

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

- - - - -x

GENERAL PUBLIC UTILITIES CORPORATION, :
JERSEY CENTRAL POWER & LIGHT COMPANY, :
METROPOLITAN EDISON COMPANY and :
PENNSYLVANIA ELECTRIC COMPANY, :

Plaintiffs, :

-against- :

80 Civ. 1683
(RO)

THE BABCOCK & WILCOX COMPANY and :
J. RAY McDERMOTT & CO., INC., :

Defendants. :

- - - - -x

Continued deposition of General Public
Utilities Corporation by RICHARD W. ZECHMAN,
taken by Defendants, pursuant to adjournment,
at the offices of Davis Polk & Wardwell, Esqs.,
One Chase Manhattan Plaza, New York, New York,
on Friday, March 12, 1982, at 10:00 o'clock
in the forenoon, before Robert Capuzelo, a
Shorthand Reporter and Notary Public within
and for the State of New York.



8306290788 820312
PDR ADOCK 05000289
T PDR

WALTER SHAPIRO, C.S.R.
CHARLES SHAPIRO, C.S.R.

DOYLE REPORTING, INC.
CERTIFIED STENOTYPE REPORTERS
369 LEXINGTON AVENUE
NEW YORK, N.Y. 10017
TELEPHONE 212 - 867-8220

A p p e a r a n c e s :

KAYE, SCHOLER, FIERMAN, HAYS & HANDLER, ESQS.
Attorneys for Plaintiffs
425 Park Avenue
New York, New York

By: ANDREW MacDONALD, ESQ.,
-and-
JULIET NEISSER, ESQ.,

of Counsel

DAVIS POLK & WARDWELL, ESQS.
Attorneys for Defendants
One Chase Manhattan Plaza
New York, New York

By: ROBERT B. FISKE, ESQ.,
-and-
KAREN E. WAGNER, ESQ.,

of Counsel

Also Present:

SUSAN HANSON, Paralegal
Davis Polk & Wardwell, Esqs.

* * *

1
2 R I C H A R D C. Z E C H M A N, resumed,
3 having been previously duly sworn by the
4 Notary Public, was examined and testified
5 further as follows:

6 EXAMINATION (Continued)

7 BY MR. FISKE:

8 Q Mr. Zechman, you realize you are still
9 under oath, do you not?

10 A Yes, sir.

11 Q We left off yesterday afternoon around
12 3:30. There was a pending question with respect to
13 Exhibit 568.

14 MR. MacDONALD: I believe he answered that
15 question.

16 Q I will put the question again.
17 Directing your attention to page 2
18 of Exhibit 568, looking at the left-hand side
19 of the page there is a number 6 and then it says,
20 "PSU, Comment 'b,' page 6."

21 Do you see that?

22 A I see that.

23 Q Next to that is a comment, is that
24 correct?

25 A There is a comment that has to be put in

1
2 context.

3 Q Is it correct, Mr. Zechman, that this
4 document states under "Comment," "Agree that heat
5 transfer and fluid flow be added to CRO/SRO training
6 curriculum"?

7 MR. MacDONALD: The document says what
8 it says. If you want to ask him as to what
9 his recollection is or what he wrote there,
10 that is fine. That is the way you proceeded so
11 far, and I expect that is the way you are going
12 to proceed.

13 MR. FISKE: That is the only comment
14 reflected on the exhibit for that particular
15 item.

16 Q Mr. Zechman, when we broke at 3:30 yesterday,
17 did you take with you Exhibits 567 and 568? 567 is
18 the memorandum from Mr. Lawyer to Mr. Thorpe with
19 the attached draft of the Penn State report.

20 MR. MacDONALD: We picked up all the
21 copies of the exhibits when we left yesterday,
22 Mr. Fiske. Not the original copies.

23 MR. FISKE: Maybe Mr. Zechman can answer
24 the question.

25 Q When we recessed at approximately 3:30

1

2

yesterday, did you stay here in this building at

3

Davis Polk for a period of time before you left?

4

A Yes, I did.

5

Q What time did you leave Davis Polk?

6

A I don't recall the exact time.

7

Q Was it at least a half an hour later,

8

some time after 4:00 o'clock?

9

MR. MacDONALD: You mean by the time we

10

got a cab out of here?

11

Q From the time you walked out of the 43rd

12

floor of this building, which is the floor on

13

which the deposition is being taken.

14

A It could have been 15, 20 minutes. I

15

didn't keep track of the exact time.

16

Q The record reflects Mr. MacDonald came

17

into the deposition room at five minutes to four and

18

said there would be no further testimony yesterday.

19

So I take it, did you leave with

20

Mr. MacDonald when you left?

21

A Yes, I left with Mr. MacDonald when I

22

left.

23

Q During the period of time between 3 :30

24

and five minutes of four yesterday, did you review

25

your comments as they are reflected --

1
2 MR. MacDONALD: I instruct him not to
3 answer.

4 Since I was sitting next to him,
5 Mr. Fiske, whatever he looked at was looked
6 at in the context of -- let me state my
7 objection so that you know it.

8 MR. FISKE: I wanted to finish the
9 question.

10 MR. MacDONALD: I'm sorry. I thought you
11 had.

12 Q Did you review Exhibit 568 in comparison
13 with Exhibit 467?

14 MR. Mac DONALD: I will instruct him
15 not to answer on the basis of privilege.

16 The basis is whatever review he did,
17 it was done in the context of being in my
18 presence and at my direction.

19 MR. FISKE: Then we will proceed,
20 perhaps, a little more slowly and carefully.

21 Could you give Mr. Zechman a copy of
22 Exhibit 567.

23 Q Mr. Zechman, what I would like to do is
24 to take Exhibit 567 which consists of the memorandum
25 by Mr. Lawyer and then the attached document, the

1
2 attached draft of the Penn State report, and go
3 through the Penn State draft report in comparison
4 with the comments that appear on your Exhibit 568.

5 Let me start with -- I am just looking at
6 the left-hand side of the page. Let's start with
7 Exhibit 568.

8 Do you see item 1, paragraph 4, line 3?
9 We are on page 3.

10 Let's start again. The first page
11 reflected in your comment sheet is page 3, is that
12 correct? The top of page 1 of your comment sheet.
13 In other words -- I will withdraw that.

14 The first comment reflected on Exhibit
15 568 is a comment with respect to an item on page 3,
16 is that correct?

17 A That is correct.

18 Q And that is item 1, which says,
19 "Paragraph 4, line 3, little emphasis given to
20 provlem solving."

21 Do you see that?

22 A Yes. That was taken out of the context
23 of the draft report.

24 Q Looking at Exhibit 567, page 3, do you
25 see the fourth paragraph that begins with the words

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

"Penn State"?

A Yes, I do.

Q Do you see beginning in line 3 of that paragraph the words "Little emphasis is given to problem solving"?

A You are talking about paragraph A, the second sentence?

Q Yes. The end of line 3 of that paragraph, it says, "Little emphasis is given to problem solving," correct?

A It says, "That is little emphasis is given to problem solving." That was their opinion and not necessarily mine.

MR. FISKE: I move to strike the gratuitous remark.

MR. MacDONALD: Move to strike whatever you want.

Q I want to make it clear so you understand the questions as I am asking them. I am not asking for any of your comments at this point on either the draft report or your comment sheet. You made the statement yesterday that you thought that the comment sheet was not -- 568 was not directed at the document which is 567.

1
2 MR. MacDONALD: I don't think that is
3 exactly what he said.

4 What he said is on the record.

5 MR. FISKE: I just want to go through it
6 to make a comparison simply between the comments
7 on 568 and what is in 567, and that is the
8 only purpose of my questions.

9 I am not at this point in the deposition
10 asking for any comments on the substance of
11 any of this.

12 Q Do you understand what I am asking?
13 Do you understand that is what I am going to ask you?

14 Is there any question about that in your
15 mind, any confusion on the scope of the questions
16 that I am about to ask?

17 A Are you saying as I make -- as you make
18 this comparison, I'm not going to have an opportunity
19 to explain the rationale behind my comments?

20 Q What I am saying is that there is a
21 procedure for conducting examinations in court and
22 in depositions under which the witnesses are required
23 to answer the questions as they are asked.

24 If your lawyer wants to bring out
25 anything that you feel or he feels should be

1
2 brought out that I have not brought out, there is
3 an ample procedure for that at the conclusion of
4 the deposition, but you are -- so, believe me,
5 Mr. Zechman, so there is no confusion about this,
6 I am not trying to foreclose you from ever making
7 any comments on the substance of the Penn State
8 report. You will have ample opportunity to do that
9 if you wish.

10 All I am trying to do at this stage of
11 the deposition is to go through a comparison between
12 567 and 568, and I am not at this point in the
13 deposition asking you for those comments. I think
14 Mr. MacDonald will agree that I am entitled to
15 organize this deposition in any way that I want
16 as long as my questions are clear and fair.

17 MR. MacDONALD: I have no problems with
18 you organizing your deposition in any way you
19 want. I think to compare one document to
20 another -- the words are written -- to take it
21 and say, "As you sit here today, is that what
22 is written on the page," doesn't really advance
23 this case anywhere. You can do that as well as
24 I can, or anybody else sitting in the room.

25 To have Mr. Zechman go through that

1
2 for ten minutes, 15 minutes, a half hour, I
3 don't think advances things.

4 I just object to that line.

5 You may go ahead and do it.

6 MR. FISKE: Lawyers can disagree with
7 what advances a case or what doesn't. I am
8 taking the risk to do it the way I want to do
9 it. If you think that doesn't advance the
10 case, you can hold that opinion.

11 Q So that we can move quickly and not
12 engage in a lot of colloquy and discussions that is
13 simply going to slow things down, I would like to
14 proceed in the way that I described, recognizing,
15 as I said before, I am not in any way attempting
16 to foreclose you from making comments at the
17 appropriate time which will come during this deposition
18 about the content of the reports and your comments
19 on the substance; O.K.?

20 A I understand.

21 Q Let's look at the second comment that
22 you have on page 3 of Exhibit 568 and that is
23 directed to paragraph 4, line 4.

24 Do you see the words in your comment, "No
25 attempt to develop math skills beyond high school

1
2 level"?

