ATTACHMENT 2

OPERATIONS GROUP CHAIRMAN'S FACTUAL REPORT

CEN14FA046

TRANSCRIPT OF INTERVIEW WITH SHAWN MCDONELL AND MCDONELL'S AMENDMENTS TO TRANSCRIPT
(73 pages)

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*
	*
AIRCRAFT CRASH WITH FATALITY	*
NEAR OWASSO, OKLAHOMA	* Docket No.: CEN-14-FA-046
NOVEMBER 10, 2013	*
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Interview of: SHAWN McDONELL

Professional Flight Training
Facility
Salina, Kansas

Tuesday,
December 17, 2013

The above-captioned matter convened, pursuant to notice.

BEFORE: AARON SAUER
Investigator-in-Charge

APPEARANCES:

AARON SAUER, Investigator-in-Charge
Office of Aviation Safety
National Transportation Safety Board

JASON AGUILERA, Operations Group Chairman
Office of Aviation Safety
National Transportation Safety Board

JONATHAN VETTER, Aviation Safety Inspector
Federal Aviation Administration

RALPH SORRELLS, Deputy General Manager
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I N D E X

I N T E R V I E W

(8:30 a.m. CST)

MR. SAUER: Good morning. My name is Aaron Sauer, A-a-r-o-n, S-a-u-e-r. I'm the investigator-in-charge with the NTSB. Today is Tuesday, December 17th, approximately 8:30 a.m. Central Standard Time, and we are here at Professional Flight Training to conduct an interview with Mr. Shawn ~~McDonnell,~~ McDonell and before we begin, we'll go ahead and go around the table here, as far as the participants that are participating in this interview.

MR. AGUILERA: Okay. Jason Aguilera, J-a-s-o-n, A-g-u-i-l-e-r-a. I'm the Ops Group chair for the NTSB.

MR. SORRELLS: I'm Ralph Sorrells. I'm with Mitsubishi Heavy Industries of America. I'm deputy general manager for the company, air safety investigator, and the spelling is R-a-l-p-h, and then S-o-r-r-e-l-l-s.

MR. VETTER: Good morning. I'm Jonathan Vetter, J-o-n-a-t-h-a-n, V-e-t-t-e-r. I'm with the FAA Flight Standards out of the Kansas City Aircraft Evaluation Group, and I'm the FSB chairman for the MU-2.

MR. McDONELL: And my name is Shawn ~~McDonnell~~ McDonell. It's S-h-a-w-n; McDonell is M-c-D-o-n-e-l-l, and I was Mr. Inhofe's instructor.

MR. SAUER: Okay. Well, thank you, Shawn, and the rest of the folks, and we'll go ahead and turn it over to Jason.

MR. AGUILERA: Okay.

INTERVIEW OF SHAWN McDONELL

BY MR. AGUILERA:

Q. We'll run down just some questions that we have for you, sir, for Shawn to answer. If you have any questions or need me to elaborate on anything, just go ahead and let me know, and I can rephrase the question for you. And for some of those, you know, if you need to get more documentation, that's something we can get after the interview and then we can go through and kind of get more specific for what we want.

All right. So I'll start off with how many total hours, flight hours would you say that you've accumulated over your career?

A. Oh, mine?

Q. Yes, sir, yours.

A. Well, I've got about 16,000 hours in the MU-2.

Q. Okay.

A. I've got more time than that, but I can't prove it because of a barn fire that we had and all of the extra -- you know, books number 1 through 4 were stored up in the hayloft and when they burned up, they're gone. But I've got about 16,000 hours that is recorded.

Q. Okay. And how many of those -- for the hours, you have 16,000. How many hours do you have in flight instruction?

A. I've got about 3,000 hours of flight instructing in the MU-2.

Q. How many years have you been instructing the MU-2?

A. I would say -- I've been here I think in 2001 or 2002 I started, and I was with Reese ~~Hollow~~ Howell for about, you know, 3½, 4 years, as an instructor for him.

Q. Okay.

A. So that's what?

Q. Okay. Great.

A. Sixteen years, I guess. It that what it comes to, about that?

Q. Okay. And as far as your certification, when was the last time that you got recertified as an instructor to the SFARs?

A. Actually, it was back in [redacted] The class was in Kansas City and ~~we~~ I went and attended it.

Q. Okay. All right. So I just have some general questions about when a student is applying through you to become qualified in the MU-2. When a pilot applies for either the initial or transitional training, what kind of documents do you expect those pilots to provide to you?

A. I take photocopies of their pilot certificate, their medical and then their -- a government-issued photo ID. After that, it's whatever else they wish to give me. I also ask for an aircraft status sheet, making sure that the aircraft is current and airworthy; and a insurance, you know, certificate listing me as additional insured with waiver of subrogation. And I think that's -- after that we just kind of get going.

Q. Okay. Are there any minimum hours or any prerequisites that you would like a pilot to have prior to applying for your flight training?

A. Just whatever the SFAR states.

Q. Okay.

A. You know, that's the minimum that someone has to have and if they meet that, it's not up to me whether they decide to fly that airplane or not.

Q. Okay.

A. So I'll work with them and if they're real low time -- I've had some that were low time. Shoot, I've had low time pilots that are better pilots than high time pilots. So I look at the individual and how they fly the airplane, not by how great they can talk or try to convince me of. They have to prove it in the airplane.

Q. Okay. And do you keep records of that? Do you keep that on file anyplace, the students that go through your training?

A. I do have -- and I was told to get it, and I have those -- and I'm sorry, I didn't know there were going to be four of us, but there's Mr. Inhofe's records.

MR. SAUER: Oh, there you go, Jon.

MR. SORRELLS: That's all right. Just get -- I'll just -- just get them all --

MR. SAUER: Yeah, we'll distribute them after their --

MR. SORRELLS: I'll get a copy of them.

MR. McDONELL: [redacted]

MR. SAUER: And just for the transcript, Mr. McDonell just distributed to us copies of Dr. Inhofe's training records and some copies of Mr. McDonell's records.

BY MR. AGUILERA:

Q. Okay. So we'll shift the questions over to the ground school portion of your flight training.

A. Okay.

Q. How many hours of ground school do you normally provide to the pilot? There's SFAR minimums but how many hours do you typically --

A. It takes me at least 32 hours to do the initial course. When someone calls, I make sure they know of the SFAR and what it ~~is~~ states. I also explain to them that I know what the minimum is and I will tell them that I can't do it in 20 hours, I just can't, and what do I cut out that when I go home that night I feel it was okay to not tell them about. I'm uncomfortable with that, so I don't do it. I just teach the whole course like I have from the beginning, and if they can't give me the 32 hours or the 4 days for ground school, they can go somewhere else. I won't try to do it in 20. I've tried that once, and I was so uncomfortable, I

changed. So I won't do it.

Q. Okay.

A. So they have to give me 32 hours and I tell them it's four 8-hour days. Now sometimes, you know, I say 8 to 5, but sometimes it'll go into 6:00, 7:00 at night, 8:00, you know, in the evening, something like that. But it's generally 32 hours, four 8-hour days.

Q. Okay. And I see that the ground schooling must be taking place in the room. I see various --

A. Um-hum.

Q. -- replications of models of different parts of the airplane that you have available. So I take it, it's a combined -- or how is the ground school taught? Is it a combination of hands on?

A. I have -- well, it is. I have a projector and a PowerPoint presentation of all the systems, and I'll -- with the presentation, I'll talk about a system, and then if we get to a component or a part, I'll hold the part up, give it to you. You can actually grab it, look at it, twist it around, you know, play with it, find out what it looks like, how it functions, what it does.

And then after the lecture part, I have a little quiz, and they take those quizzes based on that system, and the quizzes are [redacted]. And that's one way that I can make sure they understand the system and what I was trying to describe, and then

when the whole course is completed, I have a final test, and that takes care of everything that we've talked about through the whole 4 days. So it'll contain, you know, questions on all the systems, and that's my one last chance to make sure they understand everything, and if they don't, I've got -- that's my last chance to really try to get it across. I haven't had that problem, but that's the way I structure it.

Q. Okay. And as far as when the lessons go through and you have ground schooling, are the pilots expected to do pre-reading on the systems and things like that of that nature, the day prior?

A. A lot of times they will ask me what to study, and I'll just tell them study the aircraft manual, you know, because there's a lot of stuff out there. Some of it is accurate; a lot of it is inaccurate. So I just say use the -- look over the aircraft manual.

I also in the evening when ~~I~~ they go back to the hotel, they have homework. I give them a little autopilot quiz, a performance quiz, and weight and balance. And, well, it's amazing how many pilots can't do a weight and balance. But we work through it. I remind them how to do a weight and balance and how you figure out your CG because they forget, you know. So we just kind of sit in class and go through it.

Q. Okay. And what items are provided to the pilots? When they come through for ground training, what items do you provide them?

A. I have a book which is -- that I put together for the systems and it's basically the aircraft manual, all -- everything that we can find in the aircraft manual, all put in one place. Because in our manual we have stuff in the POM; we have stuff in the AFM. It's scattered throughout the book, and I just try to put it all in one section of my book.

Q. Okay. All right, now to the flight portion.

A. Okay.

Q. SFAR states 12 hour minimum for the flight portion. How many hours do you normally -- does it normally take for you to accomplish the flight portion?

