers to
23 find out what their recommendations are. I assume that would
24 be Raytheon or whoever for the Beech 1900 and Saab.

25 A. No, I never did. That might have been done by

1 someone else and I came into the program and they gave me the
2 videos as a basic ground instructor. I just continued with the
3 program but, no, I have not, as a manager, had the requirement
4 or saw the need to contact any manufacturer at this time.

5 Q. Have you contacted Bombardier regarding the Q400 to
6 see if tail stall --

7 A. You would have to ask the fleet manager about that.
8 No, I did not. The fleet manager basically passes me all the
9 information that I need to cover or teach.

10 Q. Okay. Who's the fleet manager?

11 A. It's a guy named P. D. Weston.

12 Q. Just to confirm, initially you have two hours
13 dedicated to winter operations and recurrent one hour?

14 A. That is correct.

15 Q. And so in a recurrent setting, you would find -- you
16 would discuss in that one hour, ground deicing -- specific
17 airport requirements, that type of thing?

18 A. That is correct.

19 Q. And you don't feel that one hour is sufficient?

20 A. That's something you would have to discuss with the
21 FAA.

22 Q. In personal experience --

23 A. Personal experience --

24 Q. -- one hour to teach this, are you getting all the
25 subject matter in within that one hour?

1 A. I would have to say, yes, if it doesn't lead off into
2 a big discussion. Sometimes we get off into a, pardon my
3 French, bitch session but that's what happens, but we do cover
4 all the material, the required material.

5 Q. Is there any restriction on the company -- is there
6 any reason why it can't be a longer time slot, three hours?

7 A. It could if somebody would authorize it. I don't
8 have the authority to do that.

9 Q. Have you ever asked the chain of command higher up
10 for additional time?

11 A. I never saw the need for that at this time.

12 Q. You mentioned that two weeks ago you made some
13 changes to the sterile cockpit procedure slides for the
14 recurrent portion based on feedback you got from the ECAPS
15 system?

16 A. Yeah.

17 Q. How many reports did you receive?

18 A. I know it was about one or two reports.

19 Q. So is that one or two reports the standard that would
20 cause a change in your program?

21 A. Some of that is also just listening to the crews or
22 listening to the guys talk in class and thinking it may be
23 important to maybe stress that a little bit more.

24 Q. So from the two reports from ECAPS and what you're
25 hearing from crews, you feel that sterile cockpit is an issue

1 at Colgan?

2 A. No, it's just something that needed to be -- I
3 wouldn't say it's an issue but it's something that needed to be
4 -- to bring up and remind guys that we need to be cognizant of
5 that. It's also part of the CRM program, too.

6 Q. Okay. Thank you very much.

7 A. Uh-huh.

8 MR. COX: Ken.

9 BY MR. WEBSTER:

10 Q. Hi.

11 A. Hi.

12 Q. Are you familiar with the Q400 training syllabus --

13 A. Of the basis systems that need to be covered? Yes.
14 Specifically of the system? No.

15 Q. Okay. With the inception of the Q400, when you first
16 got them, do you know where the syllabus came from? Was it
17 Colgan developed or was it from an outside source?

18 A. We basically got the syllabus from the company
19 sponsored training through Flight Safety.

20 MR. JAQUES: By company, who do you mean?

21 THE WITNESS: Bombardier, sorry.

22 BY MR. WEBSTER:

23 Q. Pardon me.

24 A. Bombardier. When we were getting the airplane, they
25 were to provide us training for initial cadre and the training

1 was done through Flight Safety and they just called it company
2 train --

3 Q. Who within the company in Colgan was the link to
4 establish the syllabus into Colgan procedures? Who would be
5 responsible for that?

6 A. We took the information. The syllabus itself, that
7 syllabus was taken from the Flight Safety syllabus and since it
8 was approved by the FAA, to conduct or train, we just adopted
9 that as Colgan Air syllabus.

10 Q. Is there a specific person that would be in charge of
11 that?

12 A. That was done by our director in coordination with
13 FAA and others.

14 Q. Has there been any issues about -- training brought
15 to your attention at all?

16 A. With our present training that we're doing now, that
17 we're doing?

18 Q. Yes.

19 A. I don't think so.

20 Q. On the Q400 specifically?

21 A. I -- well, issues with what? The training
22 department's teaching. I don't think I understand that.

23 Q. Basically has anything been brought to your
24 attention, you know, in your position as a manager, has anybody
25 brought anything to your attention about issues with the

1 training department or issues relating to training things --
2 compliance?