3 A I do.

4 Q Do you see on page 3 of Exhibit 567,
5 paragraph "b," "No attempt is made to develop the
6 mathematical skills of a candidate beyond those
7 normally expected of a technically oriented high
8 school student"?

9 A I see that.

10 Q The next comment appears on page 5
11 and that is directed at page 5, paragraph 1, line 1,
12 On Exhibit 568 it says, "SRO must be a graduate of
13 an accredited bachelor degree program in engineering."

14 Do you see that?

15 A I see that.

16 Q Then looking at page 5, paragraph 1,
17 line 1 of Exhibit 567, do you see, "The candidates
18 for SRO must be graduates of an accredited bachelor
19 degree program in engineering"?

20 A I see that part of the sentence.

21 Q Turning to the next page of your Exhibit
22 568, page 5, this is item 4 now on your Exhibit 568,
23 and it refers to page 5, paragraph 3, line 4, and it
24 says, "An Aux 'A' can progress to a CRO after the
25 completion of a nuclear technology."

1

2

Do you see that?

3

A Yes.

4

5

6

Q Looking at 567, paragraph 3, line 4,
do you see, "An Aux. A can progress to CRO after
completion of a nuclear technology"?

7

A I see that part of the sentence.

8

9

Q The next comment on Exhibit 568 is
page 5, paragraph 3, lines 6, 7, 8, "RO not
eligible for RO license until 40 credits towards
BS degree obtained."

12

A I see that.

13

14

15

16

17

18

19

20

21

22

23

24

25

Q Do you see beginning in line 6 of
paragraph 4 on page 5 of Exhibit 567 the words,
"He would be eligible for RO licensing but would not
be eligible for further advancement until completion
of 40 additional credits towards a BS degree"?
Do you see those words on lines 6, 7 and 8 on
Exhibit 567?

A I see that.

Q Now, your next comment on Exhibit 568
is with respect to page 6, "PSU, Comment 'b.'"

Turning to page 6 of Exhibit 567, is
there a comment "b" on that page?

A There is a comment "b" on that page.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Q The next comment on your Exhibit 568
is with respect to PSU comment "c" and "d" on page 6.

Do you see that on Exhibit 568?

A I see "c" and "d" with "d" continuing on
page 7.

Q Do you see on 568 your comment
memorandum, a comment with respect to PSU comments "c"
and "d" on page 6?

A Yes, sir, I do.

Q Then on page 6 and continuing on to page
7 of Exhibit 567 -- withdrawn.

On page 6 of Exhibit 567, is there a
comment "c"?

A There is a comment "c."

Q Is there a comment "d" in Exhibit 567
which starts on page 6 and continues over to page 7?

A There is.

Q And your next comment does not
identify a page number but it refers to PSU comment
"e" with the words "Point progression degrees should be
clearly identified."

Do you see that on 568?

A I see that.

Q Turning to page 7 of Exhibit 567, is

1

2 there a PSU comment "e" on that page?

3 A There is a comment "e" on that page.

4 Q Is there a sentence on that comment
5 that says, "The point progression should be
6 clearly identified"?

7 A There is.

8 Q Your next comment on Exhibit 568 is
9 with respect to PSU comment "f" on page 7.

10 Do you see that?

11 A I see that.

12 Q Is there a comment "f" on page 7 of
13 Exhibit 567?

14 A There is.

15 Q Your next comment on Exhibit 568 is
16 with respect to PSU comment "g" with the words
17 "Training department head reports to the QA
18 manager," referring to page 7.

19 Do you see that?

20 A There is a comment that says that.

21 Q Referring to page 7, is that right?

22 A Referring to page 7.

23 Q Looking at Exhibit 567, page 7, is
24 there a paragraph entitled "g" on that page?

25 A There is.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

Q Does the first sentence of that paragraph contain the words "The training department head reports to the quality assurance (QA) manager"?

A That is part of the first sentence.

Q Again directing your attention back to 568, the next comment is with respect to a PSU comment "h" with the words "Assign homework," again referring to page 7.

A I see that.

Q Directing your attention to page 7 of Exhibit 567, is there a comment "h" on that page?

A There is a comment "h" on that page 7.

Q Does the first sentence of that comment say, "nowhere in the program is it evident that homework is assigned"?

A There is that sentence.

Q Now, your next comment in Exhibit 568 is PSU comment "i."

Looking at Exhibit 567, is there a comment "i" -- is there a paragraph "i" on page 8?

A There is.

Q Now turning to the final page of your comment sheet, Exhibit 568, the first item refers

2 to PSU comment "j" on page 8.

3 Directing your attention to Exhibit 567,
4 is there a paragraph "j" on page 8?

5 A There is.

6 Q The next comment on your comment sheet
7 is with respect to PSU comment "k" on page 8.

8 Directing your attention to Exhibit 567,
9 is there a paragraph "k" on page 8?

10 A There is.

11 Q The next comment on your comment sheet is
12 with respect to PSU comment "l" on page 8 with
13 reference to the words "Some materials used for AOs
14 and CROs questionable."

15 Is there a paragraph "l" on page 8 of
16 Exhibit 567?

17 A There is a paragraph "l."

18 Q Do the first two sentences of that
19 paragraph read, "It appears that the same material
20 is used for AOs and CROs. Such an approach is
21 questionable"?

22 Do the first two sentences contain
23 those words"?

24 A The first two sentences contain those
25 words, yes.

1
2 Q The next comment on Exhibit 568 is
3 with respect to PSU comment "m" on page 8.

4 Is there a paragraph "m" on Exhibit 567?

5 A There is a paragraph "m" on Exhibit 567.

6 Q The next comment on 568 is with respect
7 to PSU comment "n" on page 8.

8 Turning your attention to Exhibit 567,
9 is there a paragraph "n" on page 8 of that document?

10 A You didn't read the entire item.

11 Q I am about to. The first question is,
12 is there a paragraph "n" on page 8?

13 A There is a paragraph "n" on page 8 of
14 567.

15 Q Your comment sheet, under PSU comment "n"
16 are the words "Union representative should be
17 licensed CRO."

18 Do you see that on Exhibit 568?

19 A I do.

20 Q Now looking at Exhibit 567, paragraph
21 "n," does that contain the sentence "To censure
22 adequate technical competence, the union representative
23 should be at least a licensed CRO"?

24 A Yes, I have that sentence.

25 Q The final page to which comments are

1
2 directed, your comment sheet on Exhibit 568
3 contains a comment with respect to PSU comment "o"
4 on page 9.

5 Looking at Exhibit 567, is there a
6 paragraph "o" on page 9?

7 A There is a paragraph "o" on page 9 of
8 567.

9 Q Looking at the next comment, page
10 9 -- withdrawn.

11 Looking at the next comment on your
12 comment sheet, that refers to PSU comment "p" on page
13 9.

14 I ask you whether there is a paragraph "p"
15 on page 9 of Exhibit 567.

16 A There is.

17 Q And your comment on Exhibit 568 has
18 the words "Small utility training information" under
19 the phrase "PSU Comment p."

20 Do you see that?

21 A I see that.

22 Q Looking at the first sentence of
23 paragraph "p" on page 9, does that state, "A comparison
24 review of the GPU training program to the selected
25 small utility was also performed"?

1

2

A It does.

3

Q Your next comment on your comment

4

sheet is with respect to PSU comment "q" on page 9.

5

I would ask you whether there is a

6

comment -- is there a paragraph "q" on page 9 of

7

Exhibit 567?

8

A There is a paragraph "q" on 567.

9

Q And finally, the last comment on your

10

comment sheet is with respect to PSU comment "r" on

11

page 9.

12

I would ask you whether there is a

13

paragraph "r" on page 9 of Exhibit 567.

14

A There is a paragraph "r" on page 9 of

15

567.

16

Q I think I asked you some questions,

17

Mr. Zechman, either the first or second day of this

18

deposition, about your participation in the

19

development of the budget for the training department.

20

Do you remember that?

21

A Yes, sir, I do.

22

Q And I think you testified that, if

23

I remember correctly, that at least at one point in

24

time you delegated considerable responsibility for

25

that to Mr. McCormick.

1
2 MR. MacDONALD: I object. Whatever he
3 testified to, he did. I don't know that those
4 are the exact words.

5 If you are trying to refresh his
6 recollection, start from somewhere.

7 Q Did you, Mr. Zechman, at any point during
8 the time that you were in charge of the training
9 department, delegate any part of the responsibility
10 for the development of the budget for the training
11 department to Mr. McCormick?

12 A To the best of my recollection,
13 Mr. McCormick had worked on the budget and, to the
14 best of my recollection at this time, I believe it
15 was I who directed him to work on it at that time.

16 Q What was that time?

17 A Sir, all I recall, there was a period
18 of time in which that was done.

19 Q Well, was there a period of time
20 during which you were either acting supervisor or
21 supervisor of the training department when you
22 assumed responsibility for participating in the
23 development of the budget for your department?

24 A By "participation," sir, with respect
25 to the budget, there are times when I participated in

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

either commenting on the budget or reviewing it in some capacity of that sort.

Q And you were aware of the amount of money that had been -- or that was proposed to be allocated to the training department in the budget, were you not?

A At the time of my involvement, I would have been aware of those numbers. I don't have those numbers in my head at this time.

Q Was the budget put together on an annual basis?

MR. MacDONALD: Are you still dealing with a certain time period or any time prior to the accident?

MR. FISKE: Fair enough.

Q Let's take the period of time from the beginning of 1976 through the accident.

A What is your question, sir?

Q Was the budget prepared on an annual basis?

A To the best of my recollection, the budget was prepared at some time and it included projected allocations to the best of my recollection.

Q So, for example, some time in the year

1
2 1977 a budget would be put together for the year
3 1978, that kind of thing?

4 A I don't know what time frame they were
5 put together. I don't know whether it was in 1976.
6 I have no recollection of that.

7 Q I am not asking now for any specific
8 years. I am just trying to get the process down.

9 Is it correct that the process involved
10 making a decision during one year as to what the
11 projected budget would be for the next year?