A. A lot of times, it takes me about 15 hours, is what's average. The way I understand it, it's 12 hours of flight training, then the phase check.

Q. Right.

A. So we fly -- we train for our 12 hours and then after that, I'll start doing the phase check with them.

Q. Okay. And when you have the 12 hours, how many flights is that split over? Is that --

A. Flights, I really can't say because sometimes generally my ~~train~~ training flight mission is maybe about 2, 2½ hours, but sometimes it'll go to 3; sometimes it'll just be an hour and a half, sometimes just an hour, our three takeoffs and landings at night. You know, just start right here in Salina, we just do our three at night, get them done, put the airplane back in the hangar and go

home.

Q. Okay. And for the flight profile for what you're going to go out and do, who constructs that profile of the maneuver list --

A. It is the -- it's the profile that's in the SFAR.

Q. Okay.

A. And they have copies. They get copies of that and I ask them to take a look at it in the evening. You know, when we get ready to go fly, tell them what we're going to do, you know, stalls or steep turns or a slow flight or, you know, whatever, and say look over that profile, get familiar with it.

When we start the actual flight training, I kind of talk them through it because it's the very first time they've ever done it, and then after that, we just kind of repeat and keep repeating it until they start to get a good grip on it. Then somewhere throughout our training -- you know, like I usually start with stalls. Well, then somewhere throughout our training, I'll just say, okay, just for a quick review, let's do a clean stall, and just have them do a clean stall real quick. So it's not just stalls, that's done, now forget about it. We review everything or try to, you know, throughout the course. And the phase check takes -- includes all of that.

Q. Okay. So during the flight portion for the first time for the maneuver, you demonstrate the maneuver first and then have the pilot?

A. I ask them how they learn best. Do they learn best by observing? I'll demonstrate and I'll talk through the maneuver as I'm doing it. Or, do you learn best if you do what I tell you? And most guys seem to want to do it as I describe it to them. But if they can't do it, you know, like a lot of them have difficulty with a steep turn, and if they just have a lot of trouble with it, they start trying to blame the airplane or something, I say, well, let's see. I won't ~~anymore let me show you~~ say let me show you anymore, because you know how that goes. But I'll say, well, let me try and do a steep turn and see if it's the airplane. It's not the airplane. It's just that they're not used to having to pull back or add a little bit of power and they're just not doing it correctly. They stomp on the rudder too much or something like that and -- well, we just have to correct that.

Q. Okay. When you're talking about like the different flight profiles and they've got the minimum profile, the things that -- the (1) items that need to be accomplished through. As far as like the demonstration of VMC --

A. Um-hum.

Q. -- of engine and operative maneuvers, how often do we try to incorporate those into the flight profiles?

A. Every time I simulate, simulate or actually shut an engine down, I will do a VMC. Every single time.

The first engine failure is simulated, I just pull power back to zero thrust, and then see what they do. Because we're all

multi-engine pilots, so we should know roughly what to do. And I just see what they do then. And then after they go through that procedure, we simulate, just by touching the appropriate items, making a motion with our hand, with the condition lever to emergency stop, power lever of the failed engine. You know, we don't really push it up because [redacted] really running. So we just simulate with a hand motion pushing it up, and then we take the operating engine and push it up about 10 gallons. And then trim the airplane, then get our checklist.

After that is completed, the engine is still simulatedly shut down. I'll just say, since we're here on one engine, let's go ahead and do a VMC demo, and then we just go right into that. We talk real quick about it. The primary purpose is to when do you notice loss of directional control and then how ~~to~~ do you recover? And I've had all kinds of different answers, anything from adding power, which we know is wrong; to lowering the nose and not adding power; to doing both, you know, adding power and lowering the nose. And I just say -- you know, we talk about it and then we do it.

They start to get that accomplished, and then we'll reach a point where I'll actually start shutting an engine down. [redacted] -- first time will be, let's check out the NTS system, and we'll do the NTS test. They are shutting the engine down. Now the engine is shut down for real, and I'll say, hey, while we're here, do you think -- do you feel that it's safe with

this one engine really feathered to do a VMC demo? Our safety is in the altitude. They say, yes, they feel it's safe, so we do it. We do it for real.

The only difference where it's not as real is I don't let it get to 100 knots. I'm blocking the rudder. I know what the profile says, you know, VMC plus 10. Some of these guys are strong, and I can't hold the rudder, you know, enough to be able to really have it lose directional control right at 110 knots. It might be 115. It might be 105. But certainly the main objective is they lost directional control and they properly recovered. And we will have at least four engine shutdowns for real.

Q. All right. And in addition, you have the manual, the book that you provide them for the ground training. What kind of flight aids do you provide the pilots for the flying portion? Is there any flight aids, like a local area guide or any document you make that you provide to the pilots for the flight portion?

A. No, nothing that I give to them. I tell them where we're going to go train. We just go out east here, you know, and we'll head out east. We get to 5500 feet, 6500 feet, somewhere, you know, somewhere in that area is where we play around at, that altitude. Then we just head out east. We generally do a clean stall and then after that, we're about 25, 30 miles from Salina, and then we'll just head north doing maneuvers. If we get too far north, we'll turn around and just head south. Get down south, turn around, head back north. We just do, you know, all of our

maneuvers in that area.

Q. Okay.

A. I do have some airports that I like to play at. McPherson is one of them, Newton and Emporia. So I will work at those airports.

Q. Okay. And is there any checklist or anything like that that you provide to the pilots? Like flight --

A. I do give them a checklist and we also use the checklist that they need to have in the aircraft. The reason I give out my checklist is, the first time, they know nothing about the airplane. They go through this [redacted]. It says, for instance, an example, left lower subpanel, and they look at me, "Well, what's that? Where's that?" I said, well, it's down here by your generate switch and the battery key. Okay.

Then the next item is switches. What am I supposed to do with them? On the checklist I give them, it tells them what to do with the generator, with the inverter: turn them on, turn them off, battery key, you know, whatever.

After they get accustomed to what that is, what they need to do in that area or how to do the feather valve test, the overspeed governor test, all of the required tests for the model they're flying, then we start going -- we start using the checklist at -- I'll call it the blue checklist, and we use it then.

Q. Okay.

A. But I start out with mine and then we go to the blue checklist.

Q. Okay.

A. Otherwise, we sit there for hours out on the ramp with the engines running trying to look something up in that blue checklist. I'm not trying to belittle -- I saw you chuckle, but I'm not trying to belittle it. It's a good checklist. It's just, for a brand new guy that doesn't know the airplane, and to look things up, it's like trying to read "Gone with the Wind," where with mine, I've got it color coded. They just go to the pink section and it tells them step by step how to do a feather valve test, how to do the overspeed governor test. And once they have it, then when the blue checklist says overspeed governor, they know how to do it, and that's when I start using theirs.

MR. SAUER: Jason, I said I wouldn't do this and that's interrupt. But just for the record, when you say, Shawn, blue checklist, that is the SFAR --

MR. McDONELL: That is the required checklist by the SFAR.

MR. SAUER: Okay. Fair enough.

MR. McDONELL: Yeah.

BY MR. AGUILERA:

Q. Okay. All right. So now I'm going to go into some question that are pilot specific to Dr. Inhofe.

A. Okay.

Q. So we've covered your qualifications. We covered kind of the basics of your flight training school. Now we'll get into Dr. Inhofe in general. So for his preparation prior to showing up for your training, what was your overall assessment of how well he showed up prepared?

A. He was very prepared. He actually surprised me. I've never had anybody come to class who actually studied something. I [redacted] because he knew a lot about the systems before we even, you know, started talking about, you know, in my presentation. I'd get started with the presentation, and it's like he could start telling me things about it and, you know, about flight controls or whatever it was that we were talking about.

I was surprised he knew about the negative torque sensor. Most people are confused about what that does, but he had an idea what it did. So he came to school very prepared.

Q. Okay. And did he say if he had received any previous instruction, or --

A. He did not tell me anything about having any previous instructions.

Q. Okay.

A. So I don't know.

Q. Okay. All right. And then for as far as -- for Dr. Inhofe, for his ground school training, you said that normally it takes you about 32 hours to get the student through. How many

hours did it take Dr. Inhofe to get through ground school?

A. It was about the same, about the 32 hours --

Q. Okay.

A. -- because whether he's -- you know, he knows the system or not, it just takes me that long to talk. So it just takes that long to go through the systems.

Q. Okay. Were there any problems during his ground instruction?

A. None.

Q. Okay. And in the air, how many hours did it take for Dr. Inhofe to complete the flying portion?

A. 16.6.

Q. 16.6 hours.

A. Yeah.

Q. And then check, correct? Or does that include the check?

A. No, that was the total.

Q. Okay.

A. That was the total time.

Q. Were there any problems during his flight instruction?

A. No, none. This is why this is so baffling.

Q. You talked about that students can tell you whether or not they want to be -- they want to see a demo from you first or they want to be talked through it.

A. Um-hum.

Q. What was Dr. Inhofe's preferred method of being instructed?

A. I would talk -- I would discuss it and he would, you know, follow the instructions and fly the airplane the way I was describing it.

Q. Okay. All right. And during the flying portions, and I haven't had a chance to look through the documents that you provided us, did you maintain a list of -- or a flight profile of every flight that you guys went on?

