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UNITED STATES OF AMERICA
NUCLEAR REGULATORY COMMISSION

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ADVISORY COMMITTEE ON REACTOR SAFEGUARDS

SUBCOMMITTEE ON HUMAN FACTORS

+ + + + +

TUESDAY,

SEPTEMBER 10, 2002

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The Subcommittee met at 8:30 a.m. in Room T2B3,
Two White Flint North, Rockville, Maryland, Dana
Powers, Chairman, presiding.

ACRS MEMBERS PRESENT:

DANA A. POWERS	Chairman
GEORGE APOSTOLAKIS	Member
MARIO V. BONACA	Member
F. PETER FORD	Member
THOMAS S. KRESS	Member
GRAHAM M. LEITCH	Member
STEPHEN L. ROSEN	Member
JOHN D. SIEBER	Member
GRAHAM B. WALLIS	Member

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1 NRC STAFF PRESENT:
2 MEDHAT EL-ZEFTAWY Designated Federal Official
3 AUGUST CRONENBERG Cognizant Staff Engineer
4 MARK CUNNINGHAM NRC Staff
5 JOHN FLACA NRC Staff
6 ERASMIA LOIS NRC Staff
7 SCOTT NEWBERRY NRC Staff
8 J.J. PERSENSKY NRC Staff
9 NATHAN SIU NRC Staff
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P-R-O-C-E-E-D-I-N-G-S

(8:47 a.m.)

MR. POWERS: The purpose of this subcommittee is for the staff to inform the ACRS on recent progress related to the agency's research programs on human reliability analysis and human factors.

I will caution you that the ACRS tends to glump this whole thing together as human factors or human performance. Sometimes that causes some confusion in nomenclature, so indulge us in our peculiar resistance to making fine distinctions in this area.

The purpose and the scope of these activities will be discussed as well as the relationship between the two disciplines. Presentations will include examples of how human factors, data, and information are incorporated into agency, human reliability tools, and how HRA can be used to identify and prioritize human factors data and research needs. Hopefully we'll discuss those research needs.

Gus Cronenberg is the cognizant staff engineer for the meeting and knows more about it than all the rest of us combined I'm sure. Medhat el-

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1 Zeftawy is the designated federal official.

2 Rules for participation in today's
3 meeting have been announced as part of the notice of
4 this meeting previously published in the Federal
5 Register of August 22, 2002. A transcript of the
6 meeting is being kept. Open portions of this
7 transcript will be made available as stated in the
8 Federal Register Notice.

9 It is requested that speakers first
10 identifying themselves and speak with sufficient
11 clarity and volume so that they can be readily heard.

12 We have received no written comments or
13 request for time to make oral statements from the
14 members of the public for this meeting.

15 Before we get started here, I want to give
16 the members just a little bit of background. The
17 purpose of the meeting is to understand where the
18 agency is going in its human factors research. Again,
19 using the word "human factors" to cover human
20 reliability, human performance, and anything else that
21 has human involved in it.

22 The ACRS has been on record as recognizing
23 that human factors is the emerging reactor safety
24 issue of the future. On the other hand, ACRS has been
25 relatively critical of many of the plans that the

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1 agency has put together to attempt to coordinate all
2 the activities involving the word "human" within the
3 agency.

4 Today we're going to be more focused,
5 focused primarily on the research activities. And in
6 developing this agenda with Dr. Siu, I thought that
7 what we should concentrate on, it clearly would be
8 useful to get the subcommittee educated on what has
9 transpired since we've got together last time. But
10 it's far more important for us to understand what the
11 agency needs are, what the plans are to address those
12 needs, and how well those tools, models, and
13 understanding need to be developed in order to achieve
14 what the agency needs to achieve in this area.

15 In fact, we've developed an agenda that
16 allows copious time for discussion of what may seem
17 philosophical issues. But I think it's important here
18 that we have a good understanding of what the thinking
19 is behind the strategy to not only understand what's
20 going to be done but why it's going to be done and how
21 well it's going to be done.

22 The intention is in fact to produce a
23 letter to the Commission reporting what we have found
24 about this human factors research program since it
25 doesn't really mesh well with the plans for the

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1 research report itself. So, we're going to address it
2 separately.

3 Consequently, I am going to poll the
4 members twice today on what their thinking is. Once
5 just before the break for lunch, which should pretty
6 much bring to conclusion any of the formal
7 presentations, and once after we have completed our
8 discussions with the members of the staff in this area
9 so that we have a good understanding of what our
10 positions are and what our thinking in these subject
11 is.

12 Do any other members have comments they
13 want to make before we get started?

14 (No response.)

15 MR. POWERS: In that case, I'll call upon
16 Scott Newberry to open up the proceedings here while
17 Nathan sorts out whatever hat he's wearing today.

18 MR. NEWBERRY: Thank you, Mr. Chairman.
19 I'm glad to be here. I wanted to come this morning
20 and kick off the presentation and introduce the folks
21 here at the table.

22 I think that you did a good job going
23 through the objectives of the brief. That's our
24 understanding of the, to discuss aspects of human
25 reliability and human factors and all elements or

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1 interactions pertaining to those areas.

2 By way of introductions, of course, Nathan
3 Siu, to my left, you all know. I want to mention that
4 there's a bit of a transition going on in my staff.
5 I'm bringing some work from Nathan to Erasmia Lois on
6 my right, who will be giving a lot of the presentation
7 today. So I'll just point that out to you. And of
8 course, Jay Persensky to my right, who works for
9 Farouk.

10 These programs are in two different
11 divisions, which is also interesting I think, that
12 human factors is under Farouk and the human
13 reliability is in the risk assessment division and
14 research. That's a topic that we revisit periodically
15 in terms of whether that's best. So, this is a joint
16 division brief.

17 MR. POWERS: I would just comment that
18 it's been my perception that research as an
19 institution here at NRC has been showing an enormous
20 capacity to work across organizational lines. And I
21 point to the PTS as an example of where that's been
22 particularly effective. So I'm not sure that I would
23 be apologetic about having things in two different
24 organizations as an ipso facto sort of thing.

25 MR. NEWBERRY: Well, I don't want to come

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1 across as apologizing. I think we continually try to
2 look at better ways to do business, not just
3 communicate. But you do have a team approach here on
4 this brief, which is I guess what I wanted to
5 mentioned.

6 My remarks will be brief. I'm going to go
7 through the objectives of the brief a little bit.
8 I'll go through the outline of the brief and talk
9 about some of the reasons we think this program is
10 important. Then I'll excuse myself to head off to
11 another brief.

12 But before I get into the briefing
13 objectives and outline, I thought I'd mentioned two or
14 three things. First, I hope you'll see today that
15 we've been responsive to a previous input from the
16 committee. You reviewed the research program last
17 year, and we talked with you about that. We sent you
18 a letter in terms of your comments on the methods
19 development and where we should move the program. I
20 hope you'll see that we've done that. You'll see a
21 pretty extensive list of applications, PTS being one
22 you mentioned Dana, where this work is important.

23 We've been trying to get to you but have
24 been doing other things since 9-11. Some of the
25 people here have been working hard since last

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1 September. I think we wanted to get over here sooner
2 but weren't able to do that.

3 The last thing I'll mention, and it was
4 certainly emphasized in a recent SRM received from the
5 Commission on our budget, and that is the need to
6 constantly revisit our programs to see if they need to
7 be altered, increased in scope or depth, or even
8 sunset.

9 Even in the meeting with the committee
10 yesterday on Reg 1174, the issue of David-Besse came
11 up. It might come up today. I wouldn't be surprised
12 if it came up, so I thought I would just indicate to
13 the committee that in the context of our programs, and
14 I think in this one, we are considering re-engaging
15 the Commission on what should be done on the
16 experience this year that could relate to safety
17 culture research efforts. That would be the plan I
18 would think, that we would have to re-engage the
19 Commission given past guidance that they had given us
20 before we set a direction. So, that's on our plate
21 and I wanted to mention that up front before going
22 into the view graphs.

23 Let's go to the objectives of the brief,
24 which I don't think I have to spend much time on
25 because the Chairman already mentioned them. But,

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1 we're going to provide an overview of the program, the
2 activities in the program, and try to emphasize the
3 relationships between human factors and human
4 reliability aspects. Then, of course, we look forward
5 to getting feedback from the committee. It's going
6 to be an interactive discussion. That's what we've
7 planned for.

8 Next slide. I won't read the view graph,
9 but I'm going to go into a little bit of why we think
10 these activities are important. I'm hopefully that
11 you'll find Bruce Hallbert's presentation, a little
12 bit later on the agenda, interesting and will provide
13 some context for how the program overall relates human
14 factors and human reliability work.

15 Next slide. There's considerable activity
16 right now across the agency in terms of rule-making,
17 licensing, the oversight process, and just the basic
18 infrastructure itself in terms of where we prioritize
19 what we think is important, etcetera. I think you'll
20 see today that this program provides consider input to
21 a number of those areas, PTS being one that Dr. Powers
22 mentioned. But there's a broad need in my opinion
23 across the agency for input from these programs.

24 PARTICIPANT: Could you eventually tell us
25 what the specific useable outputs will be, which

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1 you'll be providing to these other --

2 MR. NEWBERRY: Yes, my point today is that
3 it is our absolute intent to go through them.

4 PARTICIPANT: Useable outputs will be
5 given to thermalhydraulics from this -

6 MR. NEWBERRY: I don't know that
7 thermalhydraulics is going to be on the list, but you
8 should see a matrix in my staff's discussion that
9 you'll be able to engage on in detail.

10 MR. APOSTOLAKIS: Is it because
11 thermalhydraulics is so fundamental it doesn't get any
12 input from anything?

13 MR. POWERS: There's a major undertaking
14 to understand why there are so many human errors
15 committed in handling the momentum equation.

16 MR. NEWBERRY: In terms of operating
17 experience, there are some major programs to learn
18 from feedback. Certainly that's been the case this
19 year. You'll see activities discussed today that get
20 into all aspects in terms of the role of the operators
21 certainly being able to provide recovery and prevent
22 damage of the core, but also the possibility of
23 worsening the situation.

24 Programs, the draw from our PRA
25 experience, research programs, of course, line

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1 assessments done by the industry and work that we have
2 done going back to things like IPE submittals and the
3 like. But also, we're involved in reviewing proposals
4 and applications from the industry.

5 I think one of things where I expected
6 considerable time to be spent today is what's coming
7 in the future, future trends, future events. I know
8 the committee has been interested in interface issues,
9 modifications to current control rooms, staffing
10 policy, regulatory police involved with staffing as
11 well as the new reactors coming down the pipe where
12 there could be significant human factors/human
13 reliability issues.

14 The agency is faced with a number of
15 questions in terms of the impacts of these changes.
16 From a regulatory point of view, certainly there's a
17 question, I suppose quantitative sorts of questions
18 that can be asked in terms of the impact on risk and
19 how the human contribution to the risk profiles of
20 plants manifest itself. And, we'll get into that a
21 little bit today.

22 Let's go to the next view graph. I think
23 Nathan pulled this together. It's really just a
24 summary of what I mentioned to show that the human
25 factors, PRA, or human reliability work -- providing

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1 input to the decisions that the agency is faced with.

2 PARTICIPANT: That's so general. It
3 doesn't really tell me anything until you go into
4 specific needs and specific outputs.

5 MR. NEWBERRY: Yes, it's very general.
6 Sometimes it's not clear to some that our products are
7 utilized in actual rule-making decisions, actual
8 licensing decisions.

9 Just recently, I know Dr. Persensky and
10 the staff provided a report to NRR that was requested
11 and should be utilized in how to look at the
12 monitoring aspect of the reactor oversight process in
13 terms of looking at corrective action programs and the
14 inspection program. So, that's what is meant by
15 monitoring.

16 It was mentioned that we're doing work in
17 the pressurized thermal shock area, which will come up
18 today I'm sure. These folks are providing input to
19 that integrated assessment of the current PTS rule.
20 We'll have to see to what extent we should rely on the
21 operator in the context of looking at potential
22 modifications to that rule.

23 Then of course, the licensing decisions,
24 where plants are ascribing to make a modification
25 either going from a manual to an automatic feature or

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1 automatic to a manual feature. Those are licensing
2 decisions, and we're working to provide input into
3 that sort of decision.

4 Of course, all the way over to the left
5 there are the agency performance goals, which we're
6 trying to work towards. So, that's all the slide is
7 trying to show in a general way. I know looking at my
8 staff's view graphs, which you'll get into today,
9 there is plenty of examples I think that would work
10 from this outline.

11 Let's go to the next slide, just sort of
12 a way of introduction, then I'll just move away from
13 the table and let Erasmia and Jay take over the brief.
14 I mentioned that Erasmia and Jay are the leads for the
15 HRA and human factors research programs, and they'll
16 be doing the brief today.

17 I think you've got copies of our
18 programmatic material, which are referenced on the
19 slide there in terms of the program plan, and the
20 second paper, which outlines the human factors
21 activity.

22 My interest in moving forward here as
23 well, which I would mention, is not only to receive
24 input from the committee but we're trying to give
25 these plans a little bit more visibility. In both

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1 inside and outside the agency, I think we do need
2 input. We need an understanding of where the work is
3 being used. We're trying to do a better job at that,
4 interfacing with the program offices, both NRR and
5 NMSS. This is one step in that process.

6 I would suggest we go ahead and move ahead
7 with the brief unless people have questions for me on
8 my comments.

9 MR. POWERS: One of the issues that you
10 may have touched on in your discussion was we tend to
11 say the entirety of our human performance is focused
12 on the performance of the licensees, and in fact, we
13 have substantial activities within the agency itself
14 where we have human performance most notably the
15 inspection forces, both resident and nonresident at
16 the various sites. Do I understand that you're
17 thinking of looking into that aspect of human
18 performance as well?

19 MR. PERSENSKY: If I may? I'm Jay
20 Persensky.

21 One of the things that was in the second
22 paper on the human factors aspects of the project was
23 an attempt to transfer knowledge. I think that's the
24 way I characterize it in that paper. The idea there
25 was to develop some training programs for the staff,

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1 the inspection staff, that they had a better
2 appreciation/understanding of some of the human
3 factors issues as well as just recognition that it's
4 time to call somebody else it. So, that's one of the
5 topics that I have here as far as an infrastructure
6 topic.

7 From the standpoint of nuclear power
8 plants, from the materials side, we've actually been
9 asked by NMSS to help them human factor, make their
10 inspection modules easier to use. So, we're working
11 with NMSS on that project right now. It's sort of a
12 consultative effort as opposed to a major research
13 effort, but we are providing some support in that
14 area. We're moving in that direction slowly.

15 MR. POWERS: One of the big issues that's
16 going to emerge tomorrow actually has to do with the
17 ease with which the NRC staff can approach the
18 significance determination process in the fire
19 protection area. I mean it's a classic human
20 performance kind of issue there. And so, I'm just
21 asking are we thinking about human performance, not on
22 the part of the licensee but on the part of the
23 regulator now?

24 MR. PERSENSKY: The simple answer is
25 "yes", we are.

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1 MR. POWERS: Other questions for the now
2 gone Mr. Newberry?

3 (Laughter.)

4 MR. NEWBERRY: I'm right here. I was just
5 packing my bags.

6 MR. POWERS: If there are none, then let's
7 proceed ahead.

8 MS. LOIS: My name is Erasmia Lois. I
9 work for the Probabilistic Risk Analysis Branch of the
10 Office of Research. I undertook recently the
11 responsibility for the human reliability analysis
12 program. We're in transition as Scott mentioned and
13 Nathan had relayed before. He is here to answer your
14 tough questions. I am going to do the easy ones.

15 Regarding background in HRA, I was
16 involved earlier on at the NRC with the development of
17 what we called in the early 90s predicted performance
18 indicators through plant programs, program
19 effectiveness, maintenance, training, etcetera. Then
20 I moved on to review IPs and that gave me the
21 opportunity to really comprehend the importance of HRA
22 with respect to the PRAs. And recently, I've been
23 involved in developing standards, PRA guidance. That
24 also involves HRA.

25 Regarding the outline, I'm going to first

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1 address the relationships of human reliability factors
2 then I will present an overall status of the plan,
3 what we have right now, activities that are going on
4 right now. Then I'm going to address a couple of
5 specific activities, the advanced reactors, and the
6 data collection and analysis project.

7 Next slide. This attempts to present the
8 interfaces of the human reliability and human factors
9 work. Human reliability is part of PRA, and PRA draws
10 on many disciplines: nucleonics, thermohydraulics,
11 etcetera. HRA is the part of PRA that helps model ---
12 understanding of human performance under accident
13 conditions.

14 The models, and they tell that we need to
15 do a PRA, come from work that is done from human
16 factors engineering and related disciplines:
17 psychology, etcetera. So human factors is focusing on
18 comprehending human performance in nuclear power
19 plants and under accident conditions. Models and data
20 developed there are used by HRA. Also, human factors
21 work in research. They define new issues that we
22 should cover as part of human reliability analysis.

23 As an output from performing HRA, we could
24 provide or are providing to human factors work area
25 that they may focus, they may need to focus more of

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1 their work scenarios or specific contexts.

2 HRA modeling needs, we have -- and also,
3 how to help human factors work to prioritize their
4 issues for work to be done.

5 MR. LEITCH: It seems to me, most of the
6 current vintage of plants were built with digital
7 instrument control systems -- I mean analog instrument
8 control systems I should say. Many of the
9 replacements are digital. Some of the replacements
10 are being done piecemeal as the system is obsolete.
11 There is a digital replacement for a particular
12 compound.

13 Now I would think that whole issue of how
14 that information is presented to the operator would
15 be, as Dana says, something with "human" in it. But
16 I'm trying to get clear, would that be something that
17 was analyzed in the human factors or human
18 reliability?

19 MR. PERSENSKY: It's primarily been a
20 human factors effort to date. We'll be discussing
21 some of that work. For the reasons that you just
22 brought up, we are doing some work in that area.

23 MR. LEITCH: Because we have very little
24 opportunity to design a completely new control room,
25 but there are a number of modifications being made

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1 that influence operator performance.

2 MR. PERSENSKY: Right, and we're pretty
3 much aware of those and we're tracking that both in
4 terms of what we're doing here to develop review
5 guidance. We're also with EPRI on their development
6 of some guidance for the design of hybrid control
7 rooms, which is what we call them.

8 MR. LEITCH: Okay. And you're going to
9 get into that more later?

10 MR. PERSENSKY: Yes, I'll get into that
11 later.

12 MR. LEITCH: Okay, thanks.

13 MS. LOIS: But also from my HRA
14 perspective, as our comprehension and understanding is
15 increased and the work is done at human factors, we
16 plan to also improve our modeling capability and data
17 capability for HRA analysis. So that's one feedback
18 look. And, and I'm going to talk a little bit more
19 later on that too.