12 MR. MacDONALD: Are you asking if that
13 was the normal process for the budget?

14 MR. FISKE: Yes.

15 A Because I have such a poor recollection
16 at this time, I can't say either way, sir.

17 Q Do you remember any time during the
18 period when you had positions of acting supervisor
19 or supervisor of the training department when you
20 were dissatisfied with the amount of money that
21 was allocated to the training department in the
22 budget?

23 A I have no recollection at this time
24 of not being satisfied with the amount of money
25 allocated to the training budget.

1
2 Q Did you, Mr. Zechman, yourself on more
3 than one occasion go to the facilities of Babcock
4 & Wilcox at Lynchburg, Virginia and participate
5 in their simulator program?

6 MR. MacDONALD: Prior to the accident?

7 MR. FISKE: Yes.

8 A You mean as a student?

9 Q Yes.

10 A Yes, sir.

11 Q Do you recall going to B&W for training
12 on the simulator in 1969, 1973 and 1978?

13 MR. MacDONALD: Whether he recalls going
14 each of those years or any of those years?

15 MR. FISKE: Let's see if he remembers
16 all three, for openers.

17 A The only date that I recollect with
18 certainty that I went to the simulator was in 1978.

19 Q You do remember that you had been
20 there at some time before that? That wasn't your
21 first time?

22 A That wasn't my first time.

23 Q There was a period of time, was there not,
24 in 1976, when the operators in the Met Ed training
25 program went to the B&W simulator on an annual basis?

1

2

MR. MacDONALD: May I hear that question

3

again?

4

MR. FISKE: I will rephrase it.

5

Q There was a period of time, was there not,

6

when the procedure at Met Ed was to have the

7

operators go to B&W for simulator training once a

8

year?

9

A There was a time when we went -- when the

10

operators went to requalification training on an

11

annual basis.

12

Q Licensed operators doing requalification

13

training?

14

A Yes. That is not to say we couldn't

15

send students along to observe.

16

Q Sure. I'm not excluding anybody else

17

for the moment.

18

But talking about licensed operators

19

doing requalification training, there was a period

20

of time when it was the policy at Met Ed to have

21

those licensed operators go to the B&W simulator

22

once a year? That is correct, right?

23

A It was a policy to have our licensed

24

operators at some period of time go to the

25

simulator on an annual basis.

1
2 Q Did you personally feel that was a
3 worthwhile thing for them to do?

4 MR. MacDONALD: You are talking about
5 the time when --

6 MR. FISKE: Back in those years when
7 this was going on. We are talking before the
8 accident.

9 A May I ask for a clarification?

10 Q Sure.

11 A Are you saying not only was it
12 worthwhile -- are you tying two things together,
13 the annual time frame together with whether it was
14 worthwhile to go to the simulator?

15 Q Well, those are clearly two separate
16 questions, so let's take them one at a time if that
17 is easier.

18 We are talking now, as I said, all these
19 questions are directed at the period of time before
20 the accident, including the period of time even before
21 you became supervisor or acting supervisor of training.

22 Do you understand that time period I am
23 talking about?

24 I am not limiting these questions to the
25 time period when you were in charge of the training

1

2 department. I am extending it back before then, O.K.?

3

A I believe I understand.

4

Q And the question is:

5

6 During that period of time did you
7 consider that it was worthwhile for the licensed
8 operators to have training on the B&W simulator?

9

A I believe the simulator provided a very
10 useful tool for the operators. We relied extremely
11 on the training we received from B&W and the
12 operation of the B&W system. We relied heavily on
13 the operation of that simulator.

14

Q Relying heavily on it, did you feel it
15 was desirable to have the operators get that kind
16 of valuable training once a year?

17

A I believe it was valuable sending people
18 to the simulator independent of a time frame.

19

Q I understand that, but we covered that.
20 Now I am asking you as to your opinion
21 during that period of time as to the frequency with
22 which you felt it was desirable to have the
23 operators go to the simulator.

24

25 There was a period of time when, as you
have said, they were going to the simulator every
year, isn't that correct?

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

A There was a period they went to the simulator every year, yes.

Q Did you feel it was worthwhile, valuable to the operators to go to the simulator every year?

A I guess my answer still is it's valuable to go to the simulator -- it was valuable to go to the simulator at any time, whether it was once a year or otherwise.

Q I understand that. But somebody had to make a decision, I assume, within the Met Ed training department, as to whether the operators were going to go once a year, once every two years, once every three years, once every four years, or once every ten years.

All I am getting at, there is a question that I am asking, Mr. Zechman, that deals not simply with the concept of having them go there, but how often they should go there.

Do you understand that?

MR. MacDONALD: Wait a minute.

There are a lot of assumptions. That is more a statement than a question.

If you want to ask a question, put a question.

1

2

MR. FISKE: Let's go back to basics.

3

4

5

6

Q Did you understand that somebody in the training department was making a decision as to how often the operators should go to the B&W simulator?

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

A The decision on the frequency of how often they go to the simulator was not just -- was not just the decision made by the training department. It had other -- there were other people involved in the decision-making process as to the frequency.

Q But there was a person or a group of persons within the Met Ed organization that made that decision, correct?

A That is correct.

Q That is what I am getting at, that type of decision; in fact, that specific decision as to how frequently the operators should go to the simulator. I am asking you for your opinion during the period of time that you were involved in this training pre-accident as to whether you felt that it was desirable to have the operators go to the simulator every year.

A I would need a lot more information to make that kind of decision on the frequency. I would

1
2 have to know at the time whether, if for any
3 reason, sending them on a less frequent time
4 affected their operating ability.

5 Q There was a time, Mr. Zechman, was there
6 not, before the accident when a decision was made by
7 someone within Met Ed that the operators would not
8 go every year but rather would go every two years?

9 A There was a point in time in which a
10 decision was made to send the operators -- a group
11 of operators every other year.

12 Q And at the time the decision was made,
13 you understood what the decision was, did you not?
14 You understood that now the operators were going
15 to be going every other year instead of every year?

16 A I understood that.

17 Q Did you have an opinion at that time when
18 you learned that decision, as to whether that was
19 a good thing for the training program, a bad thing
20 for the training program, or it didn't make any
21 difference?

22 A Sir, I already indicated that I thought
23 going to the simulator was a good thing. I indicated
24 that whether it was -- to make a determination
25 whether it would be -- to make a determination whether

1
2 every two years as opposed to every year was
3 good or bad, I would need more information.

4 Q Look, Mr. Zechman, in 1978 is when
5 this happened, wasn't it?

6 A I forget the exact time frame.

7 Q Let's look at page 85 of your
8 Kemeny Commission testimony.

9 Directing your attention to the question
10 and answer in line 11, "In 1978 they made the
11 decision to alternate years?

12 "Answer: Yes," do you see that?

13 A Yes, I do.

14 Q Does that refresh your recollection
15 that 1978 was the year that the decision was made?

16 A All this tells me is that at the time
17 I was having this deposition taken, that was my
18 best recollection, but I also stated that I was
19 asked to speculate.

20 Q When you testified before the
21 President's Commission, that was in July of 1978,
22 is that right?

23 A That is what I have a copy of before me.

24 MR. MacDONALD: You are asking if he recalls
25 it was July of '79?

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

MR. FISKE: Yes.

Q Don't you recall that you testified before the President's Commission in July 1979?

A I recall I testified before the President's Commission. On the copy of the deposition here, it says the 27th day of July.

Q I am not asking you to remember the specific day, but you do have a present recollection of testifying and giving a deposition to the President's Commission in the summer of 1979, isn't that correct?

A That is correct.

Q In the summer of '79 you were asked the following question and gave the following answer:

"In 1978 they made the decision to alternate years?

"Answer: Yes.

"Question: So that 1978 was Unit 1's year?

"Answer: Yes."

Do you see that in the testimony?

A Yes.

Q In 1978, Mr. Zechman, you were supervisor

1
2 of training, correct?

3 MR. MacDONALD:O For the whole entire
4 period?

5 Q Until September 1, 1978 you were acting
6 supervisor of training, and from September 1, 1978
7 to December 31, 1978 you were supervisor of
8 training, correct?

9 A That is correct.

10 Q So that for the entire year 1978 you
11 were either acting supervisor or supervisor of
12 training, correct?

13 A That is correct.

14 Q When this decision was made in 1978 to
15 stop sending the operators to the simulator every
16 year, but instead only send them every other year,
17 did anyone consult you as supervisor of training to
18 get your opinion before that was done?

19 A To the best of my recollection, I was
20 asked, I was consulted.

21 Q Did you have an opinion?

22 A Yes, I did.

23 Q Did you express that opinion?

24 A Yes, I did.

25 Q What was that opinion?

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

A My opinion was that I was disappointed.

Q Now, the fact of the matter is,
Mr. Zechman, isn't it, that the decision was made
by the management based on a cost evaluation?

A That is the best of my recollection,
that decision was made by them on that basis.

Q Do you remember who in management made
that decision?

A I no longer recollect who the final
authority on that was.

Q I will read you some questions and
answers from the Kemeny Committee deposition,
page 85 and continuing to page 86.

"And you indicated it was a management
decision based on a cost evaluation?

"Answer: That is my understanding.

"Question: And who in management
would have made that decision?

"Answer: It would have been made at
least at the vice president level.

"Question: Which would have been whom?

"Answer: Jack Herbein.

"Question: Is he the individual that
instructed you as to his policy?

1
2 "Answer: I don't know who instructed
3 Alexis Tsaggaris to that policy.

4 "Question: And Mr. Tsaggaris told you
5 of that policy?

6 "Answer: Yes.

7 "Question: What was your opinion of the
8 simulator training at B&W from your experience on
9 that simulator?

10 "Answer: I felt that was the most
11 worthwhile training I have seen in a long time.
12 I felt the instructors were very well qualified.
13 I thought what you saw and what you did on the
14 simulator was worth its weight in gold."

15 Were you asked those questions and
16 did you give those answers before the President's
17 Commission?

18 A What you have read and my testimony is
19 what I recall saying to the President's Commission
20 at that time.

21 Q Does that refresh your recollection,
22 having heard that, that it was Mr. Herbein at the
23 vice president level who made the decision to have
24 the operators go to the simulator only every other
25 year?

1

2

A I still don't recollect either way.