A. I do have training sheets in there, and there's boxes in there of maneuvers that we were doing, and I would grade him, and then, you know, I'd be expecting them to improve, and Dr. Inhofe did. I mean, he was a standard student. You know, he was a little bit better.

Q. Okay. So what would be your opinion about his ability to accept and retain instruction?

A. Well, from the short time that I knew him, I didn't think there was any problems with him not understanding anything. That's what's so baffling. What did I miss? What did I not see? What did I not catch that he didn't understand? I just, I just don't know.

Q. Okay.

A. We would talk about something and he knew where -- how I was trying to describe something. He'd even use another example somehow to reaffirm that he -- to me that he understood what we

were discussing. So I -- there was nothing during our training that I can say "he definitely did not understand this because." There is nothing. He understood everything we were talking about.

Q. Okay.

A. He flew the airplane as we described and discussed also and according to the profiles.

Q. And as far as being able to fly like you're saying to a good level, did that include -- the understanding of the VMC, did that include engine --

A. Yes.

Q. -- inoperative procedures?

A. Yes, yes. We would do our profile or our maneuver first. Then on the phase check, I've got a flight where we leave Salina, we intercept a localizer down at the Newton for the ILS. We'll shoot a couple of ILS approaches or circling approaches, depending upon what the wind's doing. Then from there, we head off to Emporia, and in Emporia we've got our non-precision approaches or circling approaches that we do there.

And then on the way back from Emporia to Salina, I've had students tell me that's the flight from hell because everything happens on that flight. I want to see them do a steep turn. I want to see them do stalls, actually shut an engine down like I did on Perry. Since the engine is shut down, we'll do our VMC demo. And for me, actually it's a very boring ride because I just sit there and watch the countryside go by. I can't instruct

or help during that part of the flight training. That's my understanding of it, and I don't. I just give orders and they do. And if there's not a problem, let's continue on, let's do another maneuver. And Perry actually flew the airplane here and landed with the right-hand engine actually feathered.

Q. Okay. Dr. Inhofe had previously flown a Cessna 421. Was there any examples of perhaps transfer of knowledge from that airplane conflicting with his flight training in the M-2 -- or the MU-2?

A. I don't know if I can honestly really say that there was, and someone that I had spoken with over the telephone, and I don't -- it may have been you, Aaron, maybe Jason; I'm not sure who -- but after thinking about that question, the only thing that keeps coming into my mind, and it only happened once, and that's when I shut the engine down the very first time for real, he properly took the condition lever, went to emergency stop. He properly took the power level, went to full forward, takeoff and land. And then he stopped, and he started looking for the checklist.

And I kind of then kind of said forget the checklist, you got more to do. You've got six memory items we've got to do. We've got to get power on the other engine. We've got to get the airplane trimmed up. You've got to get -- you know, make sure this airplane is doing what you want it to do. Then we'll worry about the checklist. And after that, that is what he did. But

just that one time is where he stopped, and I don't know ~~what~~ why -- he didn't during any of the simulated engine failures and he didn't after he and I discussed it.

So I don't know if that's leading to previous training from the 421. I don't know the 421. I haven't flown a piston engine in 30 years so I really don't -- I mean, I know there's some differences that they do. One of them I believe is they take the power lever and that's how they verify or identify, and I talk about you don't do that in a turbine-powered engine.

I'll even go into how you do not go "dead foot-dead engine." ~~It's the~~ There's an AD that we've got with the fuel controllers. If it should fail, you have to identify by the engine gauges, not "dead foot-dead engine." And I'll even simulate that by having where we have both engines at 60 percent torque, and then I'll take one engine and run it up to 100 percent torque. Well, he steps on the correct rudder to maintain directional control, but now which foot is dead? The good engine. But he shuts -- he goes "dead foot-dead engine" -- you know, we're discussing this. He didn't do it. We're discussing why you don't go "dead foot-dead engine." And then he will kind of, well, "dead foot-dead engine," you shut it down, you know, 30 seconds before the real engine craps out. So that's why you don't go "dead foot-dead engine." And we discuss that and I simulate that.

Q. All right. And during the period that you guys would do the engine inoperative maneuvers, did Dr. Inhofe have an

understanding of his flight displays? Did he show knowledge, good knowledge of the displays that were being shown in the cockpit?

A. Yes, he did. He knew the G-600 better than I do. I can get it to go from Point A to Point B and stuff, but he could get it to cook his dinner and --

Q. Okay. And as far as being able to show the engine parameters and understand what those displays were showing him or telling him, did he show an understanding of any gauges?

A. It seemed to me he did. A lot of times I know when I first was introduced to the G-600, the airspeed and the altitude was a little confusing because it just seems like it works backwards. But once you get accustomed to it, there's no problem interpreting ~~interpolating~~ it then, and I'm sure he was accustomed to it. I know he had experience in the G-600, but I don't know if his Cessna had it or not. So maybe that's where he was familiar with it. I don't remember if it had it or not.

Q. Okay. All right. And then so switching now over to the airplane. During your time with flight instruction, did you guys have any actual malfunctions or failures during your flight time?

A. No, no. The airplane was in good shape, and nothing that failed on us that -- well, actually nothing failed. And when you ask me that, I'm assuming you're asking like the landing gear motor really burned out and we had to do an emergency gear extension. Nothing like that.

I simulate stuff like that. You know, like I say, that

trip from Emporia to Salina, we talk about, okay, the gear won't come down; what are you going to do? Well, we don't really pump it down because then I have to put it on jacks and get everything reset, but I make them go through the motions. I make them pull -- you know, doesn't really pull the circuit breakers, but he'll tap or touch each one. He'll -- I'll ask questions like, okay, if the gear selector switch is in the up position, does that mean the gear won't come down?

Well, they think about it and say, no, it'll come down. I say, yeah, but what happens then? You're not completing the electrical circuit for the three green. So that's why you have to bring the gear selector switch down. But the gear will come down if you're pumping the handle, it's just you won't know it until you can't pump it anymore. So we have discussions like that as we're, you know, as we're simulating that engine failure. And I make him go through the strokes. I make him count 150 strokes, and he does. He takes his arm and they go 150 times, because that's how long it takes. Proving or showing to them if you're marker inbound and the gear won't come down, don't try to get it down before you get to the runway; you won't make it. It takes a long time.

Q. Okay. Did Dr. Inhofe talk about any problems with the airplane or any concerns that he had with the airplane itself?

A. No, he didn't. He -- no. He liked the airplane. When we shut the engine down for real, you know, the first time, he

even made a comment about how he had to pull power back to prevent from going over, you know, 180 to 200 knots, and he was surprised that it had that kind of performance, you know, on one engine.

Q. Okay. All right. And I want to talk a little bit about the SFARs and so forth. Would that be a good portion now or should we want until --

A. No, we can do it now.

Q. Okay. So we'll talk about the SFARs now. You've been utilizing this since it got passed. Do you think that there's any area of the SFARs that could be improved, you personally?

A. You know, when the SFAR first came out, you know, I -- because I flew the airplane a little differently, and what I mean by a little differently is, when I was taught, we were taught, no, you do not do any single engine missed approaches. That's what I was taught. So when the SFAR came out showing that we had to do single engine-missed approaches, I was a little apprehensive to it. But actually having to do that, and the SFAR kind of showed me how that can be done safely. Twenty-degree flaps, no, you do not make a go-around on a single engine.

And I've got an airplane, so I kind of wonder why. So I go out and experiment at altitude, and I find out why. With 20-degree flaps, there's a stronger roll tendency. With 5-degree flaps, it's very docile, you can easily keep the wings level, and it accelerates and flies right out. So I was surprised by that, from what I was taught to what I've learned by that maneuver.

And so now I guess if I had -- if I could change something, I guess what I would ask to have changed is when you have a recurrent -- the initial part I wouldn't change one bit. I think it's very good. I'd like to have them change the minimum hours for ground school because it makes it hard to get somebody to come to me when I say, well, it takes me 32 hours but somebody else can do it in 20. But I've been through that with my wife and I, our feelings inside, and I'm just not -- I can't do it, so I'm not going to.

The recurrent training, if the instructor would have a little more leeway, emergency descents, climbing up to 17.5 and then doing a high speed, low speed emergency descent, most people can do that, but the SFAR states recurrent, we have to do it. So we do it. But if I could have a little leeway, I guess that would be one maneuver I probably wouldn't do for a recurrent student. But for initial, I would do all of them.

Q. Okay.

A. So recurrent training, if the instructor could have a little more leeway on something, I think it would be -- you know, we can home in on what they may be a little lax in and deal on that versus, well, 4 hours, we've got to get all 28 of these maneuvers done. It's kind of difficult to do, but it can be.

Q. Okay. What about the minimum required maneuver listing that needs to be done for initial transitional training? Do you think that that's adequate or any items you would add or delete?

A. I would delete nothing. No, the initial, actually I wouldn't change the initial.

Q. Okay.

A. I would leave that the way it is. I really would. I think it covers all the maneuvers. Even though, like I mentioned about the emergency descents, well, they've never done it before, that's important to do then. But once they're recurrent, they've been flying the airplane for 4 or 5 years, every year we're doing that emergency descent, well, why does it have to continue? But I do it. So please don't think I don't, because we do do it.