20 MR. LEITCH: Okay, thank you.

21 MR. POWERS: The more I look at this
22 slide, the more I like it because it has lots of
23 things that can be the focus of our discussion.

24 One of those areas is the right side that
25 says "PRA" and then it says "HRA". I think there's no

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1 question that the human reliability analysis that
2 takes place in PRA presents a set of crucial
3 questions, a set of crucial modes in there where you
4 have to have probabilities that the operator will make
5 an error of omission in the course of his activities.
6 And, we put numbers in there.

7 What I struggle to understand are really
8 two things. How well do we know those numbers that we
9 put in there, and how well do we know the distribution
10 of values that those numbers could actually adopt?

11 In the course of the day, I'd like to
12 explore that to know better how well we know those
13 numbers. If we know them well enough, that's one
14 position. If we need to know them better then how do
15 we go about knowing them better?

16 There have been a huge number of
17 approaches for developing those numbers. I think I
18 lost track right after the first one. But there's
19 slim, odd and a whole bunch of things. Culminating
20 perhaps in some Greek thing, which will forever remain
21 nameless otherwise.

22 MR. APOSTOLAKIS: Misspelled too?

23 MR. POWERS: I don't know whether they
24 misspelled it or whether the Greeks misspelled.

25 I'd like to have some understanding of

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1 where we stand there. It boils down to the question
2 of do we know things well enough there?

3 I'll comment that a source of confusion to
4 the ACRS or surprise confusion on my part -- the rest
5 of it was just surprise -- is that we've gotten a
6 string of power uprates coming before the committee in
7 which the times available to the operators to do
8 things have been shorten. Of course, people looked at
9 those and said does that have any impact on the safety
10 and reliability?

11 In general, the conclusion from both the
12 people applying for the license or the power extension
13 was that "no", there was no real impact. The
14 reviewers said the same thing. But, there was never
15 any what I'd call a detailed analysis that said we've
16 taken these variety of methods for estimating human
17 reliability and the vast amount of data that we have
18 available to supports those, we found that verily this
19 was true.

20 We did get some interesting numbers in
21 which relatively fine distinctions and probability
22 were made that seemed to be contrary to our intuition
23 on how accurately these HRA numbers can be estimated.
24 So, any clarification you could provide in that area
25 would be extraordinarily useful.

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1 I do like the slide because it says that
2 there is a feedback between human factors and the HRA
3 models. And, I'd like to understand that better.

4 MR. FORD: On that issue -- and I'm new to
5 this field so please excuse the simplicity of the
6 question. HRA I understand, which is just the
7 probability that such and such an action will take
8 place at such and such a time.

9 What is human factors? Just how to improve on
10 that reaction time and reliability? Is it ergonomics
11 and things of this nature? Or, in that scenario, give
12 an example of human factors?

13 MR. PERSENSKY: Well, as you said, the
14 ergonomics, the timing -- human factors is a multi-
15 disciplinary science or discipline. It's often
16 referred to as human factors engineering. It's most
17 commonly heard, if you listen to ads and things like
18 that in terms of ergonomics. It addresses views and
19 things like that.

20 From a more scientific standpoint, it gets
21 into the issues of training procedures, the
22 qualifications of the people that are doing the work,
23 the man/machine interface. It's the whole picture of
24 how the person interacts with the system.

25 MR. FORD: Okay, so it's a way of

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1 improving on the actual data of HRA?

2 MR. PERSENSKY: One of the outputs in this
3 figure here is that it would be in fact to help build
4 a better database or to improve on the data that is
5 used in the HRA models.

6 MR. FORD: Thank you.

7 MR. SIU: I'd just like to comment. HRA,
8 certainly one of its functions is indeed to provide
9 numbers that go into the PRA. But HRA also develops
10 the, if you will, the input, the variables, the
11 parameters. It defines those parameters. It says
12 what are the errors that can occur or need to be
13 considered?

14 So there's a qualitative aspect to that as well.
15 There's an issue of what are the factors that affect
16 the likelihood of those acts succeeding or failing.
17 That's clearly where the --

18 MR. FORD: And the feedback is to somewhat
19 control the input parameters to the HRA.

20 MR. SIU: That's right.

21 MS. LOIS: The example, the second half of
22 this morning's presentation will help clarify that
23 issue.

24 Regarding the overall plan status, as
25 Scott mentioned before, we're behind because of

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1 unfortunately September 11th. The last plan update is
2 May of 2001. It's a five-year program. Some
3 activities are near completion. For example, the PTS
4 work and the work on quantification, including how do
5 you address uncertainty.

6 Other activities are underway or planned.
7 We expect to update it to keep the plan alive.
8 Therefore, dates and milestones will be updated and
9 projects will be added/deleted. For example,
10 vulnerability assessment was not part of the
11 program. Also, work on HRA guidance and standards.
12 We plan to have a higher level plan, to have a higher
13 level plan activity description.

14 Next slide please.

15 MR. POWERS: Let me ask you. When you say
16 a "higher level plan", it seems to me in the HRA area,
17 it's more than just the numbers. It's the
18 identification of where errors of omission can be
19 made. That's inherently a qualitative thing. You
20 just do that, and you do the best you can. People
21 critique you and over time it gets refined. By now
22 for existing reactors, I guess we've kind of got it.
23 I don't know that that's the case, but my hope is it's
24 the case.

25 But the numbers themselves, you put those

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1 numbers in and you say the probability of human error
2 is 1 chance out of 100 this guy will make a mistake.
3 And then somebody says well, how accurate is that? Is
4 it 1 chance out of 100, or is it 1.1 chances out of
5 100? You snicker and say it's between 1 in 10 and 1
6 in 1,000, is that good enough? How do I know that's
7 the case?

8 How do I persuade Dr. Ford over here, who
9 only understands corrosion potentials, and insist --
10 I mean he can understand corrosion potentials because
11 he can calculate them and then he can compare them
12 against experimental data. And if the curve doesn't
13 go through the lines, he does something to his model
14 to calculate it better, right?

15 How do I do a corresponding thing over
16 here to persuade him that the number I'm putting in
17 there has some relationship to reality?

18 MS. LOIS: We hope that we'll address this
19 question with demonstrating how we plan to collect
20 some data that will provide more objective values in
21 those estimates.

22 MR. WALLIS: I guess what the Chairman is
23 getting at, is there some kind of an academic
24 discipline or something?

25 MR. FORD: Is there an algorithm to show

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1 response time, frequency of response times?

2 MR. WALLIS: Or are you charting new
3 territory all the time here, or is there some standard
4 way of doing it, which is established and recognized
5 and believable?

6 MS. LOIS: We have the opportunity through
7 simulator exercises to kind of establish response
8 time. I mean we get the time through
9 thermohydraulics. And then how well people respond to
10 that, the only real -- the best data we can have is
11 through simulator experiments, and that's exactly what
12 we're going to --

13 MR. FORD: But do you have a distribution
14 of response times from the simulator experiments? Can
15 you put down that that response time is an algorithm of
16 each of the operators or experiments of the operator?

17 MR. APOSTOLAKIS: No, you can't.

18 MR. SIU: At this point, we can't. As
19 Erasmia is saying, we're trying to collect empirical
20 data. That collection won't be to just go out and
21 collect data, of course. There are qualitative models
22 that say there is certain things that seem to be
23 important that affect performance. In fact, you're
24 going to hear a nice presentation on that later today.

25 What you'll see also of course is that we

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1 don't yet have the mechanistic model that takes us
2 from these factors all the way to a human failure
3 event in the PRA model, which can be lots of micro-
4 errors and micro-recoveries all swished together into
5 some general functional failure. I think that's
6 something we could be driving towards.

7 I know Jay has been perusing some of
8 these things. When we talk about simulation models
9 for example for operators, one might hope to
10 eventually develop that kind of mechanistic
11 representation. We certainly don't have it at this
12 point.

13 MR. POWERS: One of the topics that has
14 come before the committee in just recent months in
15 this regard has to do with the power uprates again.
16 The particular issue, people assigned some probability
17 of human error. I think it was 1 in 100. When we
18 asked the applicant "do you test
19 on this in your simulator", he said "oh, yes. We test
20 on it regularly." "How quickly do the operators
21 respond?" He said, "Within about 30 seconds." They
22 never failed to do it correctly.

23 It was 52 times in one case that they had
24 never failed. And in all cases, the response time was
25 within 30 seconds. But they still used 1 in 100 as

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1 the failure probability. That seemed to be a complete
2 mystery to everyone. I mean why that number in the
3 face of all this empirical evidence?

4 And of course people said, "simulators
5 are one thing, actual planned events are quite
6 another." So, to account for that. But, that still
7 didn't answer Dr. Wallis' question of why 1 in 100 and
8 not 1 in 10?

9 MR. SIU: Maybe we should continue, but
10 just a quick response on that, Dr. Powers.

11 Of course, one of the notions behind
12 ATHENA was that you try to look for the conditions
13 under which failure might occur, that might prompt the
14 failure. Not knowing anything about the example
15 you're talking about, I don't know how the conditions
16 space was probed to see if they could challenge the
17 operators in something that goes beyond --

18 MR. POWERS: They used THERP.

19 MR. SIU: Well, you're saying there's a
20 certain set of empirical data but it covered a certain
21 set of phase space, if you will. The question is are
22 there other parts of phase space that might be risk
23 important that were not probed and therefore, how do
24 you deal with that?

25 I guess all I can say is that in things

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1 like PTS what we're trying to do is to use evidence
2 from talking with crews or trainers of crews and blend
3 that in to say under this circumstance, how likely do
4 you think success would be? But again, we don't have
5 the mechanistic model for doing that.

6 MR. BONACA: One question I have is in your
7 plan you talk about going to look at current symptom-
8 oriented procedures. And that was a suggestion that
9 we made about two years ago. Is there a plan already
10 in place to do that?

11 I guess the feeling is that there is so
12 much information there that could be very effective.
13 Because I know for one -- I participated in some of
14 them -- there is an enormous amount of information
15 developed to build the outcomes of the procedures.
16 And they're symptom-oriented in a sense. There was a
17 lot of effort to determine the likelihood of the
18 number of possible outcomes from a reaction. One
19 would be more successful than the other would be.

20 So, I would like to hear more about the
21 plan that you have to do that. I know you have it in
22 your plan.

23 And also, the accessibility of this
24 information to you. I mean will the licensee make it
25 accessible to you? Is it available? I don't know if

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1 it's the right time to ask that question, but I would
2 like to hear about that.

3 MR. SIU: At this point, quite honestly,
4 we haven't done anything on that. We had put it in
5 our plan. We had full intentions of doing work on
6 that problem, but again, with other activities getting
7 in the way, we just haven't gotten to it.

8 MR. BONACA: Because I wanted to say there
9 were literally hundreds or many years of simulator
10 data collected, reflected in those symptom-oriented
11 procedures. I mean the BWR effort last years with
12 iterations and iterations and refinements. So there
13 is a huge volume of work there. And if it's
14 accessible from the vendors, I think it would be a
15 great help.

16 It's being collected under this program
17 where you have a different kind of reaction and
18 objective than the one that the simulator people were
19 using at that time or the symptom-oriented people were
20 using. So, I would really encourage you to get access
21 to that information.

22 MR. APOSTOLAKIS: Coming to this slide,
23 some questions I guess should be addressed to the
24 slides these guys prepared.

25 It says SPAR models under the conventional

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1 reactors for monitoring. It seems to me you have the
2 reactor oversight process on the left. It seems to me
3 that you can help the NRC inspectors to do their job
4 a little better.

5 It's still a question mark in my mind why
6 there were no reports that I know of from the
7 inspectors that things were happening that were out of
8 the ordinary. The first reaction of course is to
9 still blaming the utility, but it's not clear to me
10 why the frequent change of various filters and so were
11 not noted in some papers and notices.

12 So the SPAR models again -- the PAR out of
13 course and so on -- but it seems it would be useful
14 for this work to also address the issue of NRC
15 inspectors. Is that going to be done?

16 MS. LOIS: We have that as part of the
17 infrastructure, which addresses all of that.

18 MR. APOSTOLAKIS: Oh, okay.

19 MS. LOIS: It's actually embedded in
20 guidance development.

21 MR. APOSTOLAKIS: Okay, because I was a
22 bit misled by the word "SPAR models". Maybe you can
23 put a few more words there. Or, maybe that's what
24 you're doing right now?

25 MS. LOIS: What we have over here is kind

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1 of an analysis. Although it is not clear cut, these
2 are analysis types of tasks. And, over here is
3 guidance or standards development, which support those
4 tasks as well as methods and tools.

5 Regarding the issue that you said, we plan
6 to develop a guidance for the inspectors of the plan
7 to help them identify human performance issues. That
8 will come out events assessment as well as the
9 experience we have through the PRAs and ATHENA
10 applications.

11 MR. APOSTOLAKIS: Is this only HRA
12 activities?

13 MS. LOIS: This is just HRA activities.
14 Recently, the fitness-for-duty, our role is under
15 revision and we were asked to provide a risk basis if
16 possible. So that's one of the potentials. We
17 haven't engaged anything on that. But these are
18 activities that Nathan is pursuing, and I don't think
19 we have concrete plans on that yet.

20 On waste and materials, we've completed
21 some work for dry cask. We also communicated with
22 NMSS and we frequently respond to questions.

23 On the advanced reactors, the plan
24 includes the upgrade and advance as one element. I'm
25 going to talk a little bit more about what we're going

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1 to do in this area.

2 MR. APOSTOLAKIS: The upgrade is the new
3 INC?

4 MS. LOIS: The new INC, that's right.

5 MR. APOSTOLAKIS: Okay.

6 MS. LOIS: So then on the conventional
7 side of the reactors, we are completing the PPS work,
8 PRA, HRA. Also we have work on fire, steam generator,
9 tube rupture. We haven't done anything yet, but it's
10 in the plan.

11 MR. APOSTOLAKIS: What do you mean by that,
12 the sequence? What happens in the accident sequence
13 initiated by your tube rupture?

14 MS. LOIS: Yes. And do a more detailed
15 PRA as part of that HRA.

16 MR. POWERS: My comment -- I was excited
17 to see that because when this committee looked at the
18 steam generator tube rupture accident in a fair amount
19 of detail, we found a fully chaotic situation with
20 respect to human reliability in obtaining flows of
21 coolant into the system as the function of the number
22 of tubes ruptured.

23 Surprisingly, they all came up with pretty
24 much the same answer for the probabilities, but you
25 didn't come away with saying, "Yes, that is the

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1 number." All you came away with was the feeling that
2 human reliability and analysts talk to each other
3 enough that they always come up with the same answer.

4 MS. LOIS: So that's an area that we're
5 going to do work to probably come up with a better
6 answer.

7 Aging cables is something that we're not
8 quite sure if we'll do right now. There is
9 preliminary work going on in that area. If the PRA is
10 going to happen, HRA will be part of it.

11 MR. POWERS: Can you tell me what it
12 means? I mean cable aging and human factors seem just
13 about as orthogonal as -- I mean maybe they're not
14 totally orthogonal. Humans age too.

15 (Laughter.)

16 MS. LOIS: Do you want to answer? Yes, go
17 ahead.

18 MR. SIU: The issue here is that as the
19 cables age their resistance to the environment is
20 reduced. Now what are the cables on containment? A
21 lot of cables are instrumentation cables. So the
22 question is what would be a response of the operators
23 if you have wide scale effects on instrumentation?

24 This is a relatively minor part of a
25 larger activity. So what is showing are a number of

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1 applications to which HR is providing support. It's
2 not necessarily a big program here.

3 MR. POWERS: So, you're going to look at
4 procedures that the operators have and say if this
5 particular device is producing spurious signals,
6 erroneous signals, will the operator in fact be able
7 to deduce that the device is no longer reliable, and
8 can he then find other sources of information that
9 give him the equivalent?

10 Is this not a topic that the licensees
11 address a great deal of deal?

12 MR. LEITCH: There's a reg guide that
13 describes post-accident instruments that will survive
14 the accident. In most control rooms that I've been
15 associated with, the instruments clearly annotated as
16 to which instruments they are. The operators are
17 trained to use that particular set of instruments in
18 an accident situation.

19 MR. POWERS: Isn't it true that,
20 especially in the emergency operating procedures, that
21 the operators are enjoined to question their
22 instruments and be skeptical of what they're providing
23 at every juncture?

24 MR. LEITCH: Well, I think the general
25 feeling is to believe the instruments. But when

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1 there's a discrepancy between the instruments, there's
2 a preferred set of instruments that should be used and
3 they're the ones that you should go by.

4 There maybe many indications of a
5 particular parameter, and there's a set of instruments
6 that are survivable through the accident and they're
7 the ones that you're trained to go by.

8 MR. SIEBER: I think in general during
9 emergencies, operators are told to trust your
10 instruments but to crosscheck.

11 MR. POWERS: That's what I mean by
12 skeptical.

13 MR. SIEBER: But the crosscheck is
14 different than just saying this instrument is off
15 scale high, and I don't believe it so I'm not going to
16 do the action. That's not what they're taught.

17 MR. FORD: Could I ask a question?

18 MR. SIU: Sorry, I just wanted to follow
19 up please if I may.

20 Again, I don't want to give the
21 impression that the activities you see here are all
22 development activities. Sometimes we're just being
23 asked to provide support to say what is the risk
24 significance of a particular issue. And the risk
25 significance of course involves the human component as

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1 well as the hardware component. This particular
2 project would also involve thermohydraulics, INC, and
3 so forth.

4 This is simply indicating, as Scott
5 indicated in the morning, we are doing a number of
6 applications. This is one. Clearly, when we start
7 digging into it, we would be looking at the guidance
8 of the operators. Hopefully, we'll have the chance to
9 talk to the training supervisors and so forth, and see
10 what are indeed the expected reactions of crews under
11 various situations.

12 MR. ROSEN: In Scott's introduction, he
13 talked about the issue with Davis-Besse, and Dr.
14 Apostolakis mentioned it also, and the need to think
15 about safety and that sort of thing.

16 Part of that thinking leads me to a
17 conclusion that we need some sort of early warning
18 system on human performance and enhanced
19 organizational performance. That organizational
20 performance, which is the sum of all of the individual
21 human performances, is degrading. And, I don't see
22 any activities here that would lead me to the
23 conclusion that this research is within the grapple
24 with that.

25 That's just a question that's sitting here

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1 in front of me. I don't when you'd address that, but
2 I certainly would like you to sometime today.