3

4

5

6

Q I would like to go back to the notes of the interview, Mr. Zechman, that you had with Mr. Keaten in October of 1979. I believe we marked this as B&W Exhibit 561.

7

8

9

10

11

12

13

I would like to direct your attention to the bottom of page 2 of these notes where the notes state, "There is a perceptible from this discussion of a constantly eroding training program, especially for aux. operators with time as well as a continually reduced interest in the need and value of the training itself."

14

15

Do you see the statement in the memorandum of that interview?

16

A I see the comment.

17

18

19

20

Q Did you make a statement to Mr. Keaten in words or substance that there was a constantly eroding training program, that the training program was eroding?

21

22

23

24

25

MR. Mac DONALD: I object. I think that was asked and answered yesterday, but you may ask it again specifically as to that paragraph.

MR. FISKE: I will put it very simply then. If that is true, then all of this

1
2 becomes duplicative, but to avoid the chance
3 it wasn't asked yesterday, I will put it once
4 more.

5 Q Did you say to Mr. Keaten in words or
6 substance that prior to the accident there had been
7 an erosion in the training program?

8 A I don't recall saying to Mr. Keaten the
9 phraseology that you just used or implying that
10 statement.

11 Q Is it your testimony that you didn't
12 say anything in that meeting that would create the
13 impression in someone's mind that there was an
14 eroding training program?

15 MR. MacDONALD: I object to that. That
16 is pure speculation. Anything can create an
17 impression in someone's mind. Who knows what
18 somebody is going to think and write down on a
19 piece of paper based on what someone else said?

20 That is the most hypothetical question
21 I have ever heard.

22 Q Let me ask you again, Mr. Zechman,
23 what was Mr. Keaten's position at the time of this
24 interview?

25 A I believe I have already testified that

1
2 I don't recall his specific title at that time.

3 Q Do you know how long he had been with
4 the GPU organization?

5 A I have no recollection of that.

6 Q One of the people that was at this
7 interview was Mr. Long?

8 A That is correct.

9 Q And what is Mr. Long's position at GPU
10 today?

11 MR. MacDONALD: We went through this
12 the other way, Mr. Fiske.

13 MR. FISKE: I know. I have one or two
14 questions.

15 A Dr. Long is Mr. Knief's supervisor.
16 He is director of training Dr. Long is director of
17 training.

18 Q Did you ever express the view to anybody
19 that Mr. Keaten, Mr. Wallace, Mr. Long, and
20 Mr. Williams weren't qualified to conduct the kind
21 of investigation into the training program that
22 was reflected in this interview they had with you?

23 THE WITNESS: Repeat that.

24 (Record read back.)

25 A That question never even arose in

1
2 my mind at the time.

3 Q Is your recollection as to what
4 Mr. McCormick and Mr. Beers said at this meeting
5 any better today than it was yesterday?

6 A Sir, I still have no recollection of
7 what they said.

8 Q Let me read another statement from the
9 memorandum of this interview again. Referring to
10 page 3 now.

11 The statement from the interview reads,
12 "In some senses the training department seems to
13 have been an orphan organization. It had the
14 responsibility for establishing a program (within
15 restraints and limits available), but virtually no
16 authority or clout to ensure that the overall
17 program" -- the sentence ends there.

18 Do you see that sentence?

19 A I see that sentence.

20 Q Did you make statements to Mr. Keaten
21 in words or substance that the training department
22 had the responsibility for establishing a program,
23 but no authority or clout to ensure that it was carried
24 out?

25 A I believe I testified yesterday as to

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

the best of my recollection that I did indicate to that group that the line function -- I don't know if these are the exact words, but the operations department was not being responsive to the letters of attendance in that -- just to let them know that that was one of my comments.

Q Do you remember saying anything else apart from the inattention of the operating department to the attendance problem, to the effect that the training department had no authority or clout to ensure that the overall program was carried out?

A I have no recollection making that statement because I felt we had the authority to carry out the training program. My concern was with the attendance to the training program.

Q Did you feel that you had the clout to enforce attendance?

A I felt that I had the responsibility to make it known about the attendance, but it was the responsibility of the line function or the operations department to see their people were there.

Q I heard your answer. Now I would like to ask my question again specifically.

1
2 Did you feel that the training department
3 itself did not have the clout to enforce attendance?

4 MR. MacDONALD: Are you talking about
5 his understanding prior to the accident?

6 MR. FISKE: Yes.

7 MR. MacDONALD: His recollection of that
8 understanding?

9 MR. FISKE: Yes.

10 MR. MacDONALD: I just wanted to clarify
11 the time period.

12 A I felt we had the responsibility to
13 make the attendance known. I did not have the
14 responsibility to order, under my command, the
15 operations department individuals to the training
16 department.

17 Q The memorandum, Exhibit 561, again on
18 the bottom of page 3 and the top of page 4, this
19 is the memorandum of the interview that you had
20 with Mr. Keaten and others.

21 The memorandum says, "In response
22 to a question on differences between units, there
23 was a general feeling that there was a noticeable
24 difference between attitude and performance
25 between the unit operators with the Unit 1 people

1
2 being decidedly on top. No specific reasons could
3 be given other than background, approach, pride,
4 et cetera, in Unit 1 people that they never seemed to
5 get in Unit 2 people."

6 Do you see those statements in this
7 memorandum?

8 A I see those statements.

9 Q Do you remember which one of the four
10 gentlemen, Mr. Keaten, Mr. Wallace, Mr. Long, or
11 Mr. Williams asked the question about the difference
12 between units?

13 A I don't even recall the question being
14 asked, sir, if it was even asked.

15 Q Do you remember anybody at the meeting
16 discussing any aspect of any difference between
17 units?

18 A I have no recollection of that at this
19 time, sir.

20 MR. FISKE: Let's take a break.

21 (Recess taken.)

22 BY MR. FISKE:

23 Q Mr. Zechman, who at Met Ed made the
24 decision as to which people would be selected as
25 operators for Three Mile Island Units 1 and 2?

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

MR. MacDONALD: At any particular time?

MR. FISKE: I am talking before the
accident.

Q What was the procedure?

A Can you narrow that down to a
classification? Are you talking about control room
operators?

Q Let's start with them, yes.

A The normal selection process for control
room operators is as follows:

When a control room operator position
is open, it is a union position and by such, the
position is posted. By "posted," I mean an
open position is put on a bulletin board for the
union personnel to see.

People interested in that position,
mainly the control room operators, because they
have two years' experience, the auxiliary operators
bid in on the position.

The supervisor of operations, whether it
be Unit 1 or Unit 2, has the ultimate responsibility
for picking the most senior qualified auxiliary
operator for that position.

In the selection of that operator, he

1
2 sometimes consults with us on the individual's
3 training background to that point. That is not to
4 say that he has to -- in the normal practice, it was
5 to look at his background, discuss the individual
6 with us. But the ultimate selection was made
7 by that individual.

8 Q Are there specified criteria for persons
9 to enter that process?

10 A Just a clarification, when you say to
11 enter the process, is there a union contract that
12 tells about the bidding process?

13 Q What the qualifications of the person
14 has to be in order to be considered a control room
15 operator at Met Ed.

16 A There is a job specification for a
17 control room operator position.

18 Q That is a written document, I take it?

19 A It is.

20 Q Anyone that wanted to apply would have
21 to meet those qualifications, is that correct?

22 A They would have to meet those
23 qualifications or the supervisor of operations would
24 have to justify any waivers, should there be any.

25 Q What is the dividing line between the

1
2 union and management in the organizational
3 structure of the operations department at Three Mile
4 Island?

5 MR. MacDONALD: You mean in terms of
6 personnel by position?

7 MR. FISKE: Yes.

8 A The control room operator position
9 is the last union position. Above the control room
10 operator is a shift foreman, a management position,
11 and shift supervisor is a management position,
12 supervisor of operations is a management position.

13 Q Is there sort of a basic group of four
14 people that are supposed to be on the shift at any
15 one time in the control room?

16 MR. MacDONALD: Prior to the accident?

17 MR. FISKE: Yes, prior to the accident.

18 A There is -- there was a complement of CRO,
19 shift foreman and shift supervisor and auxiliary
20 operators on a shift prior to the accident.

21 Q Was it required procedure that there be
22 a shift foreman and a shift supervisor on each shift?

23 A I don't recall the complement, the specific
24 complement. I don't recall.

25 Q Is it correct that in order -- again,

1
2 prior to the accident -- to become a control room
3 operator, it was not necessary for a person to have
4 attained a degree beyond graduating from high school?

5 A It is correct that one of the
6 requirements for a CRO was to be a high school
7 graduate. The position did not require a higher
8 degree or a college degree.

9 Q Have there been any changes in the
10 educational requirements to become a control room
11 operator since the accident?

12 MR. MacDONALD: In terms of degrees now?

13 MR. FISKE: Any change.

14 A Not being in the operator training
15 department for the last approximately two
16 years, I don't recall.

17 Q You don't know, in other words?
18 As you sit here today --

19 A As I sit here today, since I'm not
20 involved in operator training, I don't know.

21 Q Prior to the accident, did Met Ed
22 have any formal procedures by which persons working
23 at either Unit 1 or Unit 2 could initiate a safety
24 concern?

25 THE WITNESS: Read that back, please.

1

2

(Record read back.)

3

A I don't recall.

4

Q Were you familiar with the provisions

5

of 10 CFR 21 prior to the accident?

6

A Yes, I am.

7

Q You were?

8

A I was.

9

Q Did you at any time prior to the

10

Three Mile Island accident, ever see any report

11

filed by Met Ed under 10 CFR 21 with respect to

12

either Unit 1 or Unit 2?

13

A I don't recall.

14

Q Did the training department during the

15

period of time that you were either acting

16

supervisor or supervisor include training on the

17

requirements of 10 CFR 21?

18

A To the best of my knowledge, it did.

19

Q Was there written material used by the

20

training department in connection with that program?

21

A I don't recall.

22

Q In what part of the training program was

23

that taught?

24

A To the best of my recollection, it was

25

taught in operating training and requalification and

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

in the general employee training program.

Q Was there a specific instructor that was responsible for that part of the training?

A Are you asking was there a specific instructor assigned to just train on that subject?