Q. Okay. And is there any additional maneuvers that you like, technique movers or anything like that, that you like to provide to the students through the initial that you think should be incorporated into the SFAR?

A. Everything's covered in it that I can think of.

Q. Okay.

A. Stalls, slow flights, steep turns, you know, all of our landings, you know, short field, no flaps. If something's not covered, I sure can't think of it right now.

Q. Excellent. Okay. And then what about what the -- as far as the SFAR and the required checklist, do you find those to be adequate? Do you think that the checklists provided are adequate?

A. Once one knows how to do all of their tests and what the checklist is referring to, like lower left-hand subpanel, once

they know that and know what it is, yes, then it's fine. It's just in the beginning they don't know what that is. In the beginning, they don't know how do to these tests, you know, the feather valve test, the overspeed governor test, the ground NTS test. And in the blue checklist that we have, in the expanded portion, it does tell us how to do it but there's all kinds of cautions and warnings and different things in there that it kind of detracts from doing the actual test versus just having just step 1, 2, 3, 4 and getting it done.

Q. Okay. And so overall, what would you say your satisfaction is with the SFAR? How satisfied are you with the SFAR?

A. Oh, I think it's great. Actually, I like it. It kind of helps protect me, or I sure hope it does, because -- you know, and that's the law, that's what we have to do. There are some changes. One of them is how we recover from stalls. I know the FAA is changing to where you forget about it -- well, you don't forget about it, but altitude isn't that big of a concern. In our SFAR, in our profile, it says minimum loss of altitude. I can't change that because that's what's in black and white. That's what's in the SFAR. That's is the law. I have to do that. I have to make them do a stall recovery with a minimum loss of altitude. But then also because I know we are changing things and eventually the FAA will change the profile, I say, okay, great, we've got this one done; now let's do it the way they're changing

it, and just for kicks let's just do it and see the difference. And then we won't worry about altitude. I'm not going to let them lose 1,000 feet, but generally it only takes about 100, 150 feet and everything is recovered. So I do both methods, even though I don't have to. I have to do and I know I must do minimum loss of altitude because that's the law.

MR. AGUILERA: Okay. Then I am complete with my questions. So my portion is done. So I'll turn it over to -- do you want to take a short break?

MR. SAUER: Are you good or do you want to keep going, refresh your coffee?

MR. McDONELL: I'm kind of dry, so that would be fine.

MR. SAUER: Yeah, we'll just pause this for a second and take a short break. We'll be right back.

(Off the record.)

(On the record.)

MR. SAUER: All right. We're back. This is Aaron Sauer. For the record, we took a break about 9:05 Central Time, and it is now about 20 after 9, and we're back.

BY MR. SAUER:

Q. Well, Shawn, I'm going to apologize because I was taking a few notes while you and Jason were talking, so I'm going to hop around a little bit.

A. Okay.

Q. So sorry to jog back and forth, but more or less a few

housekeeping items. Talk to us a little bit about -- just give us your aviation experience and background starting from when you started flying, just kind of give us a little understanding of your history.

A. Okay. Well, I started flying with my granddad, you know, in his airplane, kind of grew up, you know, around airplanes. And then one day I decided to just stop in at the airport and find out what it was like to get, you know, instructions, flying different airplanes other than his, and I got my private and got my, you know, commercial and instrument and multi and ATP as I progressed.

My career has been, well, almost 20 years as a corporate pilot, about 3 months short of being able to say 20 years. So, you know, 19 and 9 months or whatever, but roughly 20 years as a corporate pilot. I flew freight. I flew canceled checks. And then instructing in the MU-2. Most of my experience is in the MU-2 but I've got a little bit of time in King Airs, and that's basically it.

Q. Okay. And as far as when did you -- and you may have mentioned this and I just missed it, when did you start Professional Flight Training?

A. Okay. I don't know the exact date.

Q. Sure.

A. It's 2001, 2002, somewhere around there. The thing that sticks in my mind is April. So April of 2001, April of 2002,

somewhere around there is where I started, you know, Professional Flight Training.

Q. And discuss with us what Professional Flight Training provides. My understanding is you're strictly a MU-2 training program. Is that accurate?

A. Yes, that's it. I train only in the MU-2. There's 13 different models. I've got experience in all of them, and if someone shows -- I guess no longer the B or D's, but if someone did, you know, I would be able to train them in those, as well as Marquise, Solitaires or any others.

Q. Okay. And I noticed that in your classroom setting here, you have two tables with two chairs at each. Is your typical class size four students for ground school? What's the norm for you on training?

A. Okay. The norm, like initial is generally one because it takes a lot of time. Now if that, you know, class may have more than one, but they're both in the same airplane. They both have the understanding that it takes more time to get two done than just one. And if they're together, that works out, but if it's two different people, two different airplanes, and I've got to fly 30 hours, I can't do that in a week. So someone's got to give. Either one has to say, yeah, I'll be accommodating and come with the other fellow, or he'll make a date where he can get it all done in a week.

Q. And for Dr. Inhofe's training, he was the sole --

A. He was by himself.
Q. By himself.
A. That's not unusual and I did -- at that time I didn't have anybody asking to come into class with him either.
Q. Okay. Do you ever provide your airplane for training, or is --
A. No. I can't. I use it as a business tool to go to my customers --
Q. Okay.
A. -- but I -- because of the insurance, I can't use it for instruction, and because of that I get a nice rate on my insurance.
Q. Okay. Any idea how many students you've put through your program since you started?
A. I stopped counting at 128 initials.
Q. Okay.
A. So I don't know how many.
Q. Any idea in recurrent?
A. Recurrent?
Q. Ballpark?
A. Gosh, probably -- I'll say probably maybe about 20 to 30 per year.
Q. Okay.
A. They keep coming back, you know. I've had some that have come for recurrent, and then they go somewhere else, I may

never see them again. I've got some that -- well, they come here bringing golf clubs and when they find out that they can't use them because they're in school, they don't come back, and I don't need them.

Q. Do you have any idea how many instructors are out there that provide the 108 training?

A. I do not know how many do it. I think the main ones are going to be Howell Enterprises, SIMCOM and myself.

Q. Okay.

A. And I'm sure there are others that do the training, I just don't know who they are.

Q. Okay.

A. I don't worry about who does what or why they get involved with it. I just stick to myself.

Q. Okay. When -- can you describe or discuss briefly what steps were needed for you to be an instructor for -- to provide the SFAR training?

A. Well, when the SFAR training originally started, we went to -- I was invited out to Washington to be involved at the meetings, and I think that's one of those meetings where I may have met Jon the very first time. He didn't know me, but he was giving a presentation. And because at that time, the main instructors were SIMCOM, Howell Enterprises and me, so the FAA invited us, and it was a fellow by the name of Pete DeVaris, who I guess is now in Alaska. Well, he called me up and asked me to come to Washington,

and he kind of made it sound like he wanted me there, but they weren't going to help me get there, but I had to be there is the way he made it sound.

Q. Okay.

A. So I got there, and I met, you know, Reese and the fellows from SIMCOM and we had a discussion about -- their first question was what's wrong with the MU-2? We don't know the MU-2. That's why you guys are here. What's wrong with it? There's nothing wrong with it, and -- well, I probably said some things I shouldn't have but one of them was, if that's why you brought me here, you wasted a lot of my time and money.

Q. You and I have had some conversations on the telephone.

A. Yes.

Q. And so just to get this on the transcript, discuss with us what you recall about how you got introduced to Dr. Inhofe, just talk us through that --

A. Okay.

Q. -- those steps.

A. Okay. After you had asked me about that, and I wasn't, you know, real sure on things, and as I start to go through different things, our very first conversation was in June. I know you asked me that --

Q. Um-hum.

A. -- and I couldn't remember for sure when it was, but it was back in June. He was interested in buying a Marquise, I think

is what it was. We talked about that, and it's basically they get my name from somebody or the Internet and they call me up and just say, "I want training. When can we do it?" And I just kind of talk to them, because I don't take everybody. The wiseguy that's flying a Learjet that's stepping down to the MU-2 and -- you know, what can I possibly teach him? I don't need the headaches with that. But someone like Perry, he told me he had no turbine time. I'd have to, you know, be patient with that, is the way he would say. There's no problem with that. That's my job to teach you to ~~and~~ watch your ~~for~~ torque and temp, and just, you know, turbine operations.

So we'd have a conversation initially and I try to get a feel for what his attitude was. If he's a wiseguy, I don't mess with them. But he was never like that. He was very, very polite. Actually, I even told him stop calling me, Mr. McDonell; I'm just Shawn. But he's always call me Mr. McDonell and/or sir or something like that. So he was very nice, very polite.

And, well, that deal with the Marquise fell through, and then the K model came up and I think that may have been September, late September, early October, and he called me up asking for training, when can we do it. I had commitments through October, so I couldn't do it until November, and he said fine. And he'd wait or he waited until I was ready and we formed a date and it seems like November 4th, I think, is the first day --

Q. 3rd.

A. -- or 3rd, okay, and then we got started. He flew his 421 here sometime the night before. He went to the hotel. We met in the morning here at the hangar.

Q. Okay. And I'll ask you to keep going with just discussing that, that particular week which -- and I didn't mean to correct, but I believe that week for your folks started on the 3rd of November.