3 MR. FORD: I have a similar question. On
4 the reliability analyses as I understand it, there is
5 a lot of data for conventional reactors in terms of
6 many years of information so you can come up with a
7 distribution of a response time or whatever. However,
8 we don't have the algorithms to relate that
9 distribution to a factor like the age of the operator
10 or whether he's right handed or left handed or
11 whatever.

12 Given that fact that you've got no
13 prediction capabilities, how do you come up with the
14 reliability analysis for advanced reactors for which
15 there is very little data, operational data? What is
16 the process by which you can come up with that
17 reliability analysis?

18 MS. LOIS: I guess the short question is
19 that we start out like we started out for the
20 conventional reactors. Where we lack experience, we
21 try to come up with -- looking at the other types of
22 activities that potentially simulate the data or the
23 issues of an advanced reactor type.

24 But in actuality, what we're going to talk
25 about after is actually work that was performed for

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1 advanced reactors. And therefore, human factors work
2 has been done from the perspective of operator
3 performance, all of the operator staffing, etcetera.

4 MR. FORD: So we're going to have a
5 presentation on that very topic?

6 MR. PERSENSKY: There will be a
7 presentation regarding a specific project that was
8 done making certain assumptions about advanced
9 reactors, primarily more the light water, passive
10 reactors, not so much the modular reactors. But it's
11 work that we had done several years ago, and that will
12 be presented later on.

13 The other aspect of that is we look to
14 wherever we can. What other industries might have
15 similar situations? The chemical industry for
16 instance has a lot of the same kind of continuous
17 operations. So, if they have done work that we can
18 find and try to translate that information into --
19 both from the human factors standpoint as well as the
20 human reliability.

21 One of the big issues with advanced
22 reactors of course is the modular reactors where you
23 have one operator for several modules or a few number
24 of operators. And I'll get into that a little bit
25 later on.

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1 MR. APOSTOLAKIS: It seems to me though
2 there is a philosophical point that needs to be
3 clarified.

4 There are no physical or chemical laws
5 that govern what's happening here, so we can't really
6 apply the same rules that we apply to materials or
7 other physical sciences, natural sciences in terms of
8 confirming a correlation with probability distribution
9 and so on.

10 Rather, what we're trying to do here is
11 produce probability distributions that reflect the
12 communities' state of knowledge as to how likely these
13 things are. These are not predicted models. This
14 distribution has to be consistent with what we know
15 about this thing and related things. And that's what
16 Jay just referred to. There may be other industries
17 where there are similar situations. So, what is their
18 experience? Is it consistent with what we're saying?

19 MR. FORD: So you will assume that 1 in
20 100 operations will be a defective operation, and
21 therefore, what is the impact on the operation
22 advanced reactor?

23 MR. APOSTOLAKIS: Well, yes. But first of
24 all, it's never 1 in 100. It's always a probability
25 distribution. That's why it's not testable. I mean

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1 it's what we know. But what you're trying to do is
2 make that distribution consistent with the totality
3 our knowledge. So to ask for an experimental
4 verification really is not the right question here.

5 You continually improve or change as your
6 state of knowledge changes. And certainly, Davis-
7 Besse was a major input to that. It has been and they
8 will have to address it.

9 Another thing, for example, in several
10 instances we have seen that the operators have taken
11 actions that were very innovative. They acted in a
12 very clever way. Brown's Ferry was one. We have made
13 a conscious decision I believe not to include such
14 events in our analysis, right?

15 Very rarely you will see that the
16 operators do something that is not in the procedures
17 and saves the situation. I haven't seen any PRA that
18 says that. It's usually something that is dictated
19 already or have been trained on.

20 But anyway, the philosophical issue is
21 that they're trying to reflect not just the whole PRA
22 business. What are the probability distributions that
23 are consistent with what we know about this subject?
24 For example, to put the probability of error as one in
25 nine -- not in nine, nine in ten, is probably

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1 inconsistent with what we know about operator training
2 and past incidents and so on. One in hundred, we
3 don't know if it's consistent.

4 MR. WALLIS: Well George, I'm bothered by
5 your saying there's no experimental verification. If
6 there's no experimental verification, what kind of
7 verification can there be?

8 MR. APOSTOLAKIS: The experience.

9 MR. WALLIS: Well, that's experimental.

10 MR. APOSTOLAKIS: But it's not in a
11 traditional sense.

12 MR. FORD: What you're saying is you can
13 never improve on 1 in 10. Then therefore, what's the
14 role of human factors? If the guy is tired then
15 presumably he's going to have a one in five chance of
16 making the wrong decision.

17 MR. APOSTOLAKIS: But they take that into
18 account.

19 MR. FORD: So you can improve?

20 MR. APOSTOLAKIS: Yes, as your knowledge
21 improves. If you look at what we were doing 20 years
22 ago, the THERP that somebody mentioned -- I think Dana
23 did -- the first models relied exclusively on the
24 available time. I mean if you go to the original
25 report by Swain, he says six minutes after the alarm

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1 the probability of failure to do the right thing is
2 this. Then there was a second generation where people
3 went deeper into the context and what are the factors
4 that may affect performance and so on.

5 I'm sure there'll be a third generation.
6 Maybe they're working already on the third generation.
7 But, this is how you evolve. You start with something
8 very simple. At that time, people thought that the
9 available time was the controlling factor. Now we
10 know that it's an important factor but it's not the
11 only one.

12 MR. BONACA: Well, the development of
13 procedures was exactly one to improve performance
14 because before it was based much more on simply
15 contact information on the part of the operator. But
16 now, it's really prescribed. There's a lot of study
17 that tries to eliminate some of the judgmental portion
18 associated with the response to the machines, and to
19 simply guide the operator through proven or believed
20 successful scenarios.

21 So, there is the component there that has
22 come in. Of course, the training, there are elements
23 that have reinforced or made the likelihood of success
24 --

25 MR. APOSTOLAKIS: Yes, but human

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1 reliability and human error is a relatively recent
2 discipline. Human factors has been around longer.
3 But human error analysis, I mean there's a very good
4 book published in 1990 I believe by Professor Riesen.
5 There have been other books since then, but we're
6 talking about the last 20 years or so. Rasmussen
7 presented his categorization maybe in the 80s, very
8 recent.

9 MS. LOIS: Unless there is any questions
10 on this slide --

11 MR. APOSTOLAKIS: I think that in light of
12 what happened to Davis-Besse, you need a bullet there,
13 not necessarily using the word "safety culture" unless
14 you have masochistic tendencies.

15 (Laughter.)

16 MR. APOSTOLAKIS: Put something else like
17 -- human errors that lead to initiating events,
18 because most of the HRA work until now has been really
19 human reliability analysis of human actions after the
20 initiating event. If we've learned anything, it's
21 that humans can actually cause an initiating event.

22 Find the right words and put them there,
23 but I think that's a very important thing. It goes
24 back to Mr. Rosen's comment too and I think the rest
25 of the committee feels it. Because I just said, as

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1 our state of knowledge changes, our models change.
2 And certainly what happened last March or April or
3 whenever it was, was a major change in our state of
4 knowledge, right?

5 MR. BONACA: Could you glump it under
6 latent error?

7 MR. APOSTOLAKIS: I don't want to glump
8 it. I want it to be exclusive with arrows and things.

9 MR. BONACA: It would be a type of --

10 MR. APOSTOLAKIS: No, because latent
11 errors are just plain lying dormant. Here, I'm
12 talking about things actually happening. So the
13 latent errors may be contributors to that, but they're
14 not --

15 MR. WALLIS: Sometime while we're talking
16 about generalities, I'd like to have some idea of how
17 you show that a model works. In all other fields of
18 science I know about, you can concoct all kinds of
19 theories. Eventually, there's a confrontation with
20 reality and you have to say does it work? I don't
21 know what you do to show when your models are working
22 or not working.

23 MR. SIU: I think in the presentation of
24 Bruce Hallbert gives later today, you'll see a partial
25 answer to that. There's still some gaps that need to

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1 be filled.

2 MS. LOIS: Mark Cunningham, why don't you
3 go ahead.

4 MR. CUNNINGHAM: To go back to the point
5 from Professor Apostolakis that Scott alluded to early
6 on in the presentation, where the issue of what's
7 occurred, Davis-Besse and that type of thing, have
8 raised issues about whether or not we should be
9 including in this planning effort issues such as
10 safety culture or some variant of that.

11 As the committee knows, we're under some
12 constraints on our ability to do that. But like Scott
13 said, we're reassessing whether or not we should go
14 back to the Commission raise the issue again with the
15 Commission about the importance of this and the need
16 to do research on this.

17 MR. APOSTOLAKIS: But the initiation of
18 imitating events though, you're not constrained.

19 MR. CUNNINGHAM: That's true.

20 MR. APOSTOLAKIS: But I think you're
21 right. You really have to go back to the Commission.

22 MR. POWERS: If I could come up to the PTS
23 item up there. You're providing input there that's
24 been mentioned several times.

25 When the program team involved in PTS has

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1 spoken in front of the committee, they have emphasized
2 the statistical rigor with which they will be doing
3 their various phenomenal logical studies. Is there an
4 equal constraint on you for rigor in the human
5 reliability inputs that you provide to that PTS
6 program, and if there is, how do you carry it out?

7 MR. SIU: As Professor Apostolakis
8 indicated, what we're doing in PTS of course is
9 developing the distributions for the human failure
10 event probabilities. And that's essentially expert
11 elicitation process. Then we propagate those
12 distributions to the rest of the model just as you
13 would as a matter of course.

14 Lacking the phenomenal logical mechanistic
15 models and lacking experimental evidence for these
16 particular scenarios and the general model to take
17 experimental evidence and bring it in to this
18 particular arena, that's where we are.

19 I think when Erasmia gets to her data
20 slide, we'll talk a little bit about what we're trying
21 to do to move towards a stronger technical basis for
22 these things. I think personally, it will take time
23 to get there, but there's certainly a desire to start
24 doing that to make better use of experimental
25 facilities.

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1 The modeling efforts are frankly going on
2 in other parts of the human factors community
3 regarding performance of people under challenging
4 situations.

5 MR. POWERS: I have no objection to expert
6 elicitation process, especially in a field where I
7 think Professor Apostolakis said quite correctly the
8 distribution there that you're attempting to put down
9 is not a measure of reality. It's a measure of this
10 objective belief of a cross-section in the community.

11 So I'm wondering how do you go about
12 getting -- I mean what community do you probe? Are
13 you probing the regulatory community, the contract
14 community, or the licensee community? Maybe the
15 answer is "yes".

16 MR. SIU: Yes, but in PTS, as I'm sure the
17 committee has been briefed, we paid special attention
18 in talking with the trainers of the crews and with
19 SROs so that there were people who had experience with
20 these crews under situations that were relevant to
21 PTS. We think we got the right folks providing input
22 into this elicitation process.

23 MR. POWERS: Yes, but if I were a trainer
24 of people, I would have a tendency to think my
25 training is tremendous and wonderfully effective as to

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1 my abilities to persuade people do to the right thing
2 would be relatively high.

3 In fact, one of the characteristics that
4 we found is that any time we elicit experts, they have
5 a great deal or more confidence in their knowledge
6 than probably is warranted.

7 MR. SIU: Yes. And what we tried to do,
8 again not knowing what the underlying truth is, what
9 we tried to do is make the people involved aware of
10 this biases upfront. We tried to probe to again see
11 what are the conditions that would lead you to a
12 different performance level, how likely do you think
13 those conditions might arise, bring in examples of how
14 things have that happened in other situations and can
15 that arise in this situation.

16 I think the belief of the team -- and
17 John, you can add anything if you want -- John
18 Forester of the PTS team. I think the belief was that
19 we got some good input from them. They started
20 thinking about these different situations. It still
21 might be biased, but I think we've tried to address it
22 was best we could.

23 John, do you want to add anything to that?

24 MR. FORESTER: I'm John Forester of Sandia
25 National Labs. As Nathan said, I am on the PTS team

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1 and participated in the HRA.

2 In terms of the team that we tried to
3 elicit to help us with the quantification process,
4 particularly in the case of one of the plants at
5 Palisades, we had not just trainers. We had people
6 from operations. We had someone that went procedures,
7 procedure development. We also had members of the HRA
8 team: myself, Dennis Bley, and Alan Kozlowski.

9 All of us participated in the
10 quantification process. You had a wide range of
11 people. The idea is everybody brings information to
12 the table, ideas that they have and their knowledge
13 about how the scenario will evolve, what information
14 will be relevant, what kind of things that might
15 happen that could lead to confusion for the operators
16 in actually performing the task.

17 So, the emphasis is on obtaining as wide
18 a range of information as we can in performing the
19 expert elicitation process.

20 In terms of biases, we try to control for
21 biases. We try to use a facilitator, someone that
22 leads the discussion to where there are possible
23 biases and tries to correct for those and make people
24 aware of the potential for them.

25 MS. LOIS: And that includes the simulator

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1 observations?

2 MR. FORESTER: Correct, we did do
3 simulator observations. We watched the crews in
4 related scenarios to see how they would perform.

5 MR. APOSTOLAKIS: I think facilitators are
6 funny people frankly if you ask me.

7 (Laughter.)

8 MR. WALLIS: . . . if you think about
9 Davis-Besse. If you asked Graham Leitch or people
10 with experience with reactors to think about it before
11 it had happened, could this sort of thing happen in
12 the plant? They'd probably say they couldn't believe
13 it would happen like that. It never happened in my
14 plant.

15 So you're asking all these experts, and
16 they would say the probability, this is
17 extraordinarily small. Some kinds of conditions are
18 there in that plant which made it happen.

19 MR. APOSTOLAKIS: That's one of the biases
20 that John mentioned.

21 MR. WALLIS: So how do you do that?

22 MR. APOSTOLAKIS: There is nothing you can
23 do. I mean you try. If the whole expert community is
24 wrong, I really don't know what it is that you can do.

25 (Laughter.)

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1 MR. POWERS: I get the impression that, I
2 mean the sense, the note I've taken here is you do the
3 best you can.

4 I will comment that in my own experience
5 in doing these elicitations, particularly of operators
6 of plants, not power plants but in fact research
7 reactors, is that their answer to a particular
8 question: could this ever have happened, is "not in my
9 plant."

10 But look at these guys over in Idaho.
11 Those guys can have this problem but not me. Those
12 guys can. Of course, Idaho gives you exactly the same
13 answers.

14 That in itself is a surprisingly common
15 comment. In fact, I can't think in any of these
16 issues where we were polling operators at energy and
17 defense programs plants where we didn't get that
18 response. "It won't happen here because we're very
19 careful." But those guys, go talk to them. Go look
20 at what they've got.

21 MR. APOSTOLAKIS: The truth of the matter
22 is that before the three mile island accident, putting
23 these operator errors in the PRA was a struggle.

24 MR. POWERS: Oh, yes.

25 MR. APOSTOLAKIS: Because the sponsor, the

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1 utility sponsor would tell you, "That can't happen in
2 my plant." I mean that was a standard response.
3 Things changed after three mile island.

4 But coming back to what this represents,
5 I think it's important to make it clear -- you
6 mentioned the expert community. Of course, expert
7 community can mean a lot of things. But I think
8 eventually your distributions here will reflect the
9 state of knowledge of the experts in the human
10 reliability area, at least in the United States but
11 also broad because you participate in -- in fact, next
12 week there's a major meeting that I understand you
13 guys are going in full force. So, this is really what
14 this is intended to represent, not just the views of
15 Dr. Lois and Persensky and Dr. Siu.

16 Now there is always a reaction like you
17 didn't use my model so this can't be any good. But at
18 least they're not going to say, "Boy, your
19 distribution is way off." It could be up by a factor
20 of ten or something.

21 This is the same thing we're trying to do
22 in the seismic area and in all cases where there are
23 very rare events. You're really trying to capture the
24 state of knowledge of the community, the entire
25 community.

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1 MR. ROSEN: I would like to comment on
2 some of the views expressed here that the Davis-Besse
3 situation would not have been predicted by those of us
4 who have some knowledge of plant operations. I think
5 that's incorrect.

6 I think with the data that's available or
7 that will become available, had that data been put in
8 front of Graham Leitch, Mario Bonaca, or maybe myself
9 -- and I'm talking about things like the corrective
10 action system performance and some other information
11 perhaps out of the safety conscious work environment
12 area. If that data had been visible or was visible to
13 persons or a person who had a lot of experience, he
14 could have predicted that the plant would have
15 trouble, serious problems in the future -- not that
16 the head would crack and the different things that we
17 now know happened that would happen.

18 The culture was degrading, and serious and
19 significant issues would rise at this plant in due
20 time.

21 MR. APOSTOLAKIS: But still, I think one
22 of the points that others have made -- and I agree
23 with you on this. But suppose now you are a member of
24 the group of experts that are helping Sandia and Idaho
25 before Davis-Besse, and some crazy guy says, "You

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1 know, there may be a situation in the future where
2 they will have multiple warnings of things that are
3 going wrong and they will ignore them." Their
4 corrective action program will not include hazard
5 analysis and this and that.

6 Would that be a reasonable thing for
7 somebody to say or would it be shut down by people who
8 would say, "Our plants are not run that way."

9 MR. POWERS: I guarantee it would be
10 formidable --

11 MR. APOSTOLAKIS: That's the risk that you
12 will not think of unusual and very rare conditions.
13 Given the conditions, I think it's pretty
14 straightforward. So that's what I think John Forester
15 was referring to. Experts can be wrong.

16 MR. ROSEN: There's no question that the
17 scenario outlined led to a conclusion by someone that
18 this plant was heading for trouble and that the plant
19 managers and the rest would say, "No, that's not true.
20 You're wrong." There's no question in my mind that
21 that conclusion would be thought. But, that doesn't
22 make the conclusion
23 wrong. The very people who are fighting are the ones
24 who are creating the problem.

25 MR. POWERS: That's right. Erasmia, as

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1 Professor Apostolakis would say, "You're going so
2 slowly."

3 (Laughter.)

4 MS. LOIS: So, I guess I want to --

5 MR. APOSTOLAKIS: I think you should say,
6 "Next slide, please."

7 (Laughter.)

8 MS. LOIS: Next slide, please. Thank you.

9 This is an outline, a very broad outline
10 of what we plan to do for advanced reactors and
11 upgraded reactors. The objective is to determine if
12 any improvements are needed to incorporate the
13 influence in human performance in the PRAs for
14 upgraded or advanced reactors.