3 A. No, no, I'd have to say no.

4 Q. How about check airmen? Any issues from the check
5 airmen? Have they ever brought up any issues, safety issues,
6 training or --

7 A. Not with -- no, not any safety issues.

8 Q. You mentioned Bombardier was involved in the -- with
9 Flight Safety in the development or the -- when you got the
10 syllabus from Bombardier was involved as well as Flight Safety?

11 A. I'm not sure of the relationship that Bombardier had
12 with Flight Safety. All I know is that we were directed to
13 send our crews to Flight Safety for training. My understanding
14 is that this was a Bombardier sponsored course. So the
15 relationship between Bombardier and Flight Safety, I have no
16 knowledge of their relationship. You would have to go and
17 either talk to the director of training, Darrell Mitchell, or
18 you may have to talk to Flight Safety on that. I have no
19 knowledge of that.

20 Q. Have you ever talked to Bombardier yourself?

21 A. No, I have not. That was all done through our flight
22 or fleet manager.

23 Q. Thank you.

24 A. Okay.

25 MR. COX: Mike.

1 BY MR. WICKBOLDT:

2 Q. Hey, Ed. Just kind of picking up on his question
3 about whether or not a check airman has brought to you a safety
4 issue while in ground school or outside of ground school. I
5 believe you said no to that.

6 A. Yeah, safety issue-wise, the only thing that was
7 brought up was could we do something else training-wise in CPT
8 or talk about that but nothing of a safety issue.

9 Q. Has even other pilots, instructors, check airmen,
10 have they thought about changing the syllabus such as how you
11 just alluded to?

12 A. My understanding, unless something happened, it
13 wasn't related to me, but everyone seems satisfied with the
14 product that we're -- the standards that we send off to the
15 simulator and all.

16 Q. Does the Colgan ground school training in regards to
17 what you do, the Saab 340 classes as well as the indoc training
18 classes, does that meet the FAA requirements for Part 121
19 ground school?

20 A. It goes by what the regulations says. That's what we
21 build the course to, to have those subjects covered.

22 Q. Do you feel it exceeds those requirements in any sort
23 of way?

24 A. It meets the requirements. I don't -- I have no
25 knowledge if it exceeds it. It definitely meets the

1 requirements.

2 Q. Earlier I believe you were talking to Evan about
3 pilots submitting safety reports. Do you know if there's
4 feedback through those reports? If somebody has a safety
5 issue, and they submit it through the formal route, are they
6 brought back into the loop about what's being -- and I'm just
7 asking if you know. Are they brought back into the loop --

8 A. If the person who submitted the report, that I would
9 hope so, but I don't have any knowledge of that. I would think
10 that would be a formal thing through the safety department, but
11 I don't get into that portion of it. I just look at the
12 reports to see if I need to enhance our program.

13 Q. Have you enhanced the program off of safety reports
14 in the past?

15 A. Yes. We're definitely looking at some issues of
16 enhancing recurrent indoc subjects.

17 Q. Do you have an example?

18 A. Runway incursion seems to be the big one that's
19 coming up, yeah.

20 Q. With your experience on that subject, with your
21 experience with ECAPS, specifically the runway incursions and
22 sterile cockpit, I believe ECAPS, ASAP quarterly reports, that
23 have been discussed earlier, have you heard firsthand from the
24 pilots what their experience is as to how these events are
25 occurring?

1 A. How they're occurring? Why they're occurring? I --

2 Q. Have you heard them speak out and say these events
3 are occurring for this reason or this is what happened to me
4 because I was -- to get into this event?

5 A. If there's training required, that's when I talk to
6 them about it. That's when I get their firsthand inputs.

7 Q. In your experience from what you've had in
8 conversation with pilots, have they told you what they think
9 about most -- while they're on the line, like what some of
10 their primary concerns are while they're out operating the
11 aircraft?

12 A. Oh, boy. I'm not sure exactly what you're asking
13 there.

14 Q. Just in the recurrent ground schools that you've had,
15 when the ECAPS deviations come up as a subject --

16 A. Uh-huh.

17 Q. -- have any of the pilots in the class spoken about
18 these and said specifically why they think they're happening or
19 while they're out there, we're always thinking about this kind
20 of stuff, maybe the inside track. I might not be asking the
21 question the right way. But just all in all, do they mention -
22 -

23 A. Usually they don't mention it except sometimes when
24 we start talking about that subject. It usually turns into a
25 complaint about this pilot, that pilot, or whatever, and I

1 usually try to turn it right back around and say what are you
2 doing about it. You're the crew member. You're in charge.
3 What are you doing about it to enhance that program?