A. Um-hum.

Q. I can't remember what day of the week that may have been.

A. Yeah, I've got the dates written down.

Q. Right. Just talk to us a little bit more then, Shawn, on that week --

A. Okay.

Q. -- and that progressed for you.

A. Okay. That morning of, you know, 3rd or 4th, you know, the morning that he showed up, he found the hangar on his own. He didn't even have to call me, where I was. And he walked in and I said, "Hello, you must be Perry." And he said, "Yeah, you must be Shawn." So, you know, the general greetings, and I showed him around the hangar, and then we sat down in the classroom. I got -- I had him fill out the paperwork that I generally have, a registration form, you know, the hold harmless agreement, you know, getting photocopies of his certificates, and then we just started class. We had ground school first and then we had flight

training.

Sometimes things get mixed up if we have an airplane here. If it's a nice day, we might go fly in the morning and have ground school in the afternoon. Some people want to just have ground school. Some might want to have just, you know, flight training separate. Perry was one that we did ground school first only because we didn't have the airplane. It was down in Tulsa.

Q. Okay. So you -- from what I recall in our conversation, you conducted about 3 days of ground school?

A. Well, it's going to be 32 hours. Now, I believe it may have been 3 days because we did have a couple of evenings where we went late.

Q. Um-hum.

A. But it was -- it's going to be 32 hours.

Q. So for those days, he was -- you were dedicated strictly the ground school --

A. Yes.

Q. -- because the airplane was not here.

A. Yes.

Q. Then at some point during the week --

A. I'm thinking it was a Thursday, but again -- okay, I don't know the exact days or dates, but we got done with ground school, the airplane was ready, and then we went down to Tulsa. We flew his 421 down there. I just went for the ride. Then we drove his truck up to Intercontinental Jet and then we got in the

airplane. It was important to him to be able to go to the office one of those evenings.

He had something he had to do, work catch up or whatever, but he really wanted to -- if it was possible. He didn't make me do it, you know, he -- it was like, hey, can you -- you know, would this be appropriate that we pick up the airplane, and then he put me up in a hotel for that night and he ran to the office to do whatever he did, and we did that.

We got the airplane, we just flew around the Bartlesville area doing some simple maneuvers, getting a feel for the airplane and then back to Tulsa, and then I got over to the hotel and he did whatever he needed to, and then we started the next day meeting at like 8 in the morning or something, picked up the airplane and flew it up here to Salina doing maneuvers along the way.

Q. Okay. And one of the purposes, we're aware that a new avionics package, if you will, was what was being done at Intercontinental Jet with the airplane.

A. Um-hum.

Q. And my understanding is one of the reasons you stayed in the Tulsa area, not only to do some of the initial flight portion, but also to just verify the functionality of the avionics and we're not going to bring this airplane up to Kansas and run into a problem.

A. Right.

Q. And you did not run into any problems, as you discussed with Jason?

A. Correct. We didn't find anything that made us think, oh, that's not working right. I mean, everything worked fine. Everything worked real well.

Q. Okay. The accident occurred on Sunday, the 10th of November.

A. Um-hum.

Q. That morning, did you do any flight training --

A. Yes.

Q. -- with him?

A. Yes. That was the day -- that morning was the day that he basically took his phase check.

Q. Okay.

A. And about 35 miles from Salina, I shut the engine down for real, as a surprise, to catch him off guard, what does he do? He handled everything real well. I know I'm not -- you know, I don't -- I can't help him at all, and I'm not even -- that includes even with the radio. But on that flight, and anybody that I'm working with, I will call Salina Tower, not him, and because I'm deliberately with my terminology letting them know up there that I'm really coming in on a single engine. And if I tell him that, well, he's not off guard; he's not surprised. So I'll call the tower and I will tell them that we have -- you know, we're like 35 miles from Salina with information Bravo or whatever

and, you know, and then land in Salina.

They will approve us to -- they tell us which runway to expect or land on and then I come back and ask, is there any traffic in the pattern? That's the clue to them, don't stick K state and all 50 of their airplanes in the pattern when I'm trying to come in on a single engine. If they have, you know, they have a bunch of airplanes in the traffic pattern, then they -- then I -- they tell me they do, and then okay, it's going to be a simulated engine, you know, landing then just in case. So that's why I get on the radio for that. And after that, he's got it back again.

And we flew the airplane here on that single engine. We did a VMC demo again because the engine was really shut down, and after that, we just flew back to Salina. He landed, he taxied in, shut the engine down, and then I said, "Well, what are you going to do with this one? You can't start it like that." And he put it on the locks, and we were done.

Q. Do you remember which engine you shut down on that particular --

A. The last one that he landed, the right-hand engine.

Q. Right engine. Okay. So you complete the flight.

A. Um-hum.

Q. Then what?

A. We're sitting in the cockpit, and I asked him, how do you feel? And he told me that he felt good. He felt confident.

He felt like he -- you know, he says he was trained. He actually gave me a compliment about the training by stating -- I take it as a compliment. He kind of said, man, I haven't worked this hard since college. And so I take that as, you know, he enjoyed it, and he said he enjoyed the training. And I said, well, I think you're ready to go home then, and he said he agreed.

Q. Do you remember -- I know it's been a little while, Shawn. Do you remember what time you completed that and then --

A. In that last sheet, you'll have our landing time.

Q. Okay.

A. And --

Q. Fair enough.

A. -- and he got fuel, got his flight plan, checked the weather. Oh, we did go to lunch. That's right. We went to lunch and then came back, and I -- I don't know what time it was he took off.

Q. During his stay here, I assume he just stayed at a local hotel. Is that your understanding?

A. Yes, over -- I believe it was the Marriott.

Q. Okay. Okay. Anything unusual in those days of training? Did he seem tired? Did he seem like he was rested? I mean --

A. No.

Q. -- what was your overall impression?

A. No, he did not seem to be tired. And every morning I'd

ask him, how you feeling? And he always said he felt fine, everything was good. And I said, okay, great, and we just continued on with training then.

Q. Anything different or unusual weather condition-wise on any of your training that you did?

A. No, we had good weather all -- every time we flew the airplane, even the day he went home.

Q. Okay. Discuss with us what -- his departure and what you recall, taking us from the time --

A. Okay. When -- he's checked out. He has his endorsements. I'm not going to then hover over his shoulder watching everything he does. I sit in the hangar. The doors are slightly open and I start sweeping the floor most of the time, and I know what they're doing, just by the sounds.

I can hear the unfeather pump button be activated, and I know what he's doing; he's doing his feather valve check. And I hear the engines start up. Now I'm just sweeping the floor waiting, and then I hear the engines rev up. Okay, he's doing his overspeed governor test. I just assume, because I'm not there, that he did his NTS ground test, you know. He knows what the three requirements are for it, and he's never missed them, so -- and he's actually told me what they were, so I'm sure he did it.

And then even though it's not required for the three bladed propellers, I teach the supplemental test, all airplanes. It's required for the four-bladed prop, but I teach it for the

three blade. On the three blade, the reason I teach it is it confirms that the props are off the locks. Not that they get on the runway, power up and one of the prop's off the locks and another one's not. So I teach the supplemental test confirming that they are off the locks. Well, he did that.

And then he started to taxi out. Then I stand by the door and I watch him taxi out. Nothing seemed to be abnormal. I wait and wonder, is he going to do what I preach or something else? He did what I preached. He did not go to an intersection. I don't do intersection departures unless I have no choice and I have to. He didn't either. He taxied all the way down to the end of 1-7, and I watched him take off and his takeoff looked normal. And well, he was on his way home.

Q. Okay. You mentioned, Shawn, that Dr. Inhofe seemed to be very prepared when he, when he came to you.

A. Yes.

Q. And I think you mentioned it, but just so I'm clear on it, you don't have a -- do you have an idea of where he studied or what he may have --

A. No, I do not. He -- and he also didn't tell me, oh, I talked to so and so or I got this book or -- he didn't say anything about, you know, studying previously, but I know he studied something. He had to have because you just don't normally know all these systems and how they work without studying something.

Q. Okay.

A. I think -- you know, we've got this user group thing, and to me it's just a big gossip area, but -- well, that's why I don't read it, but my wife does. And somebody after the accident went on there stating that they talked to Perry back in June, June or July somewhere, and that they were even surprised at how well he knew the systems, you know, back then. Now in that user group, you could probably find that e-mail, but my wife told me about it and back then I -- my brain was all over.

Q. Okay. You've mentioned your wife a few times. Is she an employee of your company, or --

A. Well, she's kind of like my secretary --

Q. Okay.

A. -- and she takes care of the paperwork stuff that I need to get done for the insurance companies and, you know, things like that.

Q. Any other instructors besides yourself, any --

A. No. No, it's just -- basically just me. When I retire, it closes down.

Q. Okay. Okay. And how would you categorize most of the training that you provide? Initial, recurrent? What is the bulk of your -- of the training you --

A. Well, that's kind of hard to say. It depends upon how -- when the phone rings and whose on it. I do generally -- now it's just average. You know, there are some years that I think,

well, that's it, we're done, and then the phone starts ringing again. And then there's other years or times the phone rings so much I have to tell people I can't do it and, you know, because it's just me, you know. But I'd say on average, I probably do about 20 to 25 recurrents throughout the year and maybe 6, 7 initials throughout the year.