15 The issues are the ones from the
16 committee: reduced staff, changing the role of the
17 operator, new control room design, multiple modules,
18 and long-term recovery available for the accidents.
19 What we are hopefully going to get out of it is what
20 issues should we address, develop methods and tools to
21 address those issues --

22 MR. POWERS: Can you articulate what you
23 mean by "develop methods and tools" with any
24 specificity at this point?

25 MS. LOIS: Probably not. If you look at,

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1 for example, reduced staff, the HRA now has some
2 underlying hypothesis as to how many operators are
3 there, etcetera. So, we're going to look at the new
4 proposed designs and their proposed staff in
5 combination with potential accident scenarios and see
6 how that plays out and changes the underlying
7 hypothesis or even modeling in the HRA.

8 Do you want to add something to it?

9 MR. PERSENSKY: Yes, I'd like to add
10 something. I think this is an opportunity where we're
11 going to have a close cooperation. I've just
12 initiated some work.

13 Nathan mentioned earlier that there are
14 some techniques out there for behavioral modeling, how
15 to model people's behavior, that have been applied in
16 many military settings, particularly the Navy and the
17 downsizing of their ships, especially the DV-21.

18 We're trying to see if we can adopt those
19 models for use in the nuclear industry, particularly
20 for this kind of thing where we really don't know yet,
21 but we know that there's going to be some changes in
22 the role. It's a function and task analysis based
23 approach. That's the kind of model where we can feed
24 in on this issue of reduced staff into the HRA model.

25 MR. POWERS: I guess I'm familiar

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1 particularly with some of the Navy work because they
2 have this problem too. You know, how many people have
3 been put on a bridge, especially when you've got a
4 highly instrumented and highly digitized bridge.
5 People are expensive so you want to minimize those and
6 still have proper coverage and things like. I mean
7 they worry about these sorts of things.

8 But there's another approach that has
9 intrigued me. I don't know whether the NRC gets
10 involved in this. I know that MIT is involved in
11 this. And that is these fairly fundamental -- I think
12 you call them flatland kind of models, where they're
13 trying to look at how social beings interact in a
14 simulation sense.

15 Cooperative and competitive things have
16 been most of the focus, but I've often wondered if
17 those techniques don't have a place to play in these
18 staffing issues. I just wondered if you have any
19 contact with that or -- I mean it's highly simplified
20 sort of thing. It probably is better for predicting
21 how amebas work together right now. But it certainly
22 yields some insights, certainly in the area of
23 competitive and cooperative behavior.

24 MR. PERSENSKY: We're looking, and we're
25 trying to keep abreast of that literature at this

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1 point. I know that there's a lot of work being done
2 by DARPA and the Navy and the military in terms of how
3 people interact. It's a lot of team interactions,
4 joint decision-making. In fact, some of that's going
5 to be presented at the conference that George had
6 mentioned next week. So, it's work that DARPA is
7 doing.

8 MR. POWERS: Yes. That's good.

9 MR. FORD: Could I ask a question on this?
10 Given that some of the advanced reactor designs are
11 somewhat conceptual right now, you don't know
12 quantitatively the answers to the "what if" questions.
13 Such as, if there's an accident scenario, you don't
14 know what the operator reaction times would have to be
15 in order to mitigate a series of actions.

16 How is your timing for this particular
17 project, developing the methods and tools? What is
18 the timing since you don't know what the target is?

19 MS. LOIS: I guess we're going to start
20 out with existing designs that are better. For
21 example, AP 600 and AP 1000, these are similar
22 reactors in the sense that they do have the slow
23 evolution of events, long recovery times.

24 Then based on probably simulator data as
25 we discussed before -- PRA usually starts at a very

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1 high level and then as you gain knowledge, you go
2 along and you improve your details.

3 MR. APOSTOLAKIS: I don't think they're
4 going to produce distributions for advanced reactors.
5 I think they're getting ready to address the issue
6 later. For example, as Erasmia just said, now you're
7 going to have to deal with very long operator response
8 times, not just a few minutes.

9 So, you have to think about it. Are there
10 existing models capable of doing this? Are there any
11 additional factors I should include in the model,
12 without necessarily saying for this particular
13 advanced reactor, the fast reactor, this is the time
14 and this is what I have to do.

15 MR. FORD: I guess my question is coming
16 more as a research manager. You're asking -- I've got
17 these conceptual designs coming along. I'll assume a
18 worst case scenario that I'm going to have real slow
19 operators and very few of them. As a research
20 manager, how much money am I going to invest in
21 developing what method, what tool to do what, to be
22 improved on what?

23 MR. APOSTOLAKIS: I would phrase it a
24 little differently. I have these new designs. Do
25 they create any new context that I have not analyzed?

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1 Then, the additional. Do they have any new dimensions
2 to the problem that the existing models don't have?

3 MR. FORD: Well, you've mentioned AP 600
4 and AP 1000.

5 MR. APOSTOLAKIS: Well, AP 600 is really
6 evolutionary.

7 MR. FORD: So what in the current tool box
8 do you have for HRA that needs to be improved?

9 MR. APOSTOLAKIS: Yes.

10 MR. FORD: No, that's a question.

11 MR. APOSTOLAKIS: Oh, that's a question?

12 MR. FORD: Yes.

13 MR. APOSTOLAKIS: One of the things as I
14 mentioned is nearly complete automation. I mean I
15 don't know if it's there but --

16 MS. LOIS: The changing of the role of the
17 operators.

18 MR. APOSTOLAKIS: Yes, the changing of the
19 role of the operators.

20 MS. LOIS: So you might have just one guy
21 watching over 10 models, one of two guys. That aspect
22 of it --

23 MR. ROSEN: Erasmia, I have a problem with
24 that. I think there is an irreducible minimum below
25 which one cannot go in running nuclear power plants.

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1 That is because it is not just that the operators sit
2 there waiting to do something in the event of an
3 accident. They're involved continuously in such
4 activities as work control and authorization and
5 wondering what's going on in the plant. People are
6 out there doing things and there is a tremendous
7 amount of communication coming up from the plant.

8 Also, in many plants they form the fire
9 brigade around the clock. While we're sleeping or
10 watching a ballgame, they are there in case there's a
11 fire. They're the first responders.

12 So I think there's an irreducible number
13 of operators no matter how much automation you --

14 MS. LOIS: Oh, I'm sorry for mentioning
15 it.

16 MR. ROSEN: Maybe this is just a general
17 comment because I don't believe these numbers.

18 MR. APOSTOLAKIS: I think the automation
19 affects more the information that reaches the
20 operators. I don't think the major issue is the
21 number of -- because we don't really understand, as
22 far as I know, the complete spectrum of failure modes
23 of digitalizing.

24 MR. FORD: Doesn't the design for passive
25 plant response -- like we see a lot of people

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1 advocating -- put you in the position that you've
2 really got to confront the error of omission issue?

3 MR. POWERS: Yes. It seems to me that I
4 would just highlight that. I've waited as long as I
5 can. Now I've got to go attack the error of omission
6 issue. It's been out there at least through last
7 year's report.

8 MR. WALLIS: Let me bring you back to
9 something that we've been already which is approving
10 upgrades to power. There have been PRAs submitted,
11 and we have had some things to say about those PRAs.
12 What they have really come down to is simply saying
13 the operators have more or less time to do certain
14 things. Someone has made some estimates in those
15 PRAs.

16 Do you folks think that those approaches
17 were good? Were they adequate? How should we take
18 those assessments which have already been submitted?
19 What should we do to do it better? I think we'd like
20 advice from you about that. This is going on. It's
21 happened already and it's going to happen next month
22 and so on.

23 MS. LOIS: The HRA plan suffers from
24 initiating work and --

25 MR. WALLIS: You can't help us with any of

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1 those things?

2 MS. LOIS: Eventually.

3 MR. APOSTOLAKIS: The real question is how
4 do you change the probability distributions when the
5 available time changes.

6 MR. WALLIS: I'm nervous about that. I'm
7 listening to the conversations and my colleagues are
8 telling me they've got other things to do.

9 In my experience -- nothing to do with
10 reactors but in a kitchen or something like that --
11 the more time I have, the more likely I am to make a
12 mistake because something else intervenes. I've got
13 to do this or that. I know I've got to this and I
14 know I've got to do it in a minute, so I do it. If
15 I've got five minutes, I say I've got five minutes and
16 then something else happens, and it distracts me from
17 this thing I've got to do in five minutes. I don't
18 have time when other things are going on. But this is
19 just interjection --

20 MR. APOSTOLAKIS: I think that's a good
21 point. The sensitivity -- if you really want to look
22 at those reactions like Dr. Wallis just said, this is
23 happening now. We are approving power upgrade. And,
24 the sensitivity of the human error probabilities to
25 the available time is something that is of extreme

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1 interest. Maybe you can make them, but by the time
2 you're done though, probably all the reactors will be
3 operators.

4 MR. WALLIS: Well, at least you can look
5 at it and give us some advice, right?

6 MR. APOSTOLAKIS: Yes.

7 MR. WALLIS: You're the experts we can
8 turn to.

9 MR. FLACA: This is John Flaca. That's a
10 good point. We have a synergism as to the activity
11 that's going on. It's looking at all the changes that
12 are going on in the outside world. One of these of
13 course is power upgrade. In that context, I think
14 that is an important issue to look at. And, I think
15 we'll take that back with us.

16 MR. LOIS: Next slide please.

17 MR. WALLIS: Well besides looking at it,
18 could you at least give us definite advice when you
19 look at what's happening with power upgrades and when
20 you look at the PRAs? Would somebody who knows in the
21 agency make a decision about whether what they're
22 doing is reasonable or not?

23 MR. APOSTOLAKIS: Nathan, you mentioned
24 that -- was it Nathan or was it Scott? I don't
25 remember -- that EPRI is involved in some of your

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1 work. Have you guys had a chance to look at their
2 human reliability models? Do you use them?

3 MR. SIU: We haven't formally reviewed
4 them. We had some interactions with them. I think
5 you participated in that workshop we had here back in,
6 last year I think it was, where they made a
7 presentation on it. We know they've made progress
8 since then. But, we haven't, "no.".

9 MR. ROSEN: One thing, as long as you've
10 brought it up, EPRI as the leading indicator program.
11 Are you aware of what they're doing there? This, to
12 me, is a very exciting new
13 approach. It may in fact lead to some visibility of
14 the degradation in the future of plant operations
15 because it gives you some insight into the safety
16 culture.

17 It's basically a program that uses
18 observational techniques to look at performance in the
19 field, and each of the observers rates the operation
20 as to whether it was good or not so good, whatever.
21 The compilation of all this data ultimately can lead
22 to some insight into whether the performance is
23 improving, staying the same, or getting worse.

24 I have spoken to EPRI who are involved in
25 that, and I know some utility people too, who would be

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1 willing -- and by the way, I've mentioned this to the
2 Chairman of the subcommittee that these people would
3 be willing to brief the ACRS at some point if we're
4 interested.

5 MR. PERSENSKY: I'll add to that. I'll
6 jump in here. I do work with the EPRI in the
7 Performance Technology Subcommittee, and I've talked
8 with them about the possibility of them coming in and
9 taking with this subcommittee, not the whole ACRS,
10 about the work they are doing in this area. They are
11 willing to come. They do have a broad range of topics
12 that you might be interested in.

13 MR. ROSEN: And in particular, to answer
14 Dr. Apostolakis' question about their modeling, not
15 just the leading indicator database and what's being
16 done in the industry with that, but also the model of
17 human performance and how it's used, I think I think
18 there's one member of this subcommittee that would be
19 interested now.

20 MS. LOIS: Next slide please.

21 MR. APOSTOLAKIS: Good idea.

22 (Laughter.)

23 MS. LOIS: Finally we get to the data
24 collection and analysis. The objectives of that
25 project is to determine the data needs for HRA,

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1 collect and analyze --

2 MR. WALLIS: I thought that George told us
3 we couldn't do experiments. What is data?

4 MS. LOIS: It's existing information.
5 That could be inspection reports, event reports --

6 MR. WALLIS: Is it word by mouth type of
7 information or is it --

8 MS. LOIS: Documented information.

9 MR. PERSENSKY: Some of it might be
10 simulator data that you might consider to be part of
11 an experiment.

12 MR. ROSEN: I think, exactly. I think the
13 idea that we don't have any human performance data is
14 just wrong. Whether it's exactly applicable to the
15 actual circumstances of a reactor one can argue, but
16 we have lots of simulated data on whether operators
17 take the prescribed actions within the symptom-
18 oriented emergency operating procedures. And, that is
19 valuable data.

20 MR. WALLIS: We have reams and reams of
21 data.

22 MS. LOIS: Yes, that's one resource of
23 data.

24 MR. WALLIS: Now I understand you're going
25 to tell us more about how you're using that later, as

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1 I understand?

2 MS. LOIS: Yes, yes. And therefore, the
3 intent here is to really utilize and capitalize on as
4 much as possible on existing information.

5 The work is to be performed to Idaho.
6 It's co-funded by both programs, human factors and
7 HRA. It currently focuses on the quantification
8 aspects of it, ATHENA applications, which is by
9 Sandia. Interfaces with international committees,
10 CSNI has an effort on data collection and analysis.
11 And also, the work supports Halden. It works with the
12 Halden project.

13 MR. WALLIS: Go back to the number two
14 bullet: collect and analyze data to support HRA model
15 development and quantification. Is there some idea of
16 the state of the art? I mean models have been
17 developed, and I'm told there is a lot of data. Why
18 aren't the present models good enough?

19 I have no idea from your discussion as to
20 what sort of the state of the art of this field is in
21 terms of what the models are. Questions that were
22 asked at the beginning, how good are these numbers?
23 I still don't have a good feel for that.

24 MR. SIU: Yes, and I think that goes back
25 to, I think, Steve Rosen's point. We have

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1 information. The question is: Is that information
2 applicable for the specific human failure events that
3 we're looking at.

4 We looking at, which we all acknowledge,
5 fairly rare conditions, very challenging. Generally,
6 risk significance sequences. You failed a number of
7 pieces of equipment and how do the operators respond
8 to those particular conditions.

9 So, there is a question of applicability.
10 There are also questions of if I vary certain factors,
11 if I make changes to some of the things that maybe
12 we'll get in to. Jay has an activity on fatigue. How
13 do potential change and how we deal with fatigue in a
14 regulatory space affect the risk profile? So you need
15 models to be able to say what's that affect, and we
16 don't have those at this point.

17 So, it's looking at not only the baseline
18 numbers but the affects of those changes.

19 MR. WALLIS: You're saying all the things
20 we don't have. Maybe it would help, and maybe it's
21 been done before and I just missed it somewhere -- you
22 actually had some demonstration that some model is
23 useful and that some model represents some data.

24 MR. APOSTOLAKIS: I think in answer of
25 your question Graham, about why aren't the current

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1 models good enough, first of all you have to
2 appreciate that very, very few organizations in the
3 world can afford by the NRC is doing here. They don't
4 have national laboratory support and a lot of experts
5 coming in.

6 What you see are models in the literature
7 that tend to emphasis certain things that others don't
8 emphasize. For example, some models from Europe tend
9 to rely a lot on the centerpieces, the decision-making
10 process in the minds of the operator. Then they ask
11 themselves how is this affected by this and that.

12 Other models we've mentioned already tend
13 to give a lot of emphasis to the available time for
14 action. Other models do something else. You have
15 models from Norway, from Sweden, from everywhere.
16 But nobody has really spent the time and resources
17 like these guys are doing to try to bring everything
18 together.

19 MR. WALLIS: Models are fantasies until
20 you can compare them with data.

21 MR. APOSTOLAKIS: That's right.

22 MR. WALLIS: It must have been done
23 otherwise --

24 MR. FORD: As I understand it, we're going
25 to see that this afternoon. We're going to see curves

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1 and data.

2 MR. SIU: This morning.

3 (Laughter.)

4 MR. FORD: So, your question may be
5 answered.

6 MR. APOSTOLAKIS: But the basic approach
7 of a physical scientist doesn't apply here.

8 MR. WALLIS: Yes, but something does.

9 MR. APOSTOLAKIS: You're dealing with a -
10 -

11 MR. FORD: But if you remember in the
12 steam generator program, you saw distribution curves
13 of a probability of detection.

14 MR. APOSTOLAKIS: Yes.

15 MR. FORD: And we had different curves for
16 different teams, the good team and the bad team.

17 MR. APOSTOLAKIS: Right.

18 MR. FORD: Now, there's got to be a reason
19 as to why the good team is good. Because of
20 experiments or something like this.

21 MR. APOSTOLAKIS: But they make those
22 distinctions too.

23 MR. FORD: Well, I think that's what
24 Graham are struggling with. Let's see some data to
25 back up these good and bad models.

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1 MS. LOIS: The approach is to characterize
2 information that is needed for HRA methods. We hope,
3 as Dr. Apostolakis was mentioning before, we'll look
4 at each one of the HRA methods available right now and
5 identify what are the underlying hypothesis for the
6 method to what types of data are needed.

7 And we're going to do that in a couple of
8 steps that I have here. First, identify the concepts
9 and terms used in the methods then identify the
10 commonalities in the concepts. That will allow us to
11 look at the data sources and mind them in a more
12 systematic way as opposed to this particular method or
13 that particular method.

14 Then we'll identify and evaluate data
15 sources. And, we've done some of that work already.
16 Then develop methods to use the data. Eventually,
17 develop a method for estimating human error
18 probability on the basis of the work done on the data
19 collection.

20 Next slide please.

21 MR. POWERS: I guess one of the crucial
22 questions that we really need to understand, there are
23 a plethora of acronym methods for doing human
24 reliability analysis, and that slide seems to say, I'm
25 going to develop yet another one of those methods.

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1 The question that we really have to
2 understand is what is it that -- what need are you
3 satisfying that these other things don't satisfy, and
4 how accurately do you have to satisfy those needs?

5 MS. LOIS: That is part of guidance
6 development that I had on slide before. We're going
7 to address and examine each one of the available
8 methods right now and provide guidance as to what are
9 the characteristics of the method, what applications
10 are appropriate, to what extent, what is the level,
11 and potentially examine different applications,
12 regular applications, and determine what is the level
13 of detail or analysis needed, and therefore indicate
14 what methods would satisfy that analysis.

15 MR. APOSTOLAKIS: Will you tell us at some
16 point why CREAM, which is one of the models, is not
17 good enough for the NRC? It has already been
18 developed. Why the MARMUS model is not good enough
19 for the NRC? I think that was the question.

20 Those guys have invested a lot of money.
21 They have developed a model, and here we are
22 developing another one. Why don't we just take the --

23 MR. SIU: If I can, I don't the point of
24 Erasmia's slide is to say we're developing another
25 method. What we're trying to say, and maybe we're not

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1 doing a very good job, is that there are a lot of
2 sources of information out there. There are lots of
3 sources of data. Sometimes these data are compiled by
4 folks with a particular method in mind. So of course,
5 they categorize information in a way, and collect it
6 for that matter, the information to satisfy the needs
7 of that model.