Q I am not asking you whether there was a person who did that and nothing else.

I am asking you, was that subject taught by one person.

A It could have been taught by several different instructors at different times.

Q I would like to show you what was marked once before as Exhibit 557 which, just to make the record clear, was identified as a summary of the training and certification relating to Three Mile Island Unit 2 operators prepared by Mr. McCormick after the accident.

I ask you if you can just look through that and point out for me where in there it contains a reference to a program which covered the requirements of 10 CFR 21.

MR. MacDONALD: You want him to look in there and see if there is a specific reference to that in there?

1
2 MR. FISKE: Yes, I would like to know
3 where in the document is the reference to the
4 section or the part of the training program
5 which covers 10 CFR 21.

6 A May I see a copy of the requalification
7 program, Chapter 13, that this makes reference to?

8 Q Is it attached to that document?

9 A No, it isn't. It is made reference to
10 here.

11 MS. WAGNER: I don't recall ever receiving
12 it.

13 THE WITNESS: It's the operator
14 requalification program.

15 MS. WAGNER: Chapter 13 of what?

16 THE WITNESS: The FSAR.

17 Q You would like to see the description of
18 the requalification training program from the FSAR?

19 A Yes.

20 Q You are testifying that was attached to
21 the memorandum?

22 A No, I'm saying he made reference to that.

23 Q So the record can be clear, Mr. Zechman,
24 what page of the exhibit are you now looking at?

25 A I am looking at page 13 of Exhibit 557.

1
2 Q Could you just read into the record
3 what is contained on page 13 of Exhibit 557?

4 A Paragraph i.e, "Reactor operator
5 requalification. The philosophy, conduct" -- back.

6 "The philosophy, content and conduct
7 of the training program designed to maintain license
8 operator qualification and proficiency is described
9 by the TH1-2 FSAR chapter 13, section 13.2.2,
10 "Metropolitan Edison operator requalification program."
11 This is provided as attachment 1."

12 Q Then we have just provided to you the
13 excerpt from the FSAR referred to on page 13?

14 A Yes, sir.

15 Now, on page 13.2-7 of chapter 13, which
16 describes the Met Ed operator requalification program,
17 paragraph 13.2.2.2.1, "Operational Review (OR)
18 Lecture Series," on page 13.2-7, there is a section
19 that reads as follows:

20 "The following topics shall be covered
21 as a minimum during the OR lecture series each
22 year. Item H is applicable portions of the title 10
23 chapter 1 code of Federal regulations."

24 Q Have you finished reviewing that document?

25 A I have reviewed the document.

1
2 As I mentioned earlier, this document
3 was a summary review prepared by Frank McCormick as
4 the best of his recollection or what he could put
5 together at that time to give an overview of our
6 program. Just because it doesn't specifically say
7 10 CFR 21 doesn't imply our training programs did not
8 cover that.

9 Q I would like to refer you back to the
10 description of the requalification program from
11 the FSAR Exhibit 260.

12 You referred earlier to section 13.2.2.2.1,
13 the operational review lecture series, is that correct?

14 A That is correct.

15 Q And the reference to the code of Federal
16 regulations is in subparagraph H of that section, is
17 it not?

18 A That is correct.

19 Q So that whatever was caught on the code
20 of Federal regulations under the description in
21 the FSAR would be as part of the operational review
22 lecture series?

23 A What was covered in the OR lecture
24 series, one line item was applicable portions title
25 10 of Federal regulations. What that was there

1

2

to do was to allow us to review appropriate codes

3

of Federal regulations or any new ones coming along

4

or changes we felt applicable for the operators to

5

have knowledge of.

6

Q This training program was a training

7

program for licensed operators, was it not?

8

A This particular -- the one --

9

Q The operational review lecture series

10

that we have just been talking about was part of

11

the Met Ed operator requalification program, was it

12

not?

13

A That is correct.

14

Q Which, by definition, was for licensed

15

operators, isn't that correct?

16

A That is correct.

17

Q Was there any place in the training

18

program where instructions on the applicable portions

19

of 10 CFR 21 were given to persons who were not

20

licensed operators?

21

A To the best of my recollection, that was

22

covered in the general employee training program.

23

Q I am not sure I understand that.

24

A There is a general employee training

25

program we had for all Met Ed personnel. They went

1
2 through the program on an annual basis and
3 security regulations, applicable codes and
4 regulations, basic health physics, introduction to
5 QA, that is what I recall off the top of my head.

6 Q Let me show you a document that we have
7 marked before as B&W Exhibit 556 which is a
8 memorandum that you wrote to Mr. Herbein on August 1,
9 1973 which transmits to Mr. Herbein what is referred
10 to as an outline of the various training programs
11 conducted for the TMI staff to date.

12 Do you have that in front of you?

13 A Yes.

14 Q Could you, just for my guidance,
15 show me where in this summary -- where in this
16 outline of the training programs conducted for the
17 TMI staff to date, where the employee training
18 program which you have just referred to is described?

19 A I don't see --

20 Q First of all, is it described in the
21 document you have in front of you, B&W Exhibit 556?

22 A I don't see it listed as such in this
23 document. That does not infer that that program,
24 although I think it was under a different title at
25 that time, was not given.

1
2 I point out that the code, the
3 Federal regulations, some of them we conducted --
4 when new ones came out, we conducted special
5 programs just for those to bring them up to date.

6 Q Were there written materials given to
7 the people in the employee training program
8 concerning the requirements of 10 CFR 21?

9 MR. MacDONALD: You are talking
10 specifically about 21 or the entire chapter 10?

11 MR. FISKE: I Let's make it the whole
12 chapter.

13 Q Amend my question to include the whole
14 chapter.

15 A To the best of my recollection, they
16 were given copies of that section of the code
17 of Federal regulations.

18 Q Were they given any written material that
19 explained what that section of the code of Federal
20 regulations means?

21 A I don't recall.

22 Q By "that section" you understand we
23 are talking about 10 CFR 21?

24 A Yes, I understand we were talking about
25 10 CFR 21.

1
2 Q Would the fact that no such written
3 material has been produced to us in this
4 litigation by Met Ed help you recall whether or not
5 any such written material existed?

6 MR. MacDONALD: I object. I don't
7 know whether that is factually accurate or not.

8 Ask him your question.

9 THE WITNESS: Repeat the question.

10 (Record read back.)

11 A Would you be kind enough to rephrase the
12 question?

13 Q You don't understand it?

14 A I'm not sure I understand the phraseology.

15 Q I will try to make it as clear as
16 I can.

17 Would the fact that no written material
18 explaining the meaning of 10 CFR 21 and its
19 requirements has been produced by Met Ed to us
20 in this litigation help you remember whether or not
21 any such written material existed prior to the
22 accident?

23 MR. MacDONALD: I will object, the same
24 reason.

25 A To the best of my recollection, the

1
2 material existed.

3 To go beyond that would be speculation
4 on my part.

5 MR. FISKE: Could I hear the answer,
6 please?

7 (Record read back.)

8 Q Is it your testimony now that there was
9 such written material in existence before the
10 accident?

11 A To the best of my recollection, copies of
12 10 CFR 21 were given to individuals in our program
13 at different times and they were made aware of
14 different programs. That is the best of my
15 recollection.

16 Q I think you have already told us
17 that from time to time copies of the text of the
18 10 CFR 21 may have been prepared and may have been
19 given to certain people. I understand that.

20 What I am asking you is whether any written
21 material was prepared which explained for the
22 benefit of those for whom 10 CFR 21 is not
23 self-explanatory what the meaning of that section
24 was and what its requirements were?

25 MR. MacDONALD: You are speaking of in

1
2 a hand-out fashion rather than to explain
3 in the classroom? As opposed to handed to the
4 people in the class?

5 MR. FISKE: Either one.

6 A I don't recall supplemental hand-out
7 material. I don't recall either way whether
8 supplemental material was provided. It would have
9 definitely been explained as part of the program
10 by an instructor.

11 Q Orally?

12 A Orally.

13 Q For those who happened to be at the
14 lecture that day?

15 A For those who would be at the lecture
16 that day.

17 Q When the care packages were made up for
18 those who weren't at the lecture that day, what
19 went into the care package to convey to the person
20 who had missed the lecture the oral explanation
21 of the meaning of 10 CFR 21?

22 A I don't recall at this time if that was
23 one of the modes utilized, nor do I recall either way
24 how that was transferred, if indeed it was put in
25 that fashion. I don't recall specifically it being

1
2 put in a care package.

3 Q But you can't tell us now, based on your
4 testimony, that during this period of time when
5 you were supervisor of training, that if a
6 lecture was given on 10 CFR 21 and the meaning of it
7 and the requirements of it, that there was any
8 procedure to give people who had missed the lecture
9 the benefit of the oral explanation?

10 MR. MacDONALD: Are you confining the
11 time period to when he was supervisor of training
12 and not when we were dealing with some of the
13 other questions on the whole period?

14 MR. FISKE: The period of time when
15 presumably he would have the most knowledge on
16 this subject.

17 THE WITNESS: Repeat that question,
18 please.

19 (Record read back.)

20 A I don't recall a procedure other than
21 10 CFR 21 itself. And the transfer of that
22 information orally could have come from several
23 directions, in classroom, a foreman could have
24 directed it.

25 Q When you say "foreman," whom do you mean?

1
2 You mean a shift foreman? Is that who you meant
3 by "foreman"?

4 A I don't recall all of the circumstances
5 of how that was transferred orally.

6 Q Looking again at the FSAR in the
7 description of the operational review lecture
8 series, one of the topics, indeed, the first topic
9 listed in the FSAR as a topic that would be
10 covered --

11 A I'm sorry, can we take a break? I'm
12 not able to concentrate.

13 Q Sure. We might as well break for lunch.

14 (Whereupon, at 12:45 o'clock p.m., a
15 lunch recess was taken.)
16
17
18
19
20
21
22
23
24
25

AFTERNOON SESSION

(2:00 p.m.)

R I C H A R D W. Z E C H M A N,
resumed.

EXAMINATION (Continued)

BY MR. FISKE:

Q Mr. Zechman, before lunch we were
looking at the section of the FSAR dealing
with the qualification program, specifically the
operational review lecture series, item A. It
says, "Reportable Occurrences."