Q. Do you have another job that you do?

A. No.

Q. Okay.

A. This is it.

Q. Okay. Describe for me briefly the -- or just describe, I guess, the air start procedure that --

A. Okay. Well -- okay, how I teach it or do you just want to know how to do it?

Q. How you teach it.

A. Okay. We have the engine shut down and now we're going to do an air start, and this is a Shawn McDonell thing is what I tell the student. Why did that engine fail? If you don't know why it failed, you do not attempt an air start. Who knows why it failed? Because you may just recreate the problem that caused you to shut it down. If you know why it failed, can you fix it? If you can't fix it, why are you going to attempt an air start?

And then the third requirement, is it safe to do an air start? And I'll use Aspen as example. You just get off of Aspen, you lost an engine, you figured out what was wrong, you determine

what's wrong, you can fix it. Now is it safe? You're down in the valley at 7500 feet on your way up to Rifle. Do you want to really take your attention away from flying the airplane and noticing where the rocks are, or are you here in Kansas, wide open area, up high above everything where it's safe now to divide your attention?

Then we get the checklist out and we follow it. We need to have an airspeed, and I like 150 to 160 knots. Then we're going to set the engine up for the start. I make sure they realize that the air start safe switch has to stay in the neutral position because we don't want the starter to engage. It shouldn't, but sometimes if they select that engine, I've seen starters engage, and then we just abort it. But we just go through the checklist and start the engine.

Q. Okay.

A. I guess one other thing to add to that, as my point, what I do before he actually starts pressing buttons, I'll bring the condition lever halfway up, closing the oil system but keeping the fuel system shut off, and then I'll press the unfeather pump button making sure that that prop rotates smoothly. There's -- a long time ago, there's been some talk about in the air, the direct drive shaft bowing or thermal distortion, and I don't believe that can happen with, you know, 150 to 200 knots of airflow going through that engine. On the ground, that's different, but in the air, that can't happen.

Q. From what you recall with your training, just so I understand correctly, you did at least four actual shutdowns?

A. Four actual shutdowns.

Q. Two on each side?

A. Yes, yes.

Q. And how many air starts?

A. Well, at least three.

Q. Three.

A. The last shutdown was here to -- in Salina for landing.

Q. For landing. Okay.

A. And then all the simulated also. I count that also, all the simulated engine failures and simulated air starts.

Q. Any idea on the number of those that you would typically --

A. No. No, sir.

Q. Okay.

A. No, sir.

Q. Okay.

MR. SAUER: Okay, that's all I have, Shawn. Thank you. We'll move it over to Jon.

BY MR. VETTER:

Q. Just about the airplane itself, it had Garmin --

A. G-600.

Q. -- recently.

A. Um-hum.

Q. Were there any other mods on that airplane? Did it have Dash 10 --

A. It had Dash 10 engines. So it had the Dash 10 engine conversion, yes.

Q. Okay. Did anything on that Dash 10 conversion affect any of the procedures that you were using checklist-wise? Did that change affect anything on the SFAR?

A. No, no. The only change that I make sure they're aware of is the engine temperatures. It's not a single red line like the Marquise and the Solitaire. We're given a little chart. It's like a multiplication table. You're running this rpm at this [redacted] and you bring it down, and it says that's your max temp. And I make sure they understand that that is not one number and then forget about it. You have to keep consulting that chart as you're climbing. Temperatures are changing. Temperatures are getting colder. Those engine temperatures change also. So if you look at it, you don't go, okay, I can take off at 570 and think 570 is the number all the way up to 25,000 feet. It's not. You have to keep consulting that chart. So that's the only difference that I emphasize with the Dash 10 engines --

Q. And you had that placard --

A. -- or conversion.

Q. -- in the airplane on the --

A. The chart was in the airplane, yes. It wasn't placarded on a glare shield or dash or anything. It's just a little handout

that's in a pouch and you just pull it out and you look at it.

Q. Okay. During training, was Mr. Inhofe comfortable with starts and shutdowns? Starts are pretty busy, lots of buttons, lots of lights to watch for. Did that procedure go well from the beginning or was that something that had to be worked on?

A. The very first time, which is simulated, there's confusion, there's -- well, I don't know if I want to say confusion -- maybe lack of understanding. It's something that they first done. It's brand new to them. So I don't expect them to get it like I would do it or somebody with experience. But I watch what they're doing and I explain what they're doing or why they need to do, what to do and what to look for, anything from maybe -- and I can't remember on this airplane if we had to or not, but I know I'll discuss where you have to hold that unfeathering pump button to 50 percent rpm. You've got to hold it to 50 percent.

We've got a nice training video -- Pat Canon narrates it -- and he even says in there 50 percent. Our checklist still says 30 percent, but I make them aware of that, hold it to 50 percent, and he did. He held it to 50 percent. He starts it up, and if for some reason the engine's stagnating or not accelerating, I tell them, hey, you may have to give it a shot of fuel, just like you would on the ground. The only difference is we're in the air. When that engine starts up, be prepared for a little bit of a surge, and instead of pushing that starting engine up to power,

squeeze the power levers together, bring the high side down, and the starting side up, less of a yaw tendency, more controllable, easier to handle. And after doing that a few times, it worked out just fine.

Q. Okay.

A. He got it.

Q. When you did those air starts --

A. Um-hum.

Q. -- did you train them with or without autopilot?

A. Oh, no, you don't have the autopilot on when you do an air start.

Q. Okay.

A. Or maybe it's approved to do it. I know the M4D is approved for single engine approaches, but I'm not going to do an air start with the autopilot on.

Q. Understood. On that same subject for engine controls in starting and shutdown, normal procedures apart from the air start, for your normal engine starts and your normal engine shutdowns --

A. Um-hum.

Q. -- were there any issues in procedures for training, things that kept recurring that you had to correct or any of his preconceived ideas from his previous study knowledge that may have been a negative impact?

A. Nothing that I had recognized as why are you doing the same thing all the time? You know, I mean, nothing. He always

progressed. He progressed very well, and he was doing a good job. The only thing is, like I mentioned earlier, is when we did that first simulated shutdown, he just simulated condition lever, simulated power lever, and then stopped. And I said, "Why are you stopping? We've got more to do." And, you know, and then I told him about the six memory items; you've got to memorize all those items. And he only did that that one time, and then after that, he -- maybe -- and I can't even really remember. I know he got it but was he as quick and as fluid as he was towards the end? I honestly don't know. But he was doing the right stuff.

Q. And for those actual shutdowns in flight, were both engines exercised? Did you do some rights and some lefts?

A. Yes. Both -- the left engine was shut down twice. The right engine was shut down twice.

Q. Okay.

A. I guess the left engine would have been air started twice, the right engine air started once. One of those shutdowns on each engine was planned. He just had -- I used the example you just had maintenance done, the gear box inspection. In order to make this airplane airworthy, you have to do an airborne NTS test. And I joke about you guys, okay, the FAA. You're used to it. Yeah, I tell them, this is the only time the FAA is going to let you fly an unairworthy airplane, because it's not airworthy until you do that airborne NTS test. How do you get it in the air if it's not airworthy? Well, they'll allow you to do that but you

can't do it 6 months later; it's got to be done that first flight. And then we go out and we do it. We do -- he gets out the instructions and he does the airborne NTS test.

Q. Okay.

MR. VETTER: That covers everything that I was curious about.

MR. SAUER: Okay. Thank you, Jon.

Ralph.

MR. SORRELLS: My turn?

MR. SAUER: Your turn.

BY MR. SORRELLS:

Q. Okay. I just kind of wondered, do you ever discuss other accidents, MU-2 accidents, as part of the training program?

A. If I'm aware of something or they bring something up and if I know something about it, we'll try to talk about it, but I don't make it a point to harp on accidents.

Q. Yeah. Just, are you -- do you know whether or not his fuel controls had the mod?

A. According to the aircraft status sheet, yes, they were done.

Q. Okay.

A. They were the -- I believe the spline was measured. I don't think they were sent to Honeywell.

Q. So if you'd have had a spline failure, spline drive failure, instead of going overspeed, it would have dropped back on

the fuel?

A. Well, my understanding is if you just have the spline measured, you haven't changed anything. So you could have the runaway either way, is my understanding. Now you help me. You know, am I wrong in that? If you send it to Honeywell, then they do whatever needs to be done so it can't overspeed.

Q. Well, I don't know. Say that again. Because the spline drive failure was -- the mod on the fuel control was supposed to prevent an overspeed from --

A. But there's an alternate method of compliance.

Q. Yeah, I knew that.

A. And that's what most of us have done.

Q. Yeah, (indiscernible).

A. So if you just measure, if you just measure the spline --

Q. Um-hum.

A. -- and it's acceptable and you put it back in, what else did they change to make it not do what we don't want it to do?

Q. Well, okay. But by measuring it, you're just inspecting its condition, and if it's worn, you change it.

A. Well, then they change it, yes.

Q. But if you actually have a failure of the part, okay, then the old scenario is if you didn't have the mod, you go overspeed.

A. It could, yes.

Q. But if you have the mod and this fails, not just worn, but fails, you would go down about 50 gallon an hour --

A. Something like that, yeah.

Q. -- and you'd have the same indication you'd have if you lost an engine in flight.

A. Um-hum. Okay. But in order to get that modification, I thought you had to send it into the factory to have them do what they needed to inside it. They change the spline. I call it a plastic spline. I know it's not plastic.