8 We need to be able to work with these
9 folks to take the information they've got and make it
10 useful in the activities that we've got going on. It
11 may be along that along the way we find out that
12 indeed there are some aspects of CREAM that we really
13 do need to adopt in our approach or maybe it's in the
14 MARMUS. I don't know that we've really thought along
15 those lines yet. But, this is really an attempt to
16 identify potentially useful sources of data and start
17 making them available.

18 The notion of coming up with common
19 technology is just a way that will help us communicate
20 across all the various groups. I think there's a
21 general recognition in the HRA, in this research
22 community, that there is this plethora of methods and
23 that we really do need to be working more closely
24 together. And as part of this meeting coming up next
25 week, we are going to be engaging with folks at CSNI

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1 to do work along these lines.

2 So again, we're not trying to say that
3 we're going to create another method. The other thing
4 I'd like to say is that there are a lot of
5 commonalities. We talk about this long list of
6 methods, but they have quite a bit of similarity.

7 MR. APOSTOLAKIS: I understand that the
8 quantification effort is near completion. You did
9 that using some sort of a model?

10 MR. LOIS: Some sort of what?

11 MR. APOSTOLAKIS: A model? Because Nathan
12 just said you haven't yet looked at the other models
13 and see what else they have that you may want to use.
14 So, how does that --

15 MR. SIU: The quantification is really
16 referring to bringing ATHENA to closure.

17 MR. APOSTOLAKIS: So it's not a model?

18 MR. SIU: No, it's an elicitation process.
19 This is what was used in PTS.

20 MR. APOSTOLAKIS: I see.

21 MR. SIU: And that's where we are right
22 now.

23 MR. APOSTOLAKIS: Okay. But I really want
24 to emphasize that you really should do this. I mean
25 before you embark on many developments, you should

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1 have a good evaluation of existing models with their
2 advantages and disadvantages, merits and demerits. If
3 the French have got something that is useful, you just
4 go ahead and use it. If the Norwegians do it, fine.

5 This has been one major problem with this
6 community. Every guy develops his own model, ignoring
7 everybody else. This cannot go on.

8 MS. LOIS: But let me ask you something.
9 Would you adopt a methodology that has been produced
10 somewhere without having the capability to view it by
11 actually seeing it, seeing the actual data that's
12 created?

13 MR. APOSTOLAKIS: I said evaluate.
14 Evaluate is all done. But, don't ignore it. Don't
15 have an introduction that says oh, by the way, the
16 following references also deal with this subject, 1
17 through 35. No. You say, CREAM has these good
18 qualities and we're going to use them.

19 MR. SIU: We completely agree.

20 MR. APOSTOLAKIS: Very good.

21 MR. POWERS: When can we anticipate that
22 we'll have this listing of 1 through 35, and here are
23 the good features and here are the bad features?

24 MR. APOSTOLAKIS: At some point, we
25 should.

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1 MR. SIU: Yes. Again, we've been dancing
2 all around Erasmia's presentation, but for every
3 program or project that she has on that chart where we
4 are talking about development needs -- and obviously
5 we have to do that -- the applications, we're using
6 the applications we've got in hand.

7 MR. APOSTOLAKIS: By the way, when I said
8 this community, I was talking to a friend of mine who
9 is in reactor physics and he told me there is nothing
10 surprising about having some models. In the early
11 days, when the guys were working in electronics, every
12 organization in the country had its own transient code
13 and this and that. Finally, things converged to
14 something that's widely acceptable.

15 So even in the natural sciences, they
16 things can happen. But, it's time to bring everything
17 to closure.

18 MR. SIU: And again, I think we are
19 actually trying to drive towards that closure.

20 MR. APOSTOLAKIS: Good.

21 MS. LOIS: This is the last slide. Then
22 I conclude by presentation by mentioning again that
23 the data generated for the advanced reactor staffing
24 study will be discussed in some detail today. The
25 objective of that discussion is to show collaboration

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1 of the two programs and how we can use existing
2 information or create new information through
3 simulator experiments.

4 MR. WALLIS: So what would your output?
5 Is it going to replace this expert elicitation
6 approach or what? What's going to be the results of
7 this?

8 MR. SIU: I think in a long-term vision,
9 that would really be nice. Whether we can get there,
10 we'll have to see.

11 As we go through the presentation, as I
12 said, you'll see some nice work that leads up to a
13 point. But that point isn't necessarily the input to
14 the HRA. There's a gap there, and we need to be able
15 to address that gap. So, there's some technical work
16 that needs to be done.

17 I think that we would certainly like to
18 drive towards a more data based or at least data
19 informed analysis. That's the vision of what we're
20 trying to put forth. That's why we've put the data
21 task as one of our top tasks in the program.

22 MR. APOSTOLAKIS: Have you found your
23 collaboration with CSNI useful?

24 (laughter.)

25 MR. APOSTOLAKIS: I mean for a few years

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1 now, I see that -- and I'll give you an example when
2 I'm saying this. The NRC doesn't have it's own
3 program and organizational factors, but we are in
4 consistent conflict with our colleagues in Europe
5 through CSNI.

6 Finally, I saw a paper from one of the
7 countries. And, if you guys ever dare come here with
8 a ridiculous piece of nonsense like that, this
9 committee will probably not be kind to you.

10 MR. POWERS: It is my usual practice at
11 this point to ask if there are any additional
12 questions of this speaker. I think I know the answer
13 to that, so I propose that we take a break until
14 twenty of and then proceed with the rest of the
15 presentations.

16 We can come back because I think there's
17 a thought provoking presentation, certainly succinct
18 in its visual aids that provoke a lot of questions.

19 (Whereupon, the committee recessed for a
20 break from 10:22 a.m - 10:32 a.m.).

21 MR. POWERS: We'll begin by indulging the
22 Chairman, who was reminded of a question by one of the
23 audience that he failed to bring up. We had on the
24 previous presentation quite a list of applications of
25 HRA that are going on within the agency. John Flaca

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1 mentioned synergisms with some elaboration.

2 There is another area that is under active
3 consideration by the agency and that is changing the
4 categorization of equipment through the plant,
5 retaining the functional requirements but not
6 necessarily the elaborate QA and QC requirements that
7 are placed on that equipment.

8 That equipment of course gets used by
9 operators, and there must be some impact if not in the
10 actual liability of the equipment, in the operators'
11 perception of the reliability of that equipment. That
12 should, in some sense, affect the human performance
13 error rate associated with that equipment.

14 I didn't see any reference to application
15 of HRA to those questions. I wondered if that was
16 just because I didn't understand what synergism meant
17 in its entirety or it's an omission or what the
18 situation is.

19 MR. SIU: I think what we were trying to
20 do with the guidance and standards bullet way at the
21 bottom of Erasmia's chart, we need to provide
22 information tools to users, let's say reviewers of
23 applications to allow them to take advantage of HRA
24 lessons without necessarily having to do an HRA.

25 We don't have an element that talks

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1 specifically to let's say changes in reliability of
2 equipment and how that might affect operator
3 performance other than if we were doing a study in
4 terms of context. But I don't know that we would be
5 especially well tuned to get to that. So I guess
6 that's one place where you could say we don't have
7 something specific.

8 MR. POWERS: It seems to me that the ACRS,
9 in its deliberations in connection with Option 2, has
10 at various times made suggestions about the
11 information communicated to the expert panels that
12 should occupy the expert panels for the during of
13 their period of employment.

14 Is this another area where the expert
15 panel needs to be informed?

16 (No response.)

17 MR. POWERS: Well, fair enough. The
18 question posed and maybe not answered.

19 Let's move on with the presentation. I
20 guess Mr. Hallbert, are you -- no, I'm sorry. Jay,
21 you're next on the list.

22 MR. PERSENSKY: Yes, I'm next on the list.
23 I'm going to jump in between Erasmia and Bruce even
24 though --

25 MR. POWERS: Not to diminish the

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1 importance of your presentation.

2 MR. PERSENSKY: Just to bring in this
3 human factors element, I'll try to be as brief as
4 possible.

5 MR. POWERS: Let me say that I did find
6 the slide that showed the coupling between HRA and
7 human factors to be illuminating useful, a point that
8 bears repeating.

9 MR. PERSENSKY: Well, you're going to have
10 an opportunity to see it again.

11 (Laughter.)

12 MR. PERSENSKY: The role as I see it of
13 the human factors research at the NRC is really to
14 provide the regulators -- NRR for the power plants,
15 NMSS for materials, and also now the NSIR -- and their
16 staff with the tools necessary to do their licensing
17 and monitoring tasks. Those tools should be developed
18 from the best available technical bases. With that,
19 there is also sort of an element of maintaining
20 competence with that research to do just that.

21 MR. WALLIS: Do they know what tools they
22 need?

23 MR. PERSENSKY: They have an idea of what
24 tools they need because they send us users needs.

25 MR. WALLIS: Are they specific enough to

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1 tell you what you need to do?

2 MR. PERSENSKY: In those cases, yes.

3 The ultimate goal of course is to ensure
4 that nuclear facility personnel have the tools, the
5 knowledge, the information, the capabilities, the work
6 processes, the work environment, both physical and
7 organizational to safely and efficiently perform their
8 tasks. That's generally what we try to achieve.

9 In your packet I believe you've got a copy
10 of SECY-01-0196, which was the last iteration of what
11 might be called the human performance or human factors
12 plan. That particular SECY said that we were going to
13 in fact sunset the development of a human factors plan
14 or human performance plan as an independent document.
15 Further, that those activities that might come through
16 the human performance program would in fact be
17 incorporated either in the HRA plan or the Digital I&C
18 plan in the future.

19 MR. POWERS: Now I saw no one crying over
20 the demise of that document.

21 (Laughter.)

22 MR. PERSENSKY: And that document also
23 presented where we were at that time.

24 The next slide is duplicate of the one you
25 saw in Erasmia's presentation. And again, it's just

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1 to remind you that there is an interaction, an ongoing
2 interplay between the HRA disciplines here and the
3 human factors disciplines.

4 We're trying to work more closely both in
5 terms of providing the information and the data so
6 that we can enhance the HRA models, indicating where
7 there might be some problems where we need something
8 but that HRA/PRA isn't able to provide at this time.

9 On the other hand, they provide us, in
10 doing some of the work that we do, areas that we
11 should be focusing on, the needs that they have for
12 more data, and as well as an opportunity to provide
13 prioritization for the work they do.

14 This is the relationship between these two
15 groups. It doesn't say that we don't do things on the
16 other side as well, but in fact we do develop things,
17 the tools that they need. There are tools for the HRA
18 but there are also tools for the regulators.

19 MR. WALLIS: It would be reassuring if you
20 had things coming in and going out.

21 MR. PERSENSKY: But again, that's how we
22 interact.

23 We can jump into the next slide, which
24 gives you the listing.

25 MR. APOSTOLAKIS: Which branch of the

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1 Office of Research is the human factors?

2 MR. PERSENSKY: It's in the Regulatory
3 Effectiveness and Human Factors Branch. John is our
4 branch chief.

5 MR. FLACA: I'm am the branch chief of
6 that branch.

7 MR. PERSENSKY: We are a small team within
8 that branch.

9 As with Erasmia's slide, you'll see that
10 we do have a listing that's reminiscent along here of
11 the one slide from Scott's presentation, essentially
12 the functions and along the top, the types of
13 applications that you're interested in.

14 You can see from this that we, again, have
15 a number of activities that are going on. We'll go
16 through some of them.

17 MR. POWERS: I'd sure like to know what
18 the status is on fatigue.

19 MR. PERSENSKY: I'll delve right into that
20 then.

21 NRR has been tasked with developing a
22 rule. One of the reasons for that tasking is that
23 there was a PRM petition for rule-making, as well as
24 we got a couple of letters from some Congressmen. We
25 prepared SECY-01-0113 last year to the Commission that

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1 included in it a rule-making plan, and we're in the
2 process of developing that rule-making accords with
3 that plan.

4 We have almost monthly stakeholder
5 meetings with NEC, industry representatives as well as
6 UCS, and the petitioner are particularly involved.

7 MR. APOSTOLAKIS: So what you are trying
8 to do here is develop guidance that prevents fatigue
9 of the operator?

10 MR. PERSENSKY: We're hopefully developing
11 a rule that would allow the utilities to develop
12 fatigue management programs, which would reduce the
13 probability that a fatigued operator -- or fatigued
14 personnel. It doesn't have to be just operators --
15 would be operating or doing a maintenance task.

16 The agency currently has a policy
17 statement that was prepared in 1982. And one of the
18 reasons I'm involved with this is I have the
19 unfortunate history of having been the person that
20 developed that policy.

21 (Laughter.)

22 MR. PERSENSKY: It allows certain working
23 hours. What we've learned through the years is that
24 working hours is not the only aspect of fatigue.

25 That's why I mentioned fatigue management

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1 programs because over the years, especially in the
2 Department of Transportation, they have been
3 developing new techniques to account for fatigue and
4 way of trying to reduce the effects of fatigue. We're
5 working with the industry to come up some guidance.

6 The draft rule is due back to the EDO in
7 July of 2003. We're starting the regulatory analysis
8 aspects of that, which is where we need some of the
9 risk information. And as I said, we've been working
10 with stakeholders to come up with some options in this
11 rule-making activity.

12 You will of course have an opportunity,
13 either at the draft rule stage or the final rule
14 stage, to review that, that work.

15 MR. LEITCH: In addition to working hours,
16 would this also include considerations of circadian
17 factors?

18 MR. PERSENSKY: The primary factors that
19 drive fatigue are circadian factors, length of shift,
20 age has a consideration, and the kind of work they're
21 doing. But, there are a number of factors that go
22 into it.

23 That's why we're trying to do it through
24 this fatigue management aspect, where we may have a
25 rule that addresses hours of work, but there would be

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1 guidance, industry guidance of how to train people
2 both for acknowledging and recognizing the effects of
3 fatigue as well as to train others to observe under
4 the behavioral observation program to see if one of
5 their colleagues is exhibiting some aspects.

6 We've also looked at -- there are some
7 techniques out there. There's some hardware, where
8 you can measure fatigue or keep people awake. We've
9 done some analysis of that. We're not necessarily
10 proposing anything in that area.

11 There are some algorithms that have been
12 developed, particularly in the transportation industry
13 as to -- you use that algorithm and include the time
14 of day, length of shift, how long they've been working
15 over a period of time, that that could give some
16 indication. We're looking at that as some
17 possibilities.

18 But right now, the rule is not being
19 driven by, again, that part of our technical bases
20 work that we've been doing.

21 MR. LEITCH: A lot of plants are going
22 away from eight-hour shifts to ten or twelve-hour
23 shifts. Have you looked at that?

24 MR. PERSENSKY: The best we've gotten, the
25 best count on that is around 50 percent are at twelve-

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1 hour shifts for operators, and either ten or twelve-
2 hour shifts for some of the other people. We have
3 done some work previously that has actually said
4 twelve-hour shifts, if done properly, they didn't
5 reduce operator performance.

6 One of the big issues of course is
7 there's normal operations and then there's outages.
8 And during outages, there's much more use of overtime
9 and going to the limits that are set currently in
10 their technical specifications. In order to achieve
11 the kind of outage periods, they need those hours.

12 So, we're trying to come up with -
13 again, we're working with the stakeholders and coming
14 up with some methods that we think will be acceptable.

15 MR. POWERS: If you were totally
16 successful in developing this algorithm that says
17 okay, here are the fatigue effects, as a function of
18 all these parameters that you suggested might affect
19 things: time, age, etcetera --

20 MR. PERSENSKY: Right.

21 MR. POWERS: -- and you feed that
22 information to the human reliability analysis folks,
23 wouldn't that drive them to time dependent PRA?

24 MR. PERSENSKY: I don't know that I know
25 the answer to that. I don't think because it's not

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1 all based on time --

2 MR. POWERS: It seems to me that if indeed
3 fatigue has the consequence of increasing the
4 likelihood of error in the course of a day that you
5 wouldn't want to just -- because it's collective. I
6 mean if one guy on his shift is becoming more error
7 prone, everyone on his shift is becoming more error
8 prone because the shift all begins and starts at the
9 same time.

10 MR. PERSENSKY: Well, again, during
11 outages that might be more of the case. But during
12 normal operations, it may not necessarily be the case
13 where everybody is staying. There's usually a
14 replacement for someone that's ill or calls in. So
15 from that standpoint, there is some difference between
16 those time periods.

17 But I'd prefer to turn the HRA question
18 over to our HRA experts.

19 MR. SIU: Actually, interestingly enough,
20 one of the discussion items in the elicitation process
21 we talked about for PTS, we did talk about things like
22 the time of day. But in the end, you are where you
23 are when the event hits, so you don't necessarily have
24 to track it.

25 I mean we're not being asked for a time

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1 dependent result for, let's see, the vessel failure
2 frequency. If you want to know how some notion looks
3 at the annual average frequency, of course, figuring
4 into that average is how often you're in a condition
5 that might promote error in generation.

6 Again, this gets to back the very simple
7 minded representation of the ATHENA process. If time
8 of day were the only factor that you are concerned
9 about, you look at how likely it is that you're in the
10 window and then what the conditional probability of
11 failure given that you're in that window.

12 As Jay pointed out, of course, if you're
13 starting to look at interactions across the whole
14 plant and all the operating personnel, that can get
15 pretty hairy. But for the control room, at least
16 that's conceptually how we could address that.

17 I don't know, I guess in the short answer,
18 that that in itself would call for time dependent PRA.
19 It's more, do you need a time dependent answer to
20 address the concern you've got.

21 MR. ROSEN: One of the important factors
22 I think might be -- since we think that crew
23 performance is very important and not individual
24 performance in the event of an accident or quickly
25 moving scenario -- one of the important factors is, is

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1 the crew actually the crew that trained together?
2 What percentage of crews are crews that are actually
3 relieved where one or more of the members are not part
4 of that crew, or have been socialized or trained with
5 that crew?

6 This could be important. Is this
7 something that you're looking at?

8 MR. PERSENSKY: Not necessarily with
9 regard to this particular effort.

10 MR. ROSEN: I suggest you think about that
11 as part of what you do.

12 As long as I'm interrupting the train of
13 thought, when you get the risk-inform CAP, I'd like to
14 hear about that although you didn't underline it. I'm
15 not sure what underlining means in this chart. I
16 guess it means you're not going to talk about it.

17 MR. PERSENSKY: No. What it means is that
18 I attempted, but failed because of my lack of
19 knowledge of Microsoft to make this a linked
20 presentation where I could just click on that and it
21 would take us to the appropriate slides.

22 (Laughter.)

23 MR. PERSENSKY: It works fine on my
24 computer. And if you'd all like to go up to my office

25 -

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1 (Laughter.)