Do you see that?

A Yes.

You are talking about under the
sentence, "The following topics shall be covered
as a minimum"?

Q Yes.

A Yes.

Q Was the term "Reportable Occurrences"
a term of art at Met Ed before the accident?
In other words, did it have a universally understood
meaning?

MR. MacDONALD: Apart from its English
meaning?

1

2

A I guess I still don't quite understand.

3

Q What did you understand "Reportable Occurrences" to be.

4

5

A Those were, as my understanding, they were events that occurred at TMI that were reportable.

6

7

Q Reportable to whom?

8

A The NRC.

9

Q Is that under 10 CFR 21 or is it broader than that?

10

11

A It's broader than that.

12

Q Were there written criteria at Met Ed before the accident for --

13

14

A May I explain?

15

What I am saying, we have technical specifications, we have 10 CFR 21, and we have safety limits.

16

17

18

Q Were there written criteria for determining what types of occurrences were reportable under any one of those three different situations?

19

20

21

22

A Yes, there was.

23

Q What written criteria were there for determining whether an occurrence was reportable under 10 CFR 21?

24

25

1

2

A Sir, I don't have 10 CFR 21 memorized.

3

Q That isn't what I asked you.

4

5

I asked you were there written
criteria at Met Ed before the accident for
determining which occurrences were reportable under
10 CFR 21.

6

7

8

A I believe 10 CFR 21 speaks well for itself.

9

10

11

Q So your answer is there were no written
criteria other than the language of the regulation
itself?

12

A I don't recall either way.

13

14

15

Q Were there written criteria for
determining which occurrences were reportable under
the tech. specs?

16

A Yes, there was.

17

Q What were they?

18

19

A At the time of the accident, sir,
I had those memorized. I no longer recall them.

20

21

22

Q I am not asking you to recite them from
memory. I am just simply asking you to describe
the general nature of those written criteria.

23

24

A Violation of a safety limit would be
one.

25

Q Just stopping you there, when you

1
2 referred to safety limit, do you mean safety limit
3 as prescribed in a technical specification?

4 A Yes, sir. Exceeding a tech. spec.
5 limit. That is all I recall at this time, sir.

6 Q So have you now described all of the
7 circumstances under which an occurrence would be
8 reportable?

9 A I don't know that I described all of
10 them. I have described those that I recall at this
11 time.

12 Q Who at Met Ed made the decision as to
13 whether a particular occurrence would be reported?

14 A I don't recall.

15 Q In what part of the Met Ed organization
16 was the decision made?

17 A I don't recall, sir. I must point out
18 that I was not in that decision-making body or
19 group.

20 Q And you are telling us you don't know
21 now what part of the Met Ed organization had the
22 responsibility for making that decision?

23 A I certainly recognize that the
24 operations department would make violations,
25 any violations or exceeding limits that were

reportable, known to the supervisor of operations and to the plant superintendent.

Q But you don't know who made the decision?

A Not being a part of that decision-making process, I don't recall.

Q Were these reports written?

A To the best of my recollection, they were.

Q Were they filed somewhere?

A Would you expand upon what you mean by "Were they filed somewhere?" Did someone maintain a file on them?

Q Yes.

A Having not been the generator of those or writing those, I have no recollection either way.

Q Let's talk about the period of time when you were in charge of the training department.

Part of the requalification training was training on reportable occurrences, was it not?

A That is correct.

1
2 Q Was it important to you as head of
3 the training department to know whether there was
4 one place an operator could go if he wanted
5 to sit down and review reportable occurrences
6 at Unit 1 or Unit 2?

7 A Certainly I felt it was important for
8 me to know.

9 Q And did you know?

10 A Up to the time of the accident, to
11 the best of my recollection, I knew.

12 Q Was there or wasn't there such a place?

13 A There was such a place.

14 Q Where was it?

15 A I said I don't recall. I recalled it
16 at the time of the accident, but I no longer have
17 that recollection.

18 Q In addition to reportable occurrences,
19 what other written information was there at Unit 1
20 or Unit 2 that would contain information about
21 transients at the plant?

22 A There would have been reactor trip
23 reports, LERs, other reports deemed appropriate
24 by the plant superintendent.

25 Q Well, do they have a name?

1

2

A I don't recall a specific name.

3

4

Q Is that all of the different types of written material that were available before the accident on transients at the plant?

5

6

A There were GORB reports that sometimes reflected review of transients.

7

8

There may be others that I don't recall at this time.

9

10

Q Are you familiar with the initials TDR?

11

12

A I'm familiar with the initials. I can't place the wording that go along with them.

13

14

Q Did you ever hear of a type of written report concerning transients at the plant called a TDR?

15

16

A Yes.

17

18

Q Was that called a technical data report?

19

20

A To the best of my recollection, that is the wording for the letters.

21

22

Q Did you ever hear of a type of document called a topical report?

23

A Yes, I did.

24

25

Q Did that also have information about transients at the plant?

1

2 A Yes, it did.

3 Q Was there such a document as an
4 unusual occurrence report?

5 A To the best of my recollection there
6 was.

7 Q Did that have information about transients
8 at the plant?

9 A To the best of my recollection it did.

10 Q Was there any one place where documents
11 of all of these types that we have just
12 described were kept together?

13 A I don't recall.

14 Q On what basis did the training
15 department make it its business to learn
16 information about prior transients from the
17 reportable occurrence reports, the reactor trip
18 reports, the LERs, these other reports by the
19 superintendent, the GORB reports, TDRs, topical
20 reports, and the unusual occurrence reports?

21 A They came from different directions.
22 Certain documents came from different directions.
23 They didn't all necessarily come from the same
24 direction.

25 Q During the period of time that you were

1
2 in charge of the training, what procedures did
3 you have to be sure that the instructors that
4 were doing the instructing had reviewed all of
5 the documents of the type that I have just
6 described?

7 A We were on distribution from
8 various sources for those different documents.
9 I'm not claiming that we saw every document
10 and that we received every one, but we were
11 on distribution; the training department was on
12 distribution from those various sources.

13 Q Did everybody in the training
14 department receive a copy of each one of
15 these?

16 A No, not everybody in the department
17 would receive a copy of those.

18 Q Was there one person that was assigned
19 the responsibility to review all of the documents
20 of this type?

21 A The responsibility was shared within
22 the training department to review the documents.

23 Again, not saying that we saw all of
24 them.

25 Q Who made the determination as to

1
2 what information in these various documents would
3 become part of the training program curriculum?

4 A There were times in our
5 organization -- as I said, it was a shared
6 responsibility. There were times I had the
7 responsibility. There were times when Nelson
8 Brown had that responsibility. There were times
9 when Marshall Beers, the group supervisor, had
10 that responsibility.

11 Q In other words, the responsibility
12 for this was sort of passed around from one
13 person to another?

14 MR. MacDONALD: Objection to the
15 form of the question.

16 Q You may answer.

17 A No, that is not true, sir.
18 It was -- for example, I will give you an
19 example.

20 Normally they would be directed
21 to the supervisor of training. In the absence
22 of the supervisor of training, it would have been
23 a delegated responsibility. Therefore, there were
24 times when a delegation of responsibility fell
25 on Nelson Brown. There were some times that

1
2 Marshall Beers had that responsibility.

3 Q When you say in the absence of the
4 supervisor of training, by that you mean
5 physical absence from the Island?

6 A Or in training.

7 What I am trying to point out is
8 that normally they would have come to the
9 supervisor of training. As such, I delegated
10 those to be read by and reviewed by -- either
11 review them myself or I may have delegated
12 them to Marshall Beers or Nelson Brown to
13 review those for appropriate determination
14 whether training would be required.

15 Q Well, during the period of time
16 from September '78 to the date of the accident
17 when you were studying eight hours a day,
18 I take it you did not do the review of
19 these documents at that time.

20 A To the best of my recollection, most
21 of those reviews at that time were done by
22 Nelson Brown. That is not to say that I may
23 have not come into my office and picked them
24 off the tray, looked at them, and passed them
25 on to him.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

Q Was information about transients at the plant contained in the control room logs?

A The control room logs reflected the operation. Those transients were reflected in those logs to the best of my recollection.

Q Was information as to transients at the plant reflected in the shift supervisor's log?

A I don't recall the scope of that responsibility with that log.

Q Are you saying you don't know or you don't recall whether there was information in the shift supervisor's log about plant transients?

A I don't recall.

Q Was there information about plant transients in the shift test engineer's log?

A Sir, since I don't maintain those logs, I recognize that the logs were kept. However, I don't recall what the scope or content of those logs were.

Q At any time when you were head of the training department, did you make an effort to find out what was in those logs to determine whether there was information in them that might be useful to the training department?

1
2 A To the best of my recollection, there
3 were times that our instructors have gone to the
4 control room to look at the logs to get information
5 from them relative to some operating condition or
6 transient.

7 Q I am not sure you have completely
8 answered the question I just asked, Mr. Zechman.
9 Maybe the reporter can read it back to you.

10 (Record read back.)

11 A There are times that I had been in the
12 control room and had looked at the logs at times
13 when a certain event was occurring, not
14 necessarily a plant transient, but events were
15 occurring to -- for the purpose of ascertaining
16 whether it was feasible to collect that information
17 and take it back to training.

18 Q Were those situations in which you
19 already knew about the event and you were going to
20 the log to get some details concerning it?

21 A To the best of my recollection, I have
22 done both.

23 Q What is the other?

24 A The other is while one was going on,
25 while some evolution was going on, to observe, to

1
2 watch what was going on and follow it up. I may have
3 not stayed in the control room all the time. I may have
4 left and came back and followed up an evolution that
5 was occurring.

6 There were times when there was a
7 transient that had occurred in the past or
8 some time in the past and I have gone up and reviewed
9 that.

10 Q After you learned about the transient?

11 A Yes.

12 Q Was there any regular procedure in the
13 training department to have the control room logs
14 reviewed to determine whether there was information
15 in there that would be useful to you?

16 A To the best of my recollection, there
17 was no such procedure.

18 Q Was there any such procedure with
19 respect to shift test engineer's logs?

20 A Not to the best of my recollection.

21 Q Was there any such procedure with
22 respect to the shift supervisor's logs?

23 A Not to the best of my recollection.

24 Q Were there procedures at Met Ed during
25 the period that you were in charge of the training

department to find out information about events
at other plants?