4 Q. Are their complaints limited just to other pilots?

5 A. Like I said, it usually ends up sometimes wanting to
6 turn it into a bitch session and I try to avoid that. Okay.
7 You get a bunch of pilots together, that's what they want to
8 do, complain about each other and I try to change that around
9 and make it a positive thing, let's all learn something from
10 it.

11 Q. But the bitch session is basically, it's limited to
12 bitching about other pilots?

13 A. That's usually what they do, and I turn it around and
14 say, what are you doing about it? Because we're supposed to be
15 learning from that and if you have a complaint, there's
16 channels in the reporting system, pass it on. If you have a
17 problem with a pilot, report it, and don't come to ground
18 school and complain about it because I can't solve it. It has
19 to be solved through the chain of command.

20 Q. In ground school, do you give any specific examples
21 of how you deal with the pilots here --

22 A. The CRM course, yeah, we talk about that.

23 Q. Any specific examples in to break the -- say you need
24 to break the ice with the pilot, can you give examples of how
25 to guide people on that subject?

1 A. Oh, yeah. Well, you talk about that and you
2 introduce yourself and tell pilots or the captains, they need
3 to set the tone, yeah. We do cover that.

4 Q. All right. Thanks.

5 A. Okay.

6 MR. COX: And Tim.

7 BY MR. DITTMAR:

8 Q. Have you ever gotten a call from someone in the
9 safety department or Flight Standards department where it's a
10 time sensitive issue that needs to be incorporated into the
11 training department immediately?

12 A. I have never had one of those.

13 Q. We were talking before about new hires and it being
14 their first 121 job and how it might be because they're, you
15 know, inexperienced with 121 procedures, having difficulty --
16 or something. Have you noticed that in the last year or so
17 that it's more difficult or is it the same difficulty that
18 you've experienced over the years in training the pilots.

19 A. It's about the same.

20 Q. Okay. Besides ASAP, do we have any other safety
21 reporting forms?

22 A. Well, we have other reports, disruptive reports and
23 crew members or passenger disruptive reports and things like
24 that.

25 Q. Okay. Let's talk about this video a little bit. Are

1 all three videos approved for the Saab training class? Now
2 what I mean by approved, are they according to the training
3 manual? Are you allowed to incorporate all three videos into
4 that course?

5 A. It doesn't specifically say it that way. It just
6 says video --

7 Q. Okay.

8 A. -- and -- yeah.

9 Q. What about the Q400 course? Do you know if any of
10 the videos are approved for that course?

11 A. Are you talking about systems, aircraft systems? No,
12 if it's aircraft systems.

13 Q. Okay.

14 A. It's just for the --

15 Q. Just for the Saab.

16 A. -- winter operations. Just for the winter operations
17 and they talk about video but they, you know, that's all. They
18 just talk about video.

19 Q. Does the training manual define how many videos at a
20 minimum need to be shown during each course?

21 A. No.

22 Q. The NASA regional and corporate pilot icing video, is
23 that shown to every new hire course in initial indoc?

24 A. That one we try to show, yeah.

25 Q. Okay. So then would it be safe to say that every

1 single pilot that comes through Colgan has seen that video?

2 A. In new hire, I would say yes.

3 Q. When you change a reference material like the video,
4 are you ever changing course content on a whim or are you just
5 changing maybe the reference material or video or maybe
6 handouts? So when you're rotating the videos out in the winter
7 ops procedure, in any other aspect of the course, do you ever
8 change the coursework or do you just keep the same coursework
9 and --

10 A. The coursework is there, the material that has to be
11 presented and that doesn't get changed.

12 Q. Okay. Just to clarify one thing from before. You
13 show videos in recurrent, correct? In general, just in general
14 videos, just to clarify --

15 A. Yeah.

16 Q. You do show some sort of videos in recurrent.

17 A. In recurrent, yeah.

18 Q. Do you show CRM videos in recurrent?

19 A. No, because -- yeah, no, we don't. We just don't
20 have the time to show all of it. So it's just basically a
21 discussion.