2 MR. PERSENSKY: Unfortunately, when you
3 put it on to an "A" disk, it loses all those links.
4 I tried to actually come up with a way of fixing that
5 last night except my laptop died at home so I couldn't
6 do that. So, the only underlining was that it was
7 linked.

8 MR. ROSEN: So you're going to tell me
9 about risk-inform CAP at some point?

10 MR. PERSENSKY: Yes, we will get into
11 that.

12 MR. LEITCH: Just further on Dr. Rosen's
13 point, I've been aware of a couple situations where
14 not only didn't the crews train together, which I
15 think is an important factor, but in one case there
16 was a situation where the operators were operating on
17 an eight-hour shift and the operator of supervision
18 was operating on a twelve-hour shift.

19 So by definition, they couldn't have
20 trained together because for the first eight hours
21 this guy was there supervising, and for the last four
22 there was another supervisor. I mean there's just a
23 lot of this around the industry that just adds to the
24 complexity of the situation.

25 MR. PERSENSKY: It is a complex situation,

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1 and we do not regulate currently in terms of the
2 number of shifts or the way they rotate. We do
3 regulate the number of licensed operators that are
4 required on each shift, depending on the mode that the
5 plant is on.

6 But, we don't tell them that they have to
7 rotate together. We don't tell them they have to have
8 six shifts. It sort of works out that five or six
9 shifts works out to be a good way of running it unless
10 you have 12 hours then you'd go down to four
11 rotations.

12 Each plant does have its preferred way of
13 doing it, and at this point we don't regulate with
14 regard to that.

15 MR. ROSEN: But if you found a way of
16 doing it that had negative risk implications, I assume
17 you would regulate it, wouldn't you?

18 MR. PERSENSKY: If we could determine the
19 actual effects from a risk perspective. Personally,
20 I don't think that risk models at this point are
21 mature enough to be able to do that. I may be wrong.

22 MR. ROSEN: Is that what we're trying to
23 do, to find out what is it about human performance
24 that's positive and negative, and reinforce the
25 positive, and do things to not let them get into

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1 negative conditions. That seems to be the whole
2 objective of this thing.

3 MR. PERSENSKY: That is the general
4 objective.

5 MR. ROSEN: So I would encourage you to be
6 thinking about training and crew performance in that
7 light. There are some things one can do in a power
8 plant in terms of staffing the control room that are
9 not good from a risk standpoint.

10 MR. LEITCH: This particular situation, I
11 just found out is not good from a risk standpoint and
12 I had it changed. But what I'm saying is it had been
13 going on for quite some time. Intuitively, it doesn't
14 seem to make sense that for some portion of the shift
15 you're reporting to one group and --

16 MR. ROSEN: And what drives that is
17 absenteeism. I mean plants don't set up to have a lot
18 of that kind of thing happen, but it happens in fact,
19 especially in plants with very experienced crews that
20 need to have a lot of time at the plant, which means
21 their older, they have more vacation -- these programs
22 add vacation for people as they get 10, 20, 30 years
23 of employment. That means that the guys is not
24 necessarily sick. He's just taking his vacation. And
25 when does he take his vacation? When the plant is not

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1 in the outage. In the outage, they try to get
2 everybody to come to work.

3 So during normal operation, you're going
4 to find many, many crews with people who are relieving
5 crews that are not self-relieving, where you don't
6 have enough people to fill in on the crew, with people
7 who have trained with that crew.

8 So you're going to have lots of
9 circumstances in which the crews haven't trained
10 together even though we all know it's best that they
11 do. In fact, they do train together. Our simulator
12 tests are based on crews that are training together.
13 So in that sense, they again can confound the
14 analysis. If you use the data from those tests that
15 confounds, it's not going to be as good as that in the
16 real world because of this phenomenon described.

17 These are human factors considerations.
18 I'm just mentioning them because I think they're
19 important.

20 MR. PERSENSKY: Thank you. And in fact,
21 it does encourage certain things. But again, it's
22 more of an encouragement rather than a direction.

23 SRP Chapter 18, again, this is a tool.
24 This is a real tool that the people in NRR use. This
25 is a human factors chapter. It's based on the

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1 document that we prepared, NUREG 0711, which is the
2 human engineering program review model. It addresses
3 how we should do our reviews of changes to our plans,
4 to new power plans, our control rooms.

5 We've done a number of projects related to
6 bringing together enough information to go forward
7 with the revision to that SRP. Again, that will be
8 subject to an ACRS briefing.

9 MR. APOSTOLAKIS: Does it get into
10 organizational issues?

11 MR. PERSENSKY: It does not. Chapter 18
12 does not get into organizational issues. Chapter 13
13 does have some element of organizational issues. But,
14 it's not in Chapter 18.

15 Chapter 18 focuses primarily on interface.
16 It's a process kind of document. It also has some
17 aspects of procedures, training, and all that in to
18 how you would do an entire human factors program at a
19 utility.

20 I mentioned earlier the staffing work.
21 The project here, again, this is based on user need
22 that relates both to advanced reactors as well as to
23 current reactors in that some reactors in their
24 changes -- you know what I'm saying? If we completely
25 change out our control room as completely a digital

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1 and much more automation involved, there would be some
2 opportunity to perhaps reduce the staff at a
3 conventional reactor.

4 We're trying to develop a tool that would
5 be used by the licensees that is based on what is
6 called Path Network Modeling, which is a type of human
7 behavioral modeling used extensively in the military.
8 Also, NASA uses similar models.

9 We have done some testing of this type of
10 modeling in the past in terms of trying to say, how
11 good is it, by doing experiments where we have a
12 shadow study, where you model and see how well you
13 think the operators would perform. Then, actually
14 collect data at a simulator to see how well the
15 operators do perform given the various situations that
16 could addressed to try to verify or validate that
17 modeling technique.

18 At this point, we're looking at trying to
19 develop this as a tool for the review of staffing
20 proposals that come in from the utilities.

21 MR. LEITCH: I guess I'm trying to
22 differentiate between new reactors and current
23 reactors. Are there any plants where the licensees
24 are seriously proposing changing their control rooms
25 because of instrumentation changes?

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1 MR. PERSENSKY: We have no applications.
2 Again, because I'm familiar -- I've been working with
3 EPRI on their development of design guidance for
4 hybrid control rooms -- that issue has come up a
5 couple of times at those meetings as possibilities.

6 MR. LEITCH: You also said something about
7 additional automation, if I understood you correctly.

8 MR. PERSENSKY: That's right. Those are
9 things that are being considered by various utilities
10 at this point.

11 MR. LEITCH: being considered for current
12 plants?

13 MR. PERSENSKY: Current plants. There is
14 at least one plant that intends to shut down and
15 completely replace their control room at one time.
16 as opposed to doing the piecemeal type of changes that
17 have been mentioned.

18 MR. POWERS: When you bring up the issue
19 of automation, there's also the issue of non-
20 automation. And with existing reactors, it seems to
21 arise in front of the ACRS episodically, but maybe a
22 cycle of every three years, where the issue comes up:
23 should we automate some function because there's
24 insufficient time for manual action?

25 The staff has at various times attempted

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1 to approve I guess it's a regulatory guide in that
2 regard, and the committee has resisted it because the
3 underlying data is proprietary. Is there something
4 being done to address that situation?

5 MR. PERSENSKY: Actually, there's a NUREG
6 that has come out -- unfortunately, I can't remember
7 the number off hand, but I do have it here -- that
8 attempted to come up with a different method whereby
9 you would use risk information to categorize the risk
10 level of a particular operator action. Based on that,
11 they would determine the level of human factors
12 review.

13 Again, that will be part of the Chapter 18
14 revision. You'll have an opportunity to see that in
15 more detail when that comes for review. But, we are
16 looking at that as a replacement for ANS 58.8.

17 On the reactor oversight process, the ROP,
18 we did a study -- actually, INEEL did the study for us
19 -- on looking at whether or not the reactor oversight
20 process adequately address human performance or what
21 kinds of things may not be caught given the reactor
22 oversight process.

23 A major recommendation that came out of
24 that particular piece of work was that it appeared
25 that a number of the corrective action programs were

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1 not keeping up to date with -- they weren't able to
2 implement the fixes rapidly enough or prioritizing the
3 kinds of fixes based on risk. So, we were seeing
4 repeat kinds of incidents.

5 So, we recommended to NRR that they look
6 at the current corrective action program inspection
7 module, which essentially asked the review or
8 inspector to use risk as one of the aspects of looking
9 at what they should be reviewing. But, it doesn't
10 give them very good guidance to what that mean.

11 We proposed to NRR that one of the things
12 we'd do is to provide better guidance on how to do
13 that, that risk of the backlog in the corrective
14 action program. We have not heard back from NRR on
15 that, but that's one of our recommendations.

16 MR. ROSEN: I think that's a very valuable
17 step. Although, I've seen some very good corrective
18 action programs in use in utilities.

19 There is still that weakness that they
20 don't prioritize very well based on risk. The
21 priorities are more historical in context. Maybe the
22 highest priority things are things that are reported
23 on LARs.

24 There are different protocols that are
25 not risk based for prioritizing work in the plant. I

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1 think that's a fundamental flaw. I've encouraged some
2 utilities to do better, to do what you're suggesting
3 or at least consider risk as one of the primary things
4 that you think about when you prioritize corrective
5 action.

6 MR. POWERS: How could you do that if you
7 don't have a fire PRA?

8 MR. ROSEN: Well, fire is not the only
9 risk. But I think in the cases where you have a fire
10 risk and don't have a PRA, it's a problem.

11 MR. POWERS: Sure. But I've seen based on
12 my episodic trips to plants in examinations of
13 corrective action programs, if I'm going to guess what
14 is the longest, the corrective action with the longest
15 lifetime on list, it'll always be something connected
16 with the fire protection system.

17 MR. APOSTOLAKIS: I was reading the root-
18 cause analysis that was done for the Davis-Besse
19 incident, and in several places there are sentences
20 like "plant was restarted without taking corrective
21 action for identified problems" and "the management
22 ineffectively implemented processes".

23 Are you trying to help the corrective
24 action program from that point of view? I mean what
25 do you do if they know about the problems and just

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1 don't do it?

2 MR. PERSENSKY: That's part of the
3 inspection process. We're trying to develop a way to
4 at least identify what they should be doing or what
5 are inspectors should looking for.

6 At this point, and I'd have to turn it
7 over to NRR for a regulatory perspective as to what
8 decisions they'd make. Those are regulatory decisions
9 that they'd have to make.

10 MR. APOSTOLAKIS: Is there any attempt to
11 develop performance indicators or good corrective
12 action programs verses a bad one?

13 Another thing that was missing evidently
14 was doing hazard analysis. That seems to me to be
15 something that one can look at the work processes and
16 identify. Incorrect implementation of a program is
17 not an issue of a work process. It's something else.
18 So, I wonder whether it would be a good idea to try to
19 develop some indicators that will alert the inspectors
20 to the fact that something is not being implemented
21 right?

22 As you know, the reactor oversight
23 process, a good piece of it is performance indicators.
24 Well, these performance indicators have nothing to do
25 with human performance.

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1 MR. PERSENSKY: That's correct.

2 MR. APOSTOLAKIS: But the question is
3 should we be trying to develop performance indicators
4 for human performance, not necessarily of the same
5 kind where they have frequencies or events, but maybe
6 of some other kind but, still performance indicators.
7 Or, should that question be addressed to NRR? I don't
8 know.

9 (Laughter.)

10 MR. POWERS: Tell him the answer is NRR.
11 Let's stay on human factors here.

12 MR. PERSENSKY: We do have some STPs.
13 There's an STP on licensing for instance, and there
14 have been some attempts in developing further STPs in
15 the human performance area.

16 Most of those things that you would pick
17 up in the human factor area come out of inspections,
18 not out of the PIs. The assumptions were that the PIs
19 would be something that would -- human performance
20 would show up in the PIs. That's why they call it a
21 cross-cutting issue.

22 So, we have not yet attempted to do a
23 human performance PI. Back in the early 90s, we took
24 some shots at it.

25 MR. ROSEN: I think they should. A lot of

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1 plants have much better human performance data than
2 they used to have.

3 MS. LOIS: I'm talking about late 80s,
4 early 90s.

5 MR. LEITCH: The problem is that there's
6 no uniform standard as to how the plants collect and
7 analyze that data. I mean every plant has its own
8 system of doing things, some of which are very
9 effective. But when you compare plant A with plant B,
10 it's very difficult to perform that kind of
11 comparison.

12 MR. APOSTOLAKIS: But I think one of the
13 things that should be done, probably by your group, is
14 to look at the inspection, the ROP, and take the root-
15 cause analysis of Davis-Besse and other analyses, and
16 every time they identify a problem, ask yourself:
17 which part of ROP would actually catch this? Some of
18 them are easier to catch than others.

19 MR. PERSENSKY: In a way, we did. What we
20 did in doing this project was we went back to ASP
21 reports -- or ASP plants that were high-risk plants,
22 and looked at whatever archival data that we could
23 then compared it to the ROP process. But of course,
24 most of that data came from pre-ROP events. I think
25 to follow on with some more recent situations like

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1 Davis-Besse and Indian Point might continue to be an
2 exercise.

3 MR. APOSTOLAKIS: I think that would be a
4 very good exercise.

5 MR. PERSENSKY: But that exactly was the
6 process we used.

7 I mentioned some of the other work as far
8 as the inspection manual for the materials and waste
9 area. Erasmia mentioned fitness for duty. Fitness
10 for duty as you know is undergoing a rule change.
11 They're talking about including fatigue and
12 decommission of plants in the drug and alcohol portion
13 of fitness for duty. In fact, fatigue is going to be
14 in part 26 of the rulemaking. There won't be a
15 separate rule for fatigue. It's probably going to be
16 in part 26.

17 Just a couple things on what we consider
18 to be infrastructure of the development of the needs
19 to support the other work. The Halden Reactor
20 Project, which some of you are familiar with, is one
21 of the few places that we have access to simulators
22 for research projects. We're been using the Halden
23 project, that project in Norway.

24 MR. POWERS: I've got to ask my questions.

25 MR. PERSENSKY: I knew you would.

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1 MR. POWERS: I still have to understand
2 how a Norwegian reactor operated by a Finnish has an
3 yield results that have any applicability to American
4 reactors operated by American crews.

5 MR. PERSENSKY: To start off with one is
6 to correct some information. One, it is a simulator
7 of a Finnish reactor and we use the crews from that
8 plant. It's from Loviisa, so they're Finnish
9 operators operating a plant in Norway. They happen to
10 be located in Norway, but they're inside an enclosed
11 building. It really doesn't matter. And, they're
12 used to the weather.

13 (Laughter.)

14 MR. PERSENSKY: As far as trying to give
15 just a briefing, we have looked very closely at what
16 goes on. We have looked at their training programs,
17 we have looked at their procedures, and we've compared
18 it to the kinds of things that go on in the US. But
19 the bottom line is it's something that's available to
20 us. We don't have a research simulator here in the
21 US. That is something that we can modify as we can
22 with the Halden reactor.

23 MR. ROSEN: Should you have a simulator
24 for research here in the US?

25 MR. PERSENSKY: I think from the

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1 standpoint of cost, it would be fairly hard to
2 justify.

3 MR. ROSEN: Don't get into the cost.

4 MR. PERSENSKY: It would be very useful to
5 have our own research facility. We've addressed this.
6 Actually, there was a DOE meeting earlier this year,
7 I guess in May, where we talked about it in terms of
8 developing a research simulator for advanced reactors.

9 MR. ROSEN: I was thinking of a multi-
10 capable simulator that you could configure.

11 MR. PERSENSKY: That's exactly what the
12 Halden simulator is. In fact, we talked about that in
13 the past, but they now can configure it to be used as
14 a PWR or a --

15 MR. ROSEN: It's basically just a
16 computer, right?

17 MR. PERSENSKY: It's a computer with some
18 workstations.

19 MR. ROSEN: Right. And the more you get
20 towards an N4 type control room, where the operator
21 sits in front of a computer screen, the easier it is
22 to change the program and then you're in a different
23 plan.

24 MR. PERSENSKY: Right.

25 MR. ROSEN: It would seem to me that one

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1 ought to be thinking about that sort of thing and not
2 saying we have to go to Norway and use Finnish crews
3 because we don't have that in the US. What we have in
4 the US is what we need, and if we need it then we
5 ought to be thinking about it.

6 MR. POWERS: I think it's an excellent
7 question. It's exactly what this subcommittee ought
8 to be pursuing, what would be very desirable to have.
9 It's what the people like John Flaca get paid the big
10 bucks for to decide what they can actually afford do.
11 And the Commission gets big bucks to decide where the
12 money ought to come from. But we ought to be deciding
13 what would be desirable.

14 MR. ROSEN: We ought to be at least
15 discussing it.

16 MR. APOSTOLAKIS: Yes, as long as they
17 promise not to fly over the Finnish crews.

18 MR. POWERS: Yes, don't bring the Finnish
19 crews here.

20 (Laughter.)

21 MR. PERSENSKY: They're interesting
22 people. Bruce has had a lot of opportunities since
23 Bruce actually worked in Halden for several years. He
24 did excellent PRA work as a matter of fact.

25 MR. POWERS: And the Swedes make excellent

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1 jokes about them too.

2 MR. PERSENSKY: But currently, it's part
3 of our infrastructure. A big part of it is the fact
4 that they have a facility that we can use that is
5 reconfigurable. And we're moving towards making
6 better use of that data for HRA, not just human
7 factors projects.

8 MR. POWERS: That's really the substantive
9 issue. That, you've collected all these data from the
10 Halden project, now what do we do with it?

11 MR. PERSENSKY: We have used it in the
12 past for the development of the guidance that is going
13 to be in the SRP.

14 MR. POWERS: The question often comes down
15 to is that the source of the three-foot telephone
16 cable and --

17 (Laughter.)

18 MR. PERSENSKY: There never was a three-
19 foot telephone cable. That was a miscommunication.
20 We have gone back and looked at all versions, draft
21 version of those 700 and there was never one that
22 included a three-foot telephone cable as a guidance
23 document.

24 MR. APOSTOLAKIS: Humphrey Bogart never
25 said play the games. You're suffering from the same

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1 thing.

2 (Laughter.)

3 MR. PERSENSKY: Actually, now the question
4 is whether or not we're going to allow wireless.

5 MR. POWERS: In seriousness, Steve has
6 raised the question: should we have our own research
7 reactor? I mean has this Halden thing proven so
8 useful that in fact we should have our own? The
9 question is, indeed, are others' data proving to be
10 very useful?