A Clarification of your term "procedure;"
you mean a formal procedure? Can you elicit --

Q I guess what I am asking simply is,
during the period of time that you were in charge
of the training department, did you have any
procedures, methods by which you would go out and
try to find out what transients had occurred at
other plants that might have been of interest to Met
Ed?

A Thank you for that clarification.

We were on distribution for several
publications, such as LERs, clearing house reports,
clearing house summation printouts, Power Events.

Q Power Events, is that the name of a
publication?

A To the best of my recollection, it is.
I&E Bulletins.

That is all I can recollect.

Q Is there a publication called "Current
Events, Power Reactors"?

A Yes. We were on distribution. I'm not
saying we received every one.

1
2 Q Pardon me?

3 A I said I was clarifying to make it a
4 point we were on distribution, but there are times
5 that we did not receive every one of those.

6 Q You were on distribution for all of the
7 publications that you have just described?

8 A To the best of my recollection.

9 Q Who made the distribution?

10 A I don't specifically recall where each
11 one came from. I know that a number of them were
12 coming from distribution from the plant superintendent.
13 Some were coming from licensing.

14 Q That means there is a procedure within
15 the training department for one person to review
16 those publications to determine whether there was
17 anything in them of interest to the training
18 department?

19 A The same review process that I mentioned
20 for the previous reports applies here as well.

21 Q In other words, you or, in your absence,
22 either Mr. Brown or Mr. Beers?

23 A Or by my direction, yes.

24 Q Were you aware of the existence of other
25 publications which contained information about

1

2

transients at other plants?

3

A Could you be more specific?

4

Q Well, were you aware that, in addition

5

to the documents, the publications that you have

6

just told us about, there were in existence or

7

there were being published publications, other

8

publications which reported on transients at other

9

plants?

10

A I think I told you a few minutes ago that

11

list I gave you was what I recalled at this time.

12

I can't -- I don't recall either way at this moment.

13

Q Did you receive a publication called

14

"Nuclear Power Experience"?

15

A Yes, we did.

16

Q I guess then my question is, in

17

addition to all of those, during the period of time

18

that you were head of the training department,

19

were you aware that there were out there somewhere

20

other publications containing information about

21

transients at plants that were not being distributed

22

to the training department?

23

THE WITNESS: Please read that back.

24

(Record read back.)

25

A I simply don't understand the generality

1
2 of your question.

3 Q I subscribe to Time. I know there is a
4 publication called Newsweek. I choose not to
5 subscribe to Newsweek.

6 Have you got it?

7 A I'm with you.

8 Q Were there publications out there that
9 had information in them about transients at other
10 plants that you knew of but knew that you were not
11 receiving?

12 A I don't recall.

13 Q During the period of time that you were
14 in charge of the training department, did either you
15 or, at your direction, Mr. Beers or Mr. Brown try
16 to make a comprehensive review of all publications
17 that might have information about transients at
18 other plants and take steps to be sure that you
19 received all of those publications?

20 A Let me just see if I understand what
21 you are saying.

22 Did any one of us make, if you would,
23 a comparison list between all those that were
24 published versus those we received?

25 Q Let's put it this way:

1
2 Did you ever say to Mr. Brown or
3 Mr. Beers, "Look, let's go out and find out all
4 of the publications that there are that have
5 information about transients at other plants. Let's
6 take a look at that list and let's then make a
7 decision as to which ones we want to take or whether
8 we want to take them all"?

9 A There was a period of time when we were
10 aware of other publications, and that is how we
11 got on distribution for some of these. I know
12 there was a period of time we discussed those that
13 we were aware of in making some of those selections.
14 That is the best of my recollection relative to your
15 question.

16 Q You are not aware now as you sit there
17 of any situation where you consciously decided not
18 to obtain copies of a particular publication that
19 contained information about transients at other
20 plants?

21 A Not to the best of my recollection.

22 Can we take a break?

23 Q All right.

24 (Recess taken.)
25

1
2 BY MR. FISKE:

3 Q Mr. Zechman, was there a procedure
4 within the training department to document the
5 fact that the publications that we were discussing
6 before the break had been reviewed?

7 A There is not a procedure as such.

8 However, if it was on a distribution
9 list, the signature of the person receiving it would
10 be there.

11 Q In other words, if it was distributed
12 to someone, was it distributed with a list of people
13 so that someone crossed his name off and then it
14 went to the next person kind of thing?

15 A You usually signed your initial and
16 then passed it on, yes.

17 Q Was the initial to indicate that the
18 person had actually read the document, or was
19 it simply a question of crossing his name off so
20 it could go on to the next person?

21 A It was simply that the person received
22 it. It didn't necessarily imply that he read it.

23 Q I guess what I am asking, did you have
24 a procedure within the training department to document
25 the fact that these various publications that came

1
2 into the training department containing information
3 about transients at other plants had, in fact, been
4 reviewed?

5 A To the best of my recollection, we
6 didn't have a procedure that formalized that review,
7 if that is what you are asking.

8 Q Yes.

9 A That is not to say we didn't review
10 them.

11 Q In addition to receiving these
12 publications, did you reach out to other utilities
13 directly to make contact with them to try to find out
14 information about transients at their plants?

15 A There were times that not just necessarily
16 myself but individuals in our training department
17 did call other plants to discuss transients that
18 happened at their plant.

19 Q This would be again after you had
20 learned of that transient from some other source?

21 A That would have been the normal case.

22 Q Did you have any procedure whereby people
23 in the training department at Met Ed would, on a
24 periodic basis, contact other utilities to find out
25 whether or not there had been transients at those

1
2 utilities that might be of interest to Met Ed?

3 THE WITNESS: Please repeat that.

4 (Record read back.)

5 A There was not a procedure that dictated
6 that. Not saying that we didn't do that on a
7 periodic basis.

8 Q I guess I don't understand the answer.

9 Are you saying you did do it or didn't?

10 A There was no procedure. That is not to
11 say we didn't on occasion call other plants about
12 transients at their plants.

13 Q Do you understand the thrust of my
14 question? I am not asking you whether, if you
15 read a report about a transient at some other plant,
16 somebody in the training department might call
17 up somebody at the utility to get more
18 information about the transients beyond what was
19 in the document that you had read. I understand
20 you have said that you did that from time to time.

21 I am asking whether there was, on a
22 periodic basis, people from the training department
23 would call other utilities simply to find out
24 whether there were transients that had occurred
25 at that plant that might be of interest to Met Ed.

1
2 A To the best of my recollection, there
3 was not a procedure which, if I understand your
4 question correctly, it was not a procedure
5 such that on a frequent basis or on an infrequent
6 basis, that individuals would consciously call
7 another plant to constantly keep in contact with what
8 they were doing or what transients they may have
9 had, if that is the understanding of your question.

10 Q Are you familiar with the owners group
11 and the users group meetings held at Babcock & Wilcox?

12 A I'm familiar with the terms and the
13 understanding that there are those groups.

14 Q Were you aware of the existence of those
15 groups before the accident?

16 A Yes, I was.

17 Q Did you understand that these were
18 meetings under the auspices of B&W of representatives
19 from various utilities that had B&W reactors?

20 A What were the names of the two groups
21 again?

22 Q The owners group and the users group.

23 A Yes, I was aware of that.

24 Q Did you yourself ever attend any of
25 those meetings?

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

A To the best of my recollection, I did not.

Q Let's take the owners group first.

Did the same group of people from Met Ed go to the owners group meetings as went to the users group meetings?

A I have no recollection who the members of those groups were any longer.

Q Did you know at the time that they were different people that attended the two different types of meetings?

A What time frame are we talking about?

Q '77, '78, '79.

A I don't recall.

Q Did anyone from training ever attend any of those meetings?

A Not to the best of my recollection.

Q Did you understand, prior to the accident, that one purpose of these meetings was to discuss operating experiences at the various plants that had B&W reactors?

A I had that general understanding.

Q Did you have an understanding prior to the accident that at least one part of these meetings

1
2 was that there was a procedure whereby
3 representatives of utilities would speak directly
4 to the other utility representatives about the
5 operating experiences at their plants?

6 THE WITNESS: Please repeat the
7 question.

8 (Record read back.)

9 Q Did you understand that one part of
10 these meetings was to give representatives that
11 were there from the various utilities an
12 opportunity to hear on a first-hand basis from
13 representatives of other utilities about
14 transients and other incidents at their plants?

15 A To the best of my recollection, that
16 was my understanding.

17 Q Did you consider at the time that it
18 would be valuable to the training department to
19 have the benefit of the information that was
20 communicated to the Met Ed representatives at those
21 meetings?

22 A I believe that our representatives were
23 at that meeting and would be responsible to provide
24 the training department with material that they
25 deemed important for the training department to use

1

2

in training.

3

4

5

6

7

Q Did you have any procedure whereby the people that went to these meetings would report back to the training department on the information that they had learned from the other utility representatives?

8

9

A Are you asking did the training department have a procedure?

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

Q Or did Met Ed have a procedure.

A Not to the best of my recollection.

To the best of my recollection, there was no procedure. That doesn't negate the fact that they would still distribute that information to us if they deemed appropriate.

Q From the point of view of the training department, it all depended on whether or not the people that went there decided to tell you about it or not, is that correct?

A To the best of my recollection, that is correct.

Q From any of the sources that we have just been discussing, Mr. Zechman, at any time prior to March 28, 1979, were you aware that there had been a transient involving a stuck open or failed

open pilot relief valve at the Davis-Besse plant of Toledo Edison in the fall of '77?

A You are asking me personally?

Q Yes.

A I have no recollection of that.

Q I would like to go back to the FSAR section 13.2.2 --

A Wait, can I go back? Can I have that question again? I may have not concentrated.

THE WITNESS: Mr. Reporter, what was that previous question?

(Record read back.)

A The only time I had knowledge of that was post -- after the accident when Mr. Brown informed me of an LER printout that had that on it. I wanted to make sure I answered that to the best of my recollection.

Q In other words, some time after the Three Mile Island accident, Mr. Brown came to you with an LER printout of the Davis-Besse accident?