22 Q. Okay. Do we have slides in the PowerPoint
23 presentation about ECAPS?

24 A. In what course? New hire. Recurrent.

25 Q. In initial.

1 A. Initial, yes.

2 Q. What about recurrent?

3 A. Recurrent -- that in the past has never come up but
4 it is now coming up as something to discuss and talk about.

5 Q. Let's say you're doing a module on winter ops during
6 the recurrent class and you're about to go over your one-hour
7 time limit, do you stop the course or do you continue until you
8 finish all the coursework --

9 A. I finish the coursework. That has to be done.

10 Q. Okay. If an instructor is having a problem with a
11 student in the sim, what would be the procedure for an
12 instructor to get extra time or maybe have something --

13 A. He's supposed to --

14 Q. What would be the chain of command?

15 A. He is supposed to call me or the director of training
16 and we'll discuss what the problem is and see if this person
17 needs more time or how we need to solve the problem. So it's
18 on a case-by-case basis.

19 Q. Okay.

20 MR. BYRNE: Tim, stop. Tim, stop.

21 (Off the record.)

22 (On the record.)

23 MR. COX: We're back on the record and, Tim, you can
24 resume.

25 BY MR. DITTMAR:

1 Q. I think the last question, if a student has a problem
2 with the sim, what would be the proper protocol for that just
3 to get back on the same track?

4 A. So the instructor will get in touch with either
5 myself or the director and we will discuss what the problem is
6 and then determine the outcome, what kind of additional
7 training or what other action we need to take with that
8 student.

9 Q. Okay. Has it ever been a problem for an instructor
10 to get extra time for a student? Do you recall any?

11 A. What I can remember, no, I've never heard of that
12 unless there was a sim problem.

13 Q. Okay. How often does that happen where people call
14 for --

15 A. That would be hard to determine. I don't keep
16 records of that or keep track of it.

17 Q. Okay. And just a correction from before. You said -
18 - who is in charge of writing the training manual?

19 A. The training manual, the -- right now would be the
20 director. So he's the one that is responsible for updating,
21 rewriting or whatever, a change in coordination with the FAA.

22 Q. All right.

23 MR. DITTMAR: Those are all the questions I have.

24 MR. COX: Does anyone else have any follow ups that
25 they wanted to discuss?

1 MR. SIMPKINS: I --

2 MR. COX: If you have a question.

3 MR. SIMPKINS: It's not a question. It's just a
4 clarification.

5 MR. COX: All right. Please.

6 MR. SIMPKINS: That Bombardier doesn't conduct
7 initial type rating training. It's an agreement between the
8 operator and a third party training provider for -- training.
9 So just for the record Bombardier doesn't conduct any initial
10 training.

11 THE WITNESS: Okay.

12 MR. COX: Okay.

13 BY MR. COX:

14 Q. I have just one last thing. This is the company
15 flight manual. Do you have any part in the creation of this
16 manual?

17 A. No.

18 Q. Is any of the material in this manual taught in the
19 ground school courses that you supervise?

20 A. That is the company flight manual and that's what the
21 students use and that's what Andy uses to have them familiar
22 with the material that they're going to be dealing with on a
23 daily basis.

24 Q. Okay.

25 A. So that is used as a guide.

1 Q. Okay. So Andy uses this to teach from --

2 A. Yes.

3 Q. -- in the classes that he works for you?

4 A. Yes.

5 Q. Okay.

6 MR. COX: I don't think I have anything else. Anyone
7 else? Mike, did you have something?

8 BY MR. WICKBOLDT:

9 Q. Just -- can I -- I want to try the ASAP quarterly
10 report one more time. Regarding the ASAP quarterly reports,
11 have you been in discussion with anybody in management as to
12 what may have caused some of these deviations?

13 A. No.

14 Q. No.

15 A. No.

16 Q. All right. Thank you.

17 MR. COX: Okay. I think we can end it, Tim.

18 (Whereupon, at 1:30 p.m., the interview in the above-
19 entitled matter was concluded.)

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CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: CRASH OF CONTINENTAL CONNECTION
 FLIGHT 3407, OPERATED BY
 COLGAN AIR, INC.
 FEBRUARY 12, 2009, 2217 EST
 CLARENCE, NEW YORK
 Interview of Edward O. Yarid

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was held according to the record, and that this is the original, complete, true and accurate transcript which has been compared to the recording accomplished at the hearing.

Kathryn A. Mirfin
Transcriber