11 MR. PERSENSKY: We have made use of the
12 data. We intend to make more use of it, especially in
13 the HRA area. That doesn't necessarily negate the
14 question. Again, part of it is just like everything
15 else. It's a cost/benefit issue.

16 MR. POWERS: Yes, but other people in
17 higher pay grades than ours get to make the financial
18 decisions. We ought to be making the technical
19 decisions.

20 MR. PERSENSKY: Well, we have --

21 MR. POWERS: . . . go by the committee
22 and sell us three times over just based on his monthly
23 wage, right?

24 MR. FLACA: Well, the question comes down
25 to what is the benefit of going in that direction

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1 above and beyond what we can get from the reactor.
2 That's the bottom line.

3 We do have simulators at TTC. And to
4 move ahead and look at advanced reactors, I mean it
5 has really established the capability to be able to
6 ask questions. Whether or not we're asking all the
7 right questions -- we might be, but how do we know for
8 sure -- there's still the uncertainty that surrounds
9 that aspect. And, the question is how does it
10 indicate, or what kind of indication, or how much can
11 we gain from something that we own verses something
12 that we observe and move into collaborations with
13 other organizations?

14 You're right, it has to be thought out.
15 We need a basis for going in that direction. That's
16 up to the committees. We need insights in those kinds
17 of issues. It's very helpful to us in making those
18 decisions. I think that's why we're here.

19 MR. POWERS: Yes, I mean I just like the
20 idea that there'd be some vision or -- I appreciate
21 Steve bringing the question up.

22 MR. FLACA: Yes, sure.

23 MR. POWERS: The issue that most perturbs
24 me about the HRA and human factors areas is this
25 vision of what we really ought to be as opposed to

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1 what -- all these day to day activities that we're
2 carrying out right now, what do we really want to be
3 in future in this area? That, I don't have well
4 articulated. I mean, I don't see the vision right now,
5 and it's going to come up this afternoon when we
6 discuss tools.

7 MR. ROSEN: Dana, it will come up because
8 Peter Ford is asking it. In the context of ACRS'
9 review of the advanced reactor research program, he
10 has asked the question: where do we want to be in 15
11 years? And I think in the human factors area, we need
12 a whole new set of questions.

13 It's helpful for me to go through this
14 dialogue with you and the rest of the committee
15 because we need to answer that question. You and I,
16 Dana, have to write that section -- you and I and
17 several others.

18 MR. PERSENSKY: Just to finish up my part,
19 I just want to touch on something because it also
20 addresses the issue of words we can't say like safety
21 culture.

22 Under international activities, one of the
23 things that we did agree with the Commission is that
24 we would be able to follow what's going on in other
25 places. To that end, we have Dr. Shurston Dahlgren

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1 from IAEA, who is one of the people that does the
2 safety culture reviews for the IAEA, who will be
3 giving a seminar here on September 23rd.

4 MR. APOSTOLAKIS: Is that the ASCOT
5 methodology?

6 MR. PERSENSKY: More than that. It's gone
7 beyond ASCOT.

8 But, she's coming here and will be giving
9 a seminar on --

10 MR. APOSTOLAKIS: Who is this person?

11 MR. PERSENSKY: Shurston Dahlgren.

12 MR. APOSTOLAKIS: Oh, yes. I know here.

13 MR. PERSENSKY: At 10:30 and --

14 MR. APOSTOLAKIS: Which day?

15 MR. PERSENSKY: September 23rd. It's a
16 Monday. September 23rd at 10:30 in T-10-A1 of this
17 building. It went out as a network announcement. Do
18 you guys get the network announcements?

19 MR. APOSTOLAKIS: Oh, yes.

20 MR. PERSENSKY: It said "seminar on safety
21 cultures".

22 So again, that's part of what we're doing
23 in keeping abreast of what's going on. Since we're
24 going to have this afternoon to get into more detail
25 on some of these things, I'd like to turn it over to

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1 Bruce because they need to leave this afternoon to go
2 back to Idaho.

3 Bruce is going to talk about a project or
4 a couple of projects really of how they have taken
5 Halden data and are trying to apply it into the HRA.
6 Bruce was at Halden at the time the work was being
7 done.

8 So, Bruce Hallbert.

9 MR. HALLBERT: Thanks. Can I borrow your
10 microphone?

11 MR. PERSENSKY: Sure, if I can get it off.

12 MR. APOSTOLAKIS: Human and intelligent
13 systems. There is a clear distinction between humans
14 and intelligence.

15 MR. HALLBERT: It's not meant to be
16 exclusive, George.

17 MR. APOSTOLAKIS: How do I know?

18 MR. HALLBERT: Good morning. I'm Bruce
19 Hallbert and I'm pleased to be invited to speak here.

20 As Erasmia and Jay have mentioned in their
21 discussions, we're doing work with the Nuclear
22 Regulatory Commission in the area of human reliability
23 analysis data. I'm going to talk this morning about
24 using simulators in human factors research with the
25 subtopic of linking this human factors research with

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1 human reliability.

2 There certainly are a variety of sources
3 of information that can be used to form human
4 reliability analyses. It's the hypothesis of this
5 discussion here that simulators are one of those
6 viable sources.

7 Next slide please. As Jay mentioned, most
8 of the work that will be presented in this discussion
9 was work that was conducted while I was in the Halden
10 Reactor Project although some of the sources that are
11 referenced here were also generated by the INEEL
12 previously.

13 So the purpose of the work being presented
14 today is to discuss the study of human performance in
15 which data are present to inform HRA activities. I'll
16 discuss more about that study in the following slides.
17 But the intent in doing so is to illustrate, for
18 example, some of the relationships between human
19 factors research and HRA to show that they are
20 complimentary and can not only co-exist, but be very
21 fruitful in their interactions.

22 Next slide please. I'll start the
23 discussion today by discussing some of the potential
24 areas in which simulators can support, or where
25 simulator-based research or activities can support

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1 human reliability analysis. Then I'll move to an
2 overview and a background of a particular simulator-
3 based research project.

4 This project was sponsored by the Nuclear
5 Regulatory Commission to evaluate the issue of main
6 control room staffing for advanced reactors. I'll
7 talk specifically about what was the issue under
8 consideration and what we mean by, specifically, what
9 kinds of advanced reactors.

10 I'll provide a background to that. I'll
11 talk about how we did it. I'll talk about the
12 underlying science and assumptions that were important
13 in guiding the way that we set up the experiments,
14 which data was collection. I'll give you some
15 examples of how those studies were conducted,
16 including pictures, then talk about the results.

17 The results from the study that I will be
18 presenting will be relevant for the issue of staffing
19 of advanced reactors, but I hope to use it to
20 illustrate the convergence of that particular research
21 topic with the general topic of human reliability
22 analysis.

23 From there, I'll move into what we're
24 calling an embedded study, which is a preliminary
25 exploration of performance shaping factors and

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1 performance, specifically main control room operator
2 performance with the notion that there's linkage here
3 between studies of performance shaping factors and
4 operator performance and HRA. Then, I'll summarize
5 the results.

6 Hopefully then, where we want to go with
7 this is to have sort of an open discussion on the
8 potential of these kinds of things in supporting HRA.

9 Next slide please. It's our position here
10 that simulator studies and simulator-based activities,
11 whether they're studies per say or not, can provide
12 useful data for HRA.

13 By that we mean, for example, you can
14 carry out research embedded within other activities in
15 which you can explore the relationships between
16 performance shaping factors, which are an important
17 element of human reliability analysis methods and
18 performance and hopefully also by extension to
19 consider situations of operator error.

20 MR. POWERS: Mr. Rosen has raised the
21 issue that seems to me to strike at the heart of this
22 hypothesis that you've put up here.

23 MR. HALLBERT: Yes.

24 MR. POWERS: That, the thing that upsets
25 the performance of a crew the most is when we have an

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1 interloper in here.

2 MR. HALLBERT: A what?

3 MR. POWERS: An interloper, someone who
4 has not trained with this crew, who has not socialized
5 with this crew. I mean it's not like we got a Finnish
6 operator and stuck him in here. But, he is different.

7 It seems to me that until you can address
8 Mr. Rosen's question, this stands subject to some
9 substantial debate.

10 MR. HALLBERT: Okay, I'll be happy to
11 entertain that debate as well too. I intend to
12 address the issue of making conditions representative
13 for making inferences that are applicable to US plants
14 from these kinds of studies.

15 The specific issue of the interloper --

16 MR. ROSEN: Well, I think Dana is maybe
17 exaggerating the importance of it.

18 MR. HALLBERT: He'd never do that.

19 (Laughter.)

20 MR. ROSEN: I think it's important. But,
21 where a qualified SRO, for example, relieves someone
22 from the crew who is on vacation, and he is from a
23 different crew, perhaps on his weekend so there is a
24 fatigue consideration because he comes in at a time
25 where he's supposed to be resting.

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1 He has not trained with this crew and
2 different communication protocols were established
3 perhaps -- not fundamentally. He's still taking part
4 in the three part communication and that sort of
5 thing, but he may not be in his normal role since he
6 may be operating as unit supervisor. And, in the crew
7 that he's actually in, he's just a SRO or vice-versa.

8 So, there are also different issues of how
9 people communicate, who's in charge here, what do you
10 expect me to do, what do I do --

11 MR. POWERS: But that unusual circumstance
12 is never going to be reflected in the data they get.

13 MR. ROSEN: Right, it's not. And that's
14 the question I pose. Is it, and how would one address
15 it?

16 It's a fairly normal circumstance. I
17 would guess that in plant on average -- now this is
18 just a guess -- but perhaps 20 percent to a third of
19 the time.

20 MR. POWERS: My calculation said it could
21 be as high as a third.

22 MR. ROSEN: High as a third. So 20
23 percent to a third of the time, you'll find crews
24 operating with one or more members who are not part of
25 the standard crew.

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1 MR. HALLBERT: I think the condition that
2 you are describing can be studied through simulators.
3 I think simulators would be a very logical way of
4 evaluating that particular issue through the
5 collection of data.

6 I'll say also that I don't have any data
7 here to present today, but my own personal
8 observations from having conducted a number of
9 different research projects like this would be
10 consistent with the issue you raise here. That, in
11 fact, team performance is critical and the factors
12 that contribute to that, if they come out of alignment
13 with regard to leadership with regard to
14 communications factors and the normal division of
15 labor and aspect like that, can influence performance
16 and have influenced performance.

17 MR. POWERS: My next question is having
18 identified one potential flaw in the use of simulator
19 data, what are all the other flaws?

20 MR. HALLBERT: All the other flaws of
21 using simulator data?

22 MR. APOSTOLAKIS: Why is it a problem?

23 MR. HALLBERT: I don't know.

24 MR. POWERS: But see, we're calling into
25 question all the simulator data --

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1 MR. APOSTOLAKIS: Or that exists.

2 MR. POWERS: That exist, that can be
3 generated. If I can do with one question raised by
4 member of the subcommittee here spontaneously, are
5 there lots of other things?

6 MR. BONACA: I have other things. The
7 question I have is -- I mean this is being done for
8 foreign plants. But do you have crews just as they
9 are in the US? The question is do they have written
10 procedures as we have in the US, which are different
11 from procedures in other countries?

12 Those are really questions that I think
13 will really affect the performance.

14 MR. HALLBERT: Yes, let me address those
15 head on. I was going to address them in some slides
16 that are going to come, but I'll take them right now.

17 It was, of course, a concern for us in
18 designing this particular study but other studies as
19 well to make the results generally valid, externally
20 valid to the user group. In this case, the Nuclear
21 Regulatory Commission in the US.

22 What we did to address some of those
23 concerns was that we traveled to the plant in Finland
24 that volunteered to participate with us in the study.
25 We had the NRC along on that trip, and we evaluated a

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1 number of things.

2 We looked at their training program and
3 found it to be generally comparable to IMPO standard
4 accredited types of training programs for training
5 licensed reactor operators and other control room
6 personnel. So, we looked at that and satisfied
7 ourselves that they were following a process similar
8 to what US plants follow for training their personnel
9 in the control room.

10 We looked at how the division of labor was
11 accomplished in the main control room because this was
12 a study of main control room staffing. Again, we were
13 satisfied that the division of labor fell into the
14 same major categorizes as in the US plants and very
15 closely, parallel to division of labor of control room
16 personnel.

17 MR. BONACA: And they have symptom-
18 oriented procedures?

19 MR. HALLBERT: Yes, and I'll come that in
20 a second. I'll finish with the staffing though.

21 They have a control room supervisor, who
22 may also be the shift supervisor. They have shift
23 technical advisor, who is also a degreed engineer who
24 has also got training in reactor operations and
25 license. They have a balance-of-plant operator and

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1 their philosophy for control room operation is similar
2 to the philosophy of control room operation at the US
3 plants.

4 MR. POWERS: You say that it's similar?

5 MR. HALLBERT: Yes.

6 MR. POWERS: That means that it's not
7 identical. How do I judge similarity? I mean how
8 close is close.

9 MR. HALLBERT: I would say in similar and
10 all relevant aspects that would contribute to the
11 findings from operator performance in generalizations
12 to the US situation here. In other words, they were
13 so similar that we couldn't really detect any
14 meaningful differences.

15 There are some differences in the plant
16 design, of course, so we couldn't say that the
17 function allocation or all the responsibilities for
18 this reactor operator at the Finnish plant would be
19 the exact same as those for the US plant operator
20 because there are these plant design differences.

21 MR. ROSEN: There are plan design
22 differences in the US as well.

23 MR. HALLBERT: That's true.

24 MR. PERSENSKY: As well as control room
25 operating philosophy. I mean we just talked about it

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1 before that in some plant they train together and in
2 others they don't. They rotate together and in others
3 they don't.

4 So, there are differences with in the US.
5 I don't think that the differences that we observed at
6 Loviisa were that much different than what you would
7 see within plants here.

8 MR. BONACA: What about cultural --

9 MR. HALLBERT: For these intense purposes,
10 I think --

11 MR. POWERS: What's causing the question
12 is -- you're going to collect simulator data and
13 you're going to say, from this I'm going to make
14 judgments about normal operations. We've identified
15 one potential flaw in that data. I don't know that
16 it's a flaw, but it's a potential flaw. And now we
17 come to this cultural flaw and
18 say that it's similar, but we know we have a vast
19 amount of differences. So, it's only similar to some
20 subset of US reactors. It lacks generality.

21 These are the kinds of questions the
22 research program has got to be generating concerning
23 its experimental methods. I'm questioning whether
24 we've done an adequate job here. I'm questioning
25 their methods.

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1 MR. HALLBERT: We certainly had the same
2 concerns at the outset of whether we could the study
3 for the NRC. That's why we had the NRC along with us
4 at these meetings.

5 I guess maybe what I should say is that
6 where we ended up on the issue of main control room
7 staffing and division of labor and responsibilities is
8 we found them to be equivalent from everything that we
9 had to compare them by.

10 MR. BONACA: One thing that is known about
11 Loviisa is they really have an outstanding history of
12 operations, technical management, and extremely
13 involved crews. I'm not sure you're going to
14 reproduce that kind of quality. All I can say is that
15 from what I understand is it's the kind of performance
16 on their part.

17 MR. HALLBERT: One of the reasons why we
18 selected them was that they had set world records for
19 availability and performance, and also because they
20 were very advanced within the European countries for
21 their use in PRA and incorporating it into operations
22 and procedures.

23 MR. KRESS: It seems to me like your
24 studies are asking the question: Is this something
25 that would be a useful approach? It may not be

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1 definitive in the detail of quantifying it, but if you
2 made the judgment that this was an approach that is
3 useful then to address these questions of differences
4 in culture and differences in plants, it seems to me
5 like you would need to go to actual US plant
6 simulators with US operators and do this same sort of
7 study on a plant specific basis across the country.

8 Is that something that's part of the
9 thinking if this proves to be a viable approach?

10 MR. HALLBERT: I think that's a good idea.
11 There was previous research that was done and the
12 author of the work was Ed Marshall. He considered all
13 the factors that could contribute to confounding of
14 results from simulator-based studies or experimental
15 research at this time.

16 So, there had been some thought previous
17 given to that. We used that work that was done -- and
18 I would apposite that for future work of this kind
19 that some kind of list like that or methodology for
20 consideration of confounding factors needs to be taken
21 into account.

22 MR. BONACA: That goes to the heart of my
23 question too of why we haven't talked yet about the
24 symptom-oriented procedures because that included all
25 these elements. That includes all the elements of

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1 observation of simulators, tailoring the procedures
2 for specific situations, and in fact, testing to
3 verify that those kinds of estimations and reactions,
4 etcetera, were correct.

5 The other thing is that procedures went
6 heavily into abnormal conditions and really no design
7 for the situation as you recall from previous
8 observations -- so, there is a lot of valuable
9 information.

10 I've always felt the pressure because of
11 the timing. I mean every year that goes by that we
12 don't have the information, the vendors are going to
13 lose it because the people in those companies are
14 going away, they're not there anymore. I think having
15 that information would be a tremendous benefit to
16 these activities. I'm not saying that you should just
17 take what is there.

18 MR. KRESS: Is that information
19 sufficiently complete to form shaping factors and
20 their quantification?

21 MR. BONACA: Well, I remember for the BWRs
22 there were a number of iterations to the APGs that
23 went year after year. We worked for years doing that
24 kind of stuff. Some of them that were tested weren't
25 acceptable. Therefore, there was a new generation of

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1 APGs. The data placed in the industry around the APGs
2 were the same for the PWRs, were extensive.

3 MR. PERSENSKY: One of the big problems
4 with any industry data is its availability to the NRC.

5 MR. BONACA: I understand.

6 MR. PERSENSKY: Just as Dana brought up
7 earlier, the ANS 58.8 was based on work that was done
8 for EPRI. Because of its proprietary nature, it's not
9 available so it's hard to get at a lot of that data.

10 The same thing is true with using utility
11 simulators. One, mostly they're busy. And two, they
12 aren't that eager to allow NRC to come and do
13 research.

14 MR. BONACA: EPRI also generated the
15 scenarios that you have assumed in the back of the
16 procedures, the technical portion. The rest was
17 developed by the ORE groups. Much of the information
18 was in the hands of licensees. And I think they do
19 need to share it.

20 MR. HALLBERT: I think that's a good
21 suggestion. I think in our first consideration of
22 what are the potential sources, we shouldn't leave
23 stones unturned. We should try to take into account
24 what data is out there. Even if it doesn't suit the
25 purpose that we're looking for right now, it may suit

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1 another purpose in the future.

2 MR. ROSEN: And I think you should be
3 careful about saying that because it's proprietary,
4 they won't give you access to it. All that means is
5 you can't have it in the open literature. Typically
6 that means you can't ascribe the data to a specific
7 plant. But if you want it and went to the right place
8 at EPRI, they might agree to give it to you.