Q. Yeah.

A. But they change --

Q. Vespel.

A. Yeah, something like that. But if they split the fuel controller from the fuel pump and then they measure the spline, they haven't changed anything else inside.

Q. No.

A. All they did was say, hey, that spline's good, put it back together, put the fuel controller and the fuel pump back together, and then we agree to have -- to comply with the AMOC.

Q. Okay.

A. So that's my understanding.

Q. Okay. You said you landed with a right engine shutdown?

A. Yes.

Q. Why would you pick the right engine?

A. I just grabbed, just reached over --

Q. Because you know the critical engine --

A. Oh, the left engine. Oh, oh, good deal. Great. I'm glad, I'm glad you mentioned that. We were talking about engines because I know what I'm going to do --

Q. Sure.

A. -- and I'm talking about, I said, "Okay, Perry, which engine is your critical engine?" And he knew left engine and stuff. I said great. I reach over and shut the right-hand engine down, and he says, "Oh, man, that was tricky. You're talking about the left engine and you shut the right engine." That did happen.

Q. Okay.

A. So -- yeah.

Q. All right. When you did the inflight NTS check, you checked both engines, right and left?

A. Yes.

Q. Do you remember how long it took before you got down to 35 percent?

A. I've got it written down. It was in the teens. It was like 16 or 18, something like that. I've got it written down on the sheets.

Q. So it was pretty normal?

A. Yes.

Q. Okay. And you said you knew you had the Dash 10 modification.

A. Um-hum.

Q. In discussing some of the things on this MU-2 blog --

A. Okay.

Q. -- I never respond to them but I read them sometimes, and this doesn't have anything to do with your training specifically, but in answer maybe to Jon's question about SFAR 108, there were a lot of pilots that jumped in and said, well, you know, a guy needs to have a mentor pilot for a while.

A. Um-hum.

Q. What do you think about that? Is that something that --

A. What a great time to ask me that.

Q. Yeah, I understand.

A. You know, Ralph, obviously if there's two pilots on board, you know, it makes any airplane safer. To say that that is required, that that would be needed, even with what happened, I guess I'm going to still say, no. I mean, how do you say the second pilot isn't beneficial?

Q. Yeah.

A. But is that what makes the airplane, you know, flyable? Well, no. You know, a lot of it is paying attention to detail and doing things right and in the correct way. Sometimes we make mistakes --

Q. Um-hum.

A. -- and I'll even, during class, I'll, you know, joke around and call it that's your pet grizzly bear. If you treat it

right, it's going to treat you right. If you abuse it or do something wrong, it's going to bite, and it bites hard.

Q. Um-hum.

A. You know, I mean, not intending something like this to happen, but just trying to make a point that you've got to do things right, you've got to pay attention to detail.

Q. Sure. When you teach stall recovery --

A. Um-hum.

Q. -- okay, and I know that's what SFAR 108 says, and you know what the Advisory Circular and all says.

A. Yes.

Q. What's your impression of both those procedures and which one do you think we need to have SFAR 108?

A. Okay. It depends upon where you're at. If you stall 100 feet above ground, do you want to really go pushing the nose down? Probably instinctively a pilot would probably resist doing that. If you're at altitude, no problem. So where are you when you stall? As we know, most of our stalls are, you know, like turning base to final. I guess that's still the same, you know. So if you're at some altitude, shoot, lower the nose.

I also like minimum loss of altitude because it shows proficiency. It shows that the pilot can -- you know, he understands how he has to -- how fast or how much he needs to push the nose over. Because when we're trimmed up and then we pull the power back and stall it, getting the stick shaker, if you push the

power up and you do not lower the nose, the airplane starts climbing. So you have to lower the nose. But when you lower the nose, that doesn't mean you're losing altitude. You're changing that pitch angle to maintain the altitude.

And if it's -- so I can see where both of them are fine. It's just I do both because all of a sudden one of these days they're going to change the profile and I've got to be prepared for it.

Q. Okay.

A. If they don't, then we're doing it the way it states already.

Q. Yeah. Just one last thing I've got. I'm just, and this isn't necessarily what, you know, what he did, but what -- you're VFR. You're making approach into Tulsa.

A. Um-hum.

Q. You're descending 220 knots, got beside the outer marker, okay? Can you kind of go step by step what you'd expect the pilot to do from a power setting standpoint and flap settings and gear, dropping his gear and, you know, not an instrument approach, just a visual approach, kind of sequence-wise, how you would expect him to have done that?

A. Well, yeah.

Q. Airspeeds and so on.

A. Okay, the way I teach is I bring the airplane in at about 160 knots, 160, 150 knots, is where I'll start my, you know,

landing check. And I'm getting the gear down and the flaps down. The airplane is slowing -- or power, you asked for a power setting. So I probably bring the power back, I'm not going to say -- I will not bring it back to flight idle because that's drag on the prop. So there is some power on the airplane, but it's not enough to keep the airspeed up.

So the airplane is slowing down, so it comes into flaps airspeeds. So we got 5-degree flaps and the airplane's slowing down. Now we get to airspeed for 20-degree flaps. We bring our flaps down to 20 degrees, and we're just -- and I bring my gear down first. So I should probably mention that. And the reason I do that is when I first started flying the MU-2, we didn't have 5-degree flaps. We had up, takeoff, and landing. So that's why I got in that habit, and it works.

And then minimum airspeed, minimum airspeed, 120 knots. Do not go below 120 knots. And, well, do what you have to with power to maintain that 120, 130 knots on final. Now do I want to be at 120, 130 on 10-mile final? No. I'm going to keep my speed up. But as I get a little closer to the airport -- and it's all judgment, where is it, for your experience, for your timing, what tower is expecting or asked you to do, is where that pilot has to make those decisions when he starts to slow up.

Q. So, item one, you'd drop the gear at 175?

A. No, no, 160.

Q. 160, okay.

A. 160 is when -- because I'm also one, I don't believe in running anything at its maximum limit.

Q. Okay.

A. I've got stuff where people have exceeded airspeeds.

Q. Can you do that about the outer marker?

A. I'm set up -- if I'm shooting, if I'm shooting an approach, I'm all set up before I get to the marker.

Q. Okay.

A. So when I get to the marker, all I have to do is pull power back and come down ~~to~~ the glide slope. So that's --

Q. Okay. So you'd already be, you'd already be at 5 degrees flaps.

A. Five, maybe even 20.

Q. Okay. And maybe even 20, okay.

A. Am I icing conditions or is it just, you know, 80 degrees outside but it's solid.

Q. Okay.

A. Both engines running, you know. I might be a mile from the marker and be all configured and ready to just pull power back when I reach glide slope.

Q. Okay. Pre-landing checks or approach checks, what would you expect him to be doing at that point?

A. Okay. At what point?

Q. Well, as -- okay, you're coming across -- you're at the outer marker, you've got your gear down, 5 degrees, maybe 20

degrees of flaps. There will be certain other things you're going to be doing such as -- well if it's, of course, daylight, you don't have to worry about your landing lights and things like that. What other switches and things like that that you'd expect to be operating? Anything else or is that basically it?

A. You'd have your prop sink off.

Q. Right. Prop sink and autopilot off.

A. Autopilot would be off, hand flying the airplane.

Q. Right.

A. I'd turn on my tip tank lights, you know, for better visibility.

Q. Okay.

A. But if you're on the approach and you're all set up, I don't know what else there is to do. When I'm --

Q. Fuel management of anything, any sort?

A. Well, before -- we have to kind of be aware of staying within balance.

Q. Right.

A. And so you've got to be balanced with your 22 gallons.

Q. So you check your -- make sure your throw is okay?

A. Yeah.

Q. You would have to -- if you're landing with too much fuel and the tip tanks and all that.

A. Well, right. You know, there's a 65-gallon limit --

Q. Right.

A. -- maximum for landing, and then within 22 gallons between -- tip to tip for landing. So we have to be aware of those, and if something is not balanced, well, you've got to get balanced, you know.

Q. Okay.

A. So that's a limitation in the limitation section, 22 gallons and 65 gallons.

Q. Right.

A. So we have to meet those.

Q. Okay.

MR. SORRELLS: All right. I don't have anything else.

MR. SAUER: Okay. Jason?

MR. AGUILERA: Nothing more for me.

MR. SAUER: Nothing more.

BY MR. SAUER:

Q. Just going back to the checklist that you use, Shawn, you mentioned, just so I'm clear on it, the checklist that you initially start with --

A. Um-hum.

Q. -- that more or less has the cautions and a lot of the --

A. That I? No, no. Mine doesn't.

Q. Yours does not?

A. Correct. Mine is just do step 1, 2, 3, 4 and so on. I'm using it to learn how to do the tests, our safety tests.

Q. Right.

A. The NTS ground -- well, the feather valve test first, the NTS ground test, the overspeed governor test, the supplemental test.

Q. So those tests are really the only difference other than that -- the takeoff, the climb, the en route, the --

A. Yeah.

Q. -- all those checklists are identical to what is in the blue checklist. Is that a fair statement? I mean, without having them in front of us here.

A. Well, I don't know if I can say they're identical. I make it very well known that mine is for training. I even have it written on the bottom of every page.