9 MR. PERSENSKY: In fact, that particular
10 ORE data, we did get access to. But again, there's
11 difficulty in making it available to others and to
12 reference it because of the --

13 MR. ROSEN: My only concern is --

14 MR. POWERS: Let me interject here.

15 MR. ROSEN: -- because it's proprietary,
16 that doesn't mean you can't get the value of it if you
17 approach the problem correctly.

18 MR. POWERS: The problem is when you try
19 to use it for a regulatory process, you have to give
20 it to the public.

21 Let me just interject. You have a time
22 limit. You're on slide 4 of 17. I intend to
23 interrogate the committee, which is tough, and we'll
24 go through lunch with no trouble at all but they get
25 to be irascible.

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1 MR. HALLBERT: I'm happy to work to your
2 schedule here.

3 MR. POWERS: I think that's fine, but I
4 suggest that we go on through this presentation
5 because I to want to interrogate them and then break
6 for lunch.

7 MR. HALLBERT: Okay, that's fine.

8 MR. APOSTOLAKIS: One last question. I
9 see here that you're planning to investigate
10 relationships between PSS and so on. One of the major
11 criticisms of the EPRI simulator data was that I
12 believe they tried to come up with numbers,
13 probabilities of human error.

14 Are you going to do the same? I do like
15 this testing of hypothesis and the relationships. In
16 other words, the structural part -- maybe the
17 simulators will be extremely valuable there. Are you
18 planning to go all the way to the numbers or stop
19 short of that and switch to modeling?

20 MR. HALLBERT: The numbers that we
21 generated in this study were used for modeling,
22 developing a predicted model and evaluating or at
23 least starting some preliminary thinking on what you
24 could do next with it, but with the notion in mind of
25 trying to better understand the context in which

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1 performance shaping factors drive performance and why
2 that is to better inform human reliability analysis.
3 Then also, with the notion or the question of if I
4 have established a relationship between performance
5 shaping factors and performance, what will it take me
6 to establish a relationship between these same things
7 in error?

8 MR. SIU: I'll take a whack at it also
9 George.

10 My guess is that we could conceivably
11 generate numbers or a limited number of situations, of
12 course, where the error force in context is strong;
13 therefore, the error probability is high enough that
14 you're going to get observations. There will be other
15 places where we will have to rely on modeling. That's
16 where having these more fundamental relationships
17 between say PSFs and error would be helpful.

18 MR. APOSTOLAKIS: I like that. I think
19 that's a good idea.

20 MR. HALLBERT: So if we could jump ahead
21 to the next slide then. Is it my understanding that
22 you want me to finish my talk in five minutes then?

23 MR. POWERS: Yes.

24 (Laughter.)

25 MR. POWERS: No. We want you to take

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1 whatever time you need to finish your talk. The
2 committee is used to working long and late hours and
3 what not. They're tough. I'm not worried about them.
4 I'm worried about the speaker.

5 MR. HALLBERT: All right. I appreciate
6 your concern.

7 So, I will then move on to the portion of
8 the presentation and provide some background to the
9 particular setting in which the human factors research
10 was conducted. And that was for a study of control
11 room staffing levels for advanced reactors. That's
12 the title of the NUREG that you see referenced at the
13 bottom of the slide. It's NUREG/IA-0137, published in
14 2000.

15 MR. APOSTOLAKIS: What does "IA" mean?

16 MR. HALLBERT: International agreement.

17 MR. POWERS: Didn't the committee get
18 copies of this?

19 MR. APOSTOLAKIS: I don't remember seeing
20 that.

21 MR. POWERS: I mean I know I got copies.

22 MR. HALLBERT: The Nuclear Regulatory
23 Commission had received submittals from several
24 advanced reactor plant vendors. These included the AP
25 600, the GES-BWR, the ABB plant, and the Cando 3

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1 plant.

2 In these submittals, there was some
3 variability in the proposed changes for control room
4 staffing. That put the issue squarely in the area of
5 10 CFS 50.54 (m) and changes.

6 The vendors sited improvements in ease of
7 performance through primarily passive system design
8 and automation as being the primary reasons for
9 requiring a reduced main control room staffing
10 compliment. Some of the pictures in there showed one
11 reactor operator overseeing several plants. Most of
12 them showed a crew, like a modern crew, in a plant
13 control room.

14 The issue then became one of trying to
15 better understand the performance implications of
16 staffing and advanced plant performance because it
17 wasn't simply a matter of changing a control room,
18 going from a conventional control room to an advanced
19 control room. You were also introducing greater
20 automation and passive system performance.

21 So, we set out to conduct a study of
22 control room crew performance, recognizing that in
23 order to do so, we would have to establish an advanced
24 and conventional plant benchmarks. And by that, we
25 were concerned very much with the notion of crew

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1 staffing and what would be the appropriate references
2 for different staffing compliments as well as
3 thermohydraulic performance and automation.

4 We developed a range of design basis
5 scenarios, including two involving loss of tools and
6 accident, that were a steam generated tube rupture and
7 an interfacing system where sequence V ISLOCA --

8 MR. APOSTOLAKIS: Is ISLOCA a design
9 basis?

10 MR. HALLBERT: It's a sequence V in a PRA.

11 MR. APOSTOLAKIS: But it's not a design
12 basis.

13 MR. POWERS: No, it's not.

14 MR. HALLBERT: Okay.

15 There was a loss of feed water, a loss of
16 oxide power, and a stem generator overfill. So, we
17 had undercooling as well as overcooling transients
18 representative as well too.

19 The thermohydraulic performance reference
20 benchmarks, we obtained from previously funded NRC
21 research identified in NUREG Contract Report 4966,
22 which looked at a variety of different transients,
23 overheating and overcooling and LOCAs on BNW,
24 combustion engineering, and Westinghouse plants.

25 For the staffing configurations, we looked

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1 at two different staffing configurations: a normal
2 and a minimum staffing configuration. This whole
3 study was carried out at two different simulator
4 facilities. One was at the Loviisa Nuclear Power
5 Station Training Facility in Loviisa, Finland, and the
6 other was carried out in the Halden Human Machine
7 Laboratory in Halden, Norway, which represented the
8 advanced plant.

9 Next slide. In the next two slides, I'll
10 go into some of the particular of the study. I think
11 I've talked about these a little bit earlier.

12 For the phase of this study that was
13 carried out at Loviisa, we looked at the
14 thermalhydraulic performance at the Loviisa Nuclear
15 Power Station to the simulator transients under
16 consideration here. And we recognized, as you might
17 well expected, that there were differences in the
18 plant performance compared with western plants.

19 Primarily, the Loviisa plant had longer
20 time constants for the overcooling and overheating
21 scenarios than the western plants. They have 16
22 generators with larger inventories and capacities so
23 they respond a little more slowly to some of these
24 accidents.

25 What we did was we worked with the

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1 simulator facility staff to modify the simulator from
2 a hydraulic performance to bring it into the range
3 that was more consistent with US plant performance for
4 those same simulator transients. As you might well
5 suspect, that would introduce a confound in the
6 experimental design. So, we then also had to
7 compensate for that by giving the operators additional
8 training prior to participating in the study in
9 Loviisa, Finland, and getting them to a similar level
10 of performance since they would experience otherwise.

11 The crews in this study operate as crews
12 in the plant. We didn't pull together people from
13 different shifts based upon availability. We designed
14 our study around the availability of crews as crews.
15 We wanted to have actual performing crews.

16 As I mentioned to you earlier, we also
17 evaluated the training programs and their control room
18 staffing compliments and found them to be equivalent
19 to what we saw in US plants for those features. The
20 thing I didn't have a chance yet to touch upon was the
21 procedures. I'd like to address that now.

22 In discussions with the Loviisa plant
23 staff, we reviewed their emergency operating
24 procedures. And I hope I represent this correctly,
25 but I believe that they had a previous project or

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1 contract with a western vendor, a US vendor, and had
2 undergone the development of symptom-based procedures
3 at their plant. When we came there, the procedures
4 had been transitioned and their staff had been
5 qualified and licensed to these new EOPs. They were
6 in fact symptom-based, function-oriented EOPs.

7 In terms of the crew staffing compliments,
8 at Loviisa, a normal sized crew represented four
9 control room personnel, and the minimum crew
10 represented three control room personnel for the
11 study.

12 Next slide please. For the Halden study
13 phase, we used a simulation of the Loviisa Nuclear
14 Power Station process. So, the simulated plant at
15 Halden was based upon the Loviisa Nuclear Power
16 Station with added automation to simulate passive
17 system performance.

18 Where we got the ideas for the automation
19 were from the advanced reactor submittals. For
20 example, Westinghouse had identified what the main
21 differences were between the current generation
22 Westinghouse and the future AP 600 in terms of passive
23 system features. We tried to simulate those things in
24 Halden through added automation, giving to the
25 operators the look and feel of this passive system.

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1 The other main feature about this
2 simulated working environment was that the main
3 control room at Halden was completely digital. The
4 features that were selected for the main control room
5 in Halden basically came from the advanced reactor
6 Digital I&C submittals. So, it had a common process
7 overview display, which is shown here in the middle,
8 that both of the panel operators would share, which
9 provided an overview of the process.

10 They each had a dedicated set of alarm
11 displays that were digital. They had a set of process
12 displays in selectable computers down here, selectable
13 workstations, so they could bring up different parts
14 of the plant. They could bring up different graphics
15 for displaying information about the process and other
16 selectable features.

17 Finally, in the center, they had a common
18 safety parameter of display systems. This shows that
19 portion of the laboratory that was configured for the
20 reactor operator or the balance-of-plant operator.
21 There was also, for the configurations in which there
22 was a control room supervisor and a shift technical
23 advisor, a set of displays back there for those
24 people.

25 For the normal crew in the advanced plant

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1 setting, similar to at Loviisa, the normal crew
2 configuration was four operators. The minimum crew at
3 Halden was two operators. Because we have the need to
4 maintain the same division of labor though, what that
5 meant was that in some cases in the two-person
6 configuration, one of the operators would be a dual
7 role: operator/control room supervisor.

8 Next slide please. Observing that it's
9 five past twelve, do you want me to continue?

10 MR. POWERS: You just go right ahead.

11 MR. HALLBERT: Okay.

12 MR. POWERS: I want to get this as a
13 package.

14 MR. HALLBERT: All right.

15 Eight crews of licensed reactor operators
16 and control room supervisors, senior reactor
17 operators, participated in the study. Each crew
18 experienced the five scenarios in different orders to
19 handle counterbalancing effects. Four crews served in
20 the normal and four crews served in the minimum
21 staffing configurations.

22 MR. KRESS: Are these eight different
23 crews?

24 MR. HALLBERT: These are eight different
25 crews. And in the NUREG, it shows a layout of the

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1 experimental design as well too.

2 MR. POWERS: So I should see four data
3 points on every plot, right?

4 MR. HALLBERT: Unless they're aggregated.
5 That's true. Yes, that's what you'll see on some of
6 the plots back here.

7 I'd like to talk a little about the social
8 science underpinnings of the research now in terms of
9 the data that we collected.

10 We collected data on a number of
11 subjective performance measures. We were concerned,
12 first and foremost, about changes in control room
13 workload. In other words, the workload that the
14 individual operators and the control room crew as a
15 whole would experience as a result of changes in
16 control room staffing. In other words, if the plants
17 are fundamentally different and there are fewer things
18 for control room operators to do, then you would
19 expect to see differences in workload. So, we looked
20 at workload and we measured that using the NASA
21 Taskload Index measurement technique.

22 We were also interested fundamentally in
23 what would happen to team performance. What we mean
24 by that is what would happen to leadership
25 characteristics in the main control room. What would

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1 happen to communication with fewer people and the same
2 demands? What would happen to the focus on the task
3 and the mitigation activities at hand, the esprit-de
4 corps and things like that?

5 So, there was a measure technique called
6 BARS, which is an acronym for the Behaviorally
7 Anchored Rating Scales. That's also described in the
8 NUREG as are all of these. That measurement technique
9 taps into these team interactions.

10 Finally, we were also interested in the
11 subjective measure of situation awareness. You've
12 probably heard situation awareness discussed in the
13 aviation industry quite a bit. That's where it was
14 originally studied. What situation awareness refers
15 to is primarily how well an operator understands
16 what's going on around him or her in the plant.

17 MR. POWERS: Situation awareness is
18 something the committee is fairly familiar with
19 because it's a primary thing in the power upgrade
20 issues.

21 MR. HALLBERT: Yes, it's very important.

22 There has been considerable research
23 showing linkage between situation awareness and
24 performance in the aviation industries. So, we had a
25 measurement technique that was developed specifically

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1 to measure control room operator situation awareness.
2 We were interested in what would happen there.

3 I want to also say that prior to this
4 time, there really hadn't been any data collected on
5 these kinds of measures in control room crews. So
6 part of the study was also to gather a baseline of
7 data of what happens to situation awareness, workload,
8 and team performance during these kinds of scenarios.
9 Not just under the study, but what happens to these
10 things during the course of a transient.

11 We were also interested in objective
12 performance, how well the crews managed the burdens of
13 announcements, notifications, communications, for
14 example, how well they perform their critical
15 mitigation activities, and how well they've managed
16 the longer activities of stabilization and cool down
17 of the plant. These scenarios were obviously fairly
18 long, ranging from an hour and a half to two hours in
19 length. So, we looked at objective performance
20 measures as well.

21 MR. POWERS: Let me ask you a question.
22 You ran a scenario for an hour and a half?

23 MR. HALLBERT: Yes.

24 MR. POWERS: You say, "Okay team, we're
25 going to start", run it, and then they know when it's

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1 over. But the reality is a control room operator sits
2 there for an average of six hours and then there's an
3 event and it's over.

4 MR. HALLBERT: Yes.

5 MR. POWERS: How does that factor that you
6 don't have that lead in six hours affect performance?

7 MR. HALLBERT: Well, we knew for example
8 that bringing these crews into the simulator with us
9 foreign staff there was going to raise some expectancy
10 on their part, so we told them what we were doing. We
11 had a briefing package. That was necessary not only
12 for this kind of research, but it was necessary for
13 informed consent.

14 But what we did to address that concern
15 was that all these scenarios typically began with a
16 period of normal activity. We didn't want them to be
17 conditioned to the fact that 15 minutes after we start
18 this scenario, there's going to be something go wrong.

19 So these normal periods, for example,
20 were load following or a perched control rod or
21 something going on with the balance of plant, some
22 sort of normal evolution. But typically it would last
23 anywhere from 15 minutes to an hour or so to try to
24 get them to relax a little bit and off edge.

25 MR. ROSEN: Then the scenario would start?

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1 MR. HALLBERT: Then the scenario would
2 start, then the transient would be introduced.

3 MR. POWERS: But for some reason, you
4 thought 15 minutes to an hour was enough to simulate
5 six hours or nine hours or twelve hours?

6 MR. HALLBERT: We relied upon the training
7 staff at Loviisa to guide us in that kind of
8 determination. We asked them, how much is enough to
9 try to get them off the edge of their seats, and try
10 to memorize their displays.

11 MR. POWERS: Somebody must have looked at
12 this because it's the same problem you have in
13 simulators every place.

14 MR. HALLBERT: It's like for re-
15 qualifications I imagine. I mean you come to a
16 training simulator expecting to learn some new thing,
17 but also you expect to be challenged I suppose. So
18 yes, that was an issue.

19 Let me also mentioned that this is what's
20 referred to as repeated measures, experimental design
21 in the sense that we collected data on these measures
22 up here throughout the scenario. I'll show that
23 starting on the next slide.

24 Next slide please. This is the part where
25 I'll have to get up here and talk a bit. I'm going to

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1 talk a little bit about the results now in terms of
2 their basic value to the staffing study and also try
3 to illustrate some of the connection points with the
4 issues of human reliability.

5 I want to explain, starting off with this
6 graph up here, what it refers to and what it
7 represents. This graph is a plot of workload that was
8 measured throughout the scenario. Across the bottom
9 her you see the scenario periods. This is an average
10 plot across all scenarios. It shows average workload
11 as it was experienced by the operating crews in this
12 entire study. It's a generalized or normative kind of
13 graph of what happens to workload during these
14 transients.

15 As I mentioning, during the first scenario
16 period, crews were conducting some kind of normal
17 activity, normal evolution in the control room
18 together with staff in the plant. We simulated plan
19 personnel outside the control room to make these
20 scenarios very realistic as well too.

21 Between scenario period one and scenario
22 period two, the transient or transients were
23 introduced. Then the scenario progressed for the
24 duration of the particular scenario at hand here, this
25 period out here at number five being a representation

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1 of time at the end of the scenario.

2 MR. ROSEN: What is the "Y" axis, a
3 percent or what are the units of it?

4 MR. HALLBERT: This is measured workload.
5 The NASA TLX Inventory measures workload on a scale
6 from 0 to 100. And so, this shows that the crews on
7 the average, their average workload during normal
8 operation was rated as 25 out of 100.

9 MR. ROSEN: Where the 100 would be like
10 running around like ants in a hive, going as fast as
11 they can in every direction?

12 MR. HALLBERT: Something like that. Yes,
13 I'm sure that would be the highest workload you could
14 imagine.

15 What we see in here is that workload
16 increased substantially from baseline operations
17 during the disturbed phase of this scenario. A couple
18 of things are worth discussing about this graph here.

19 The first is that it shows what happens to
20 operator workload during these transients. The second
21 thing is that the National Research Council has
22 studied for the Department of Defense the issue of
23 workload transition and workload in general and have
24 identified a couple of concerns.

25 MR. KRESS: How did you measure this

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1 workload? I'm not familiar with this index. Did you
2 have the measure of his metabolism rate or did you ask
3 him how busy he was? Is this subjective?

4 MR. HALLBERT: It's subjective. There is
5 a standardized technique, a standardized psychological
6 measurement technique, and it's called the NASA TLX
7 because NASA developed it. It refers to taskload
8 index. And, there's a standard set of instructions
9 and a standard form for measuring. The taskload index
10 is also described in that NUREG. It's shown in the
11 appendix in the back there.

12 MR. KRESS: Okay.

13 MR. HALLBERT: But it taps into a number
14 of relevant workload factors such as temporal demand,
15 physical demand, mental demand, and things like that.

16 MR. KRESS: But you or someone like you
17 sat there and filled in the numbers?

18 MR. HALLBERT: No, we didn't. What we
19 would do is -- and that's a good question because it
20 gets to something that I glossed over in here. What
21 we did was at certain phases of the scenario, we would
22 pause the simulator and we would administer these
23 instruments. Then the operators themselves would rate
24 their workload during that scenario period. Good
25 question.

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