Q. Sure.

A. And on the back of every section, it states that the AFM is the governing, you know, authority and you have to use it. And so mine is just used for the training portion, to get started to learn how to do these tests.

Q. Okay.

A. Once that is done, and now he knows how to do an overspeed governor test, he can take my book and throw it away, you know, and we start using the blue one then, and that single page. And, yes, I listen to the squawks about it, but there's nothing I can do about it.

Q. True.

A. It is what it is.
Q. Okay.
A. You know, it falls off their lap. It's hard to hang onto. Live with it. That's it.
Q. Okay.
MR. SAUER: That's it for me. Jon, anything further?
MR. VETTER: A couple of questions.
BY MR. VETTER:
Q. When do you typically transition from your checklist to the blue checklist in training? When do they stop using --
A. Generally, most of the time it's by the -- oh, after the second or third flight for sure, for sure it is.
Q. And the checklist that you did use in training, do you know, was it the A or the B version? I heard you mention single page, so --
A. Yeah. It was the updated. I use the B version with the single page pullout.
Q. Okay. And that's the checklist that he left here with?
A. Yes.
MR. VETTER: That's all I have.
MR. SAUER: Well, one last time?
BY MR. SORRELLS:
Q. I'm sorry all this happened. And I know it's got to really hurt.
A. It does. You've told me on the phone that it's

something that I'll never forget.

Q. Yeah.

A. You're right.

Q. Yeah.

A. You told me it will get better. So far you're wrong.

Q. But you'll never forget it.

A. I'll never forget it. I have to just --

Q. I lost a guy that I trained but it's a little different circumstances. He took off with another guy early one morning in the fog in a Cherokee 140, had no instrument -- well, he had 2.25 hours of instrument training, and he just flew it right into the ground, you know. But it still hurt big time.

A. Um-hum. Yeah.

MR. McDONELL: Guys, I guess when we first started this, you said that you'd allow me to ask a question.

MR. SAUER: Yeah, absolutely.

MR. McDONELL: I know the engines, they're going through. I've heard all these different speculations and stuff. Do you have any idea yet what may have occurred? I mean, I'm completely dumbfounded. I really have -- even if that engine did fail, and I guess there's witnesses that the left engine was feathered. Okay. So the left engine shut down, gear's down, flaps are at 20 degrees. According to our positive weight gradient chart, even with the gear down, flaps at 20 degrees, according to that chart, on those conditions, that airplane should

have still been able to be flown.

MR. SAUER: What we'll do here, Shawn, is we'll wrap this up and then have a little discussion with you, share with you a little bit of some of the factual information that I can --

MR. McDONELL: Okay.

MR. SAUER: -- regarding some of our examinations, where we stand with the investigation.

MR. McDONELL: Okay.

BY MR. SAUER:

Q. Just kind of a wrap up question that we typically try to do in these, is there anything that we haven't asked you that you feel is important or something that we didn't cover that you'd like to talk with us further about?

A. Well, I keep wondering what I missed, what I didn't see or what I didn't notice. I try to be very thorough with everything. I try to make sure that when the guy leaves here, he's going to get home to his family, and that's one of the things he even said to me before he left. He said, he asked me if I felt he was safe enough for him and his family, and I said, yes. So I don't know. I've got all these quizzes I make them go through. I try to -- you know, not just one time, but several times make sure that they understand stuff. I just don't know what in the world happened here.

Q. Well, I know it's easy for me to say but, you know, Shawn, I'm very confident you did everything that -- training-wise

that you've done, and I would hate to have you second-guess yourself for the remainder of your, you know, your profession and your life to second-guess yourself on what you did with Dr. Inhofe and the training you put him through. You know, the investigation will run its course and we'll hopefully get some answers out there, for not only the family involved but everybody involved. You know, the unfortunate part of all of this is these things just take time. There's a lot of work that goes into these investigations. Don't hesitate to give me a call, "Aaron, what do you know? You know, just is there anything" -- for peace of mind for yourself, et cetera. So I would not hesitate to let you know where we stand.

A. Um-hum.

Q. Factual information, et cetera. But I can't imagine, you know, what you've been going through for the last several weeks, but we just appreciate your time here today, to sit down. I know it's not the most comfortable setting for you, but for us to work through what we have to do for the investigation, it's certainly most helpful, and at the end of the day, this information is extremely valuable for what we need to do here. So we appreciate it. I know it was not easy for you, but we appreciate it. So --

A. Well, and to let you guys know also, if you think of any other questions or anything else that you want or I can supply for you or give you, please let me know because I'm not going to try

to hide anything, guys, not a single thing. I just don't do that.

MR. SORRELLS: And you're part of their --

MR. SAUER: Okay. Well, we'll go ahead and conclude. It is approximately 10:15 here, and unless anybody has anything further, we'll go ahead and conclude the interview. Thank you all and we'll be in touch.

(Whereupon, 10:15 a.m. CST, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	AIRCRAFT CRASH WITH FATALITY NEAR OWASSO, OKLAHOMA NOVEMBER 10, 2013 Interview of Shawn McDonell
DOCKET NUMBER:	CEN-14-FA-046
PLACE:	Salina, Kansas
DATE:	December 17, 2013

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

_____

Kathryn A. Mirfin
Transcriber

Interview – Docket No.: CEN-14-FA-046

Shawn McDonell

Corrections to interview:

Bold and underlined is the correction:
Some are clarifications:

Page 4 Line 7
conduct an interview with Mr. Shawn McDonnell, and before we
conduct an interview with Mr. Shawn **McDonell**, and before we

Page 4 Line 20
MR. McDONELL: And my name is Shawn McDonnell. It's S-
MR. McDONELL: And my name is Shawn **McDonell**. It's S-

Page 6 Line 3
started, and I was with Reese Hollow for about, you know, 3½, 4
started, and I was with Reese **Howell** for about, you know, 3½, 4

Page 6 Line 12&13
Actually, it was back in August of this year. The class
was in Kansas City and **I** went and attended it

Believe I did not hear the question correctly:

Actually, it was back in August 2013 recurrent SFAR 108 training with
Reece Howell. CFI renewal in Kansas City back in August 2013.

Page 8 Line 1, 2, 3, 4, 5,
MR. McDONELL: Okay. And I was also told for the FAA.
So, Jon, I guess that's my license, copies of my certificate, my
SFAR 108 training, my CFI, when I got it. At the time of the
accident, I had the temporary, so that's why it's a photocopy of
it, but I do have the hard -- or the regular copy now.

I felt it needed to be clarified that this was a renewal.

MR. McDONELL: Okay. And I was also told for the FAA.
So, Jon, I guess that's my license, copies of my certificate, my
SFAR 108 training, my CFI, when I got it. At the time of the
accident, I had the temporary **due to renewal, I have had my CFI since 1997?,** so that's why it's a photocopy of
it, but I do have the hard -- or the regular copy now.

Page 8 Line 17
When someone calls, I make sure they know of the SFAR and what is
When someone calls, I make sure they know of the SFAR and what **it**

Page 9 Line 23&24
and they take those quizzes based on that system, and the quizzes
are in there also. And that's one way that I can make sure they

I wanted this made a little more clear.

and they take those quizzes based on that system, and the quizzes are in **Dr. Inholf folder that I handed to you Aaron Sauer, Jason Aguilera and Jon Vetter.** And that's one way that I can make sure they

Page 10 Line 16
I also in the evening when I go back to the hotel, they
I also in the evening when **they (the student) goes** back to the hotel, they

Page 11 Line 21
my train flight mission is maybe about 2, 2½ hours, but sometimes
my **training** flight mission is maybe about 2, 2½ hours, but sometimes

Page 13 Line 8
let's see. I won't anymore let me show you because you know how
let's see. **I won't say let me show you anymore, because you know how**

Page 14 Line 6
don't really push it up because it's really running. So we just
don't really push it up because **the engine is** really running. So we just

Page 14 Line 14
you notice loss of directional control and then how to you
you notice loss of directional control and then how **do** you

Page 14 Line 22
I'll reach over -- first time will be, let's check out the NTS

Unsure why I said this please remove! ***(I'll reach over)***

first time will be, let's check out the NTS

Page 16 Line 11
airplane. They go through this checklist. It says, for instance,
airplane. They go through this checklist. **(referring to the SFAR checklist)** It says, for instance,

Page 18 Line 6&7
I've never had anybody come to class who actually studied something.

Need to clarify

Other students have come prepared, however Dr. Inhofe was prepared better then most.

Page 23 Line 1
just that one time is where he stopped, and I don't know what --
just that one time is where he stopped, and I don't know **why** –

Page 23 Line 11
engine." It's the AD that we've got with the fuel controllers.
engine." **There's an** AD that we've got with the fuel controllers.

Page 24 Line 13
interpolating it then, and I'm sure he was accustomed to it. I
interpreting it then, and I'm sure he was accustomed to it. I

Page 34 Line 21
have met Jon the very time. He didn't know me, but he was giving
have met Jon the very **first** time. He didn't know me, but he was giving

Page 36 Line 10
and watch for torque and temp, and just, you know, turbine
to watch **your** torque and temp, and just, you know, turbine

Page 49 Line 12
altitude, and you bring it down, and it says that's your max temp.
temp, and you bring it down, and it says that's your max temp.

Page 61 Line 10
power back and come down to glide slope. So that's --
power back and come down **the** glide slope. So that's --