A Yes. It was probably under discussion at that time and he made me aware of the printout.

Q Did you ask Mr. Brown whether he had had that printout before the accident?

1

2

A I don't recall either way.

3

4

Q Was it of any interest to you at that point as to whether Mr. Brown had reviewed that LER before the accident?

5

6

7

A I don't recollect what my thoughts were at that time.

8

9

10

11

12

13

Q I think when you were going through the list of different types of documents that the training department received concerning transients at other plants, one of the types of documents that you said you were on distribution for was LERs, is that correct?

14

A That is correct. We were on distribution.

15

16

17

Q Do I understand correctly that the LER that Mr. Brown showed you after the accident was the type of LER that you were on distribution for?

18

19

20

21

A No, sir. Mr. Brown received direct to him from the NRC an LER printout which is a summation, transient summation. That's what he showed me.

22

Q After the accident?

23

A After the accident.

24

Q How was that different from the

25

LER that you received in the regular course of the

1
2 training department's business in distribution?

3 A To the best of my recollection, they
4 are a little bit more definitive in scope.

5 Q Which?

6 A The LER that we were on distribution
7 for. Again, repeating that, we didn't receive
8 them all.

9 Q When you say you didn't receive them
10 all, were you aware of the fact that prior to the
11 accident, that you were not receiving them all?

12 A What period of time are we talking about
13 now?

14 Q Any time.

15 Did it ever come to your attention
16 at any time before the accident as head of the
17 training department that you were not receiving all
18 the LERs?

19 A I don't recollect either way.

20 Q Well, you just said a moment ago sort
21 of as an add-on to your last answer, you said you
22 didn't receive all.

23 I am asking you whether, at any time
24 before the accident, you became aware of the fact
25 that you were not receiving all the LERs.

1
2 A There were times when we would be
3 missing one and we would -- if we were reading an
4 LER printout and saw one and went and tried to
5 find the LER, there are times we would have made
6 that kind of discovery.

7 Q Have you finished your answer?

8 A What I am saying, I don't recall us
9 making a check and balance at all times to see
10 we got every one.

11 Q But on those occasions when you were
12 reviewing the printout and you found that you were
13 missing an LER, did you then take steps to get it
14 or did you just say, "Oh, well, we will skip that
15 one"?

16 THE WITNESS: Repeat the question.

17 (Record read back.)

18 A To the best of my recollection,
19 there was a conscious effort to find out if we had
20 known it was missing.

21 Q Is it fair to say that either as a
22 result of the direct regular procedure where these
23 LERs came to you through distribution or in the
24 followup procedure when you noticed that maybe you
25 hadn't gotten one, that by and large you got the LERs

1

2

on a regular basis?

3

MR. MacDONALD: What do you mean by

4

"by and large"?

5

Q In all but a very few cases you

6

eventually did receive the LERs?

7

A Yes.

8

Q To put it another way, can you

9

today quantify the frequency with which you

10

didn't get LERs either as a result of the

11

regular distribution or as a result of the

12

followup process if you noticed a particular one

13

was missing?

14

A I don't know that I can put a quantity

15

on that frequency.

16

Q Did you ever conclude at the time you

17

were running the training department that that

18

frequency was high enough to be a matter of any

19

concern to you?

20

A To the best of my recollection, that

21

wasn't a major problem.

22

Q I guess we can go back to the FSAR.

23

I think we were looking again -- I was about to look

24

at the description of the Met Ed operator

25

requalification program.

1
2 Do you see that item D -- I'm sorry,
3 item E --

4 MR. MacDONALD: What page is this?

5 MR. FISKE: 13.2.7. 13.2.2.2.1, the
6 topics to be covered, item E is "Abnormal
7 and Emergency Procedure Review."

8 Q Do you see that?

9 A Yes.

10 Q It is a fact, isn't it, part of the
11 requalification training program was training on
12 emergency and abnormal procedures?

13 A That is correct.

14 Q And this training was classroom
15 training, was it not?

16 A Well, there is a reference on the bottom
17 it can be given by shift foremen or shift supervisors.

18 Q Where does it say that?

19 A Right here, and down here.

20 Q You mean the footnote?

21 A Yes.

22 Q Was it part of the procedure at Met
23 Ed before the Three Mile Island accident to have the
24 training department review draft emergency and
25 operating procedures before final procedures were

1
2 adopted?

3 A Not to the best of my recollection.

4 Q Did it ever occur to you while you were
5 head of the training department at Met Ed that it
6 might be useful to have the training department
7 perform that function?

8 A I don't recall having thought of that
9 either way.

10 Q As head of the training department,
11 did you think it was important that the procedures
12 be understandable to the operators?

13 A Certainly as head of the training
14 department, I would feel that the procedures should
15 be understandable.

16 Q Did you feel it important that they
17 not be confusing?

18 A Well, that's kind of an ambiguous term.
19 What is confusing to some people may not
20 be confusing to others. I would say they would have
21 to be written as well as they can be.

22 Q In order to be an instructor on the
23 procedures, I assume you, talking about you personally
24 now, Mr. Zechman, during the time that you did that --

25 MR. MacDONALD: Maybe --

1
2 MR. FISKE: I will back up and ask the
3 question.

4 Q Did you personally conduct training
5 on procedures?

6 A To the best of my recollection, I did not
7 personally train on procedures.

8 Q As part of your own training to become
9 a licensed operator, did you study the procedures?

10 A Yes, I did.

11 Q In embarking on the study of the
12 procedures with a view to potentially have an
13 operator's license, did you believe it was
14 important to you that you understand the procedures?

15 THE WITNESS: Please repeat the
16 question.

17 (Record read back.)

18 A Certainly as one that is going for a
19 license and is going to utilize the procedures,
20 I would want to understand the procedures.

21 Q Focusing on the situation right up
22 to the time of the accident, based on the training
23 that you had done up to that time, did you believe
24 that you understood the procedures then?

25 A The fact that I was still studying

1
2 indicated that I was still in a mode of training.
3 Certainly I didn't have memorized every procedure.

4 Q I am not asking you whether you memorized
5 it, but can you tell us today whether there was
6 any procedure when you went through it as part of
7 your training that when you went through it, you
8 said to yourself, "I don't understand this"?

9 A Oh, I think in the course of studying
10 procedures or any subject matter of complexity,
11 there are times when you have a question that you
12 need to ask for interpretation.

13 Q Were these questions satisfactorily
14 answered?

15 A To the best of my recollection, they were.

16 Q Again switching to your supervisor -- put
17 on your supervisor of training hat for a moment
18 as opposed to your student hat, and I would ask you
19 in terms of the approach of the training department
20 in 1978 and 1979 with respect to the training
21 on procedures, was there, in the classrooms when
22 training was -- when the procedures were being
23 taught, was there give and take back and forth
24 between the instructors and the students, questions
25 asked and answers given?

1
2 A To the best of my recollection, there
3 was.

4 Q Was that give and take between the
5 students and the instructors an important part of
6 the training on these procedures?

7 A That was one -- in the classroom
8 situation, that certainly was an important part
9 of their training. That wasn't -- well, I have
10 answered.

11 Q And this give and take in the classroom,
12 I take it was oral back and forth?

13 A That is not to say we didn't ask
14 questions on written tests relating to the
15 procedures.

16 Q Apart from that, apart from whatever
17 was done on written tests, the questions that
18 students would have during class about what is
19 this particular procedure or what do they do in a
20 particular situation, the answers that the
21 instructors would give, that would all be in oral
22 dialogue, is that correct?

23 A For the most part.

24 Q The students didn't submit written
25 questions to the instructors, did they?

1

2

A No. The instructors are teaching,
give and take would be in an oral mode.

3

4

Q What steps were taken to communicate
the benefits of that oral dialogue back and
forth, the questions and the answers, to the
people that were not at that particular lecture?

5

6

7

8

A As I recollect, there were different
modes to handle that situation. There were

9

10

times when -- in the course of requalification,

11

if a care package was sent out involving

12

procedures, there may have been a handout that

13

went along with it or a copy of a lesson plan.

14

There were various modes, the way that was handled.

15

Q I am asking you not about a handout or

16

a lesson plan.

17

I am asking about the situation where,

18

during class, a particular emergency procedure is

19

being discussed; it's the subject of that

20

particular day's lecture.

21

During the course of the lecture or

22

during the course of the class, several students

23

in the class have questions for the instructor about

24

various aspects of the procedure, what would a

25

particular section mean, what would you do in a

1
2 particular situation, questions of that type; and
3 the instructor then gives oral answers to each of
4 those questions. The class is over, and everyone
5 leaves, and there is a group of people that were
6 supposed to be in attendance at that lecture who
7 for one reason or another were not.

8 I am asking you what procedure was
9 there to give those people who missed the class
10 the information that was contained in the oral
11 dialogue back and forth between the students and
12 the instructors that occurred during that class
13 session.

14 MR. MacDONALD: You are asking whether
15 there was a formal written procedure where
16 the instructor had to do something or
17 whether there was a method? You are asking a
18 hypothetical question.

19 MR. FISKE: I hardly think it is
20 hypothetical.

21 MR. MacDONALD: He didn't teach
22 procedures.

23 MR. FISKE: He was in charge of the
24 training. If he wants to say he doesn't
25 know, that is fine.

1
2 MR. MacDONALD: I am sure he is going
3 to give you the answer to the best of his
4 recollection.

5 MR. FISKE: That is all I am asking
6 him to do.

7 A I don't recall.

8 Q As part of the training that was done
9 on emergency procedures, were the students told what
10 to do if they, in the course of a transient, ran
11 into a situation that wasn't covered by any
12 procedure?

13 MR. MacDONALD: May I hear that question.

14 (Record read back.)

15 A I don't recall.

16 Q You mean is it your answer, Mr. Zechman,
17 you can't tell us today whether in the training
18 program the operators were taught to deal with
19 situations that do not fall within a specific
20 emergency procedure?

21 MR. MacDONALD: In the course of abnormal
22 emergency procedures review we are talking
23 about?

24 MR. FISKE: I will expand it to any
25 place.

1
2 THE WITNESS: Please repeat the question.

3 (Record read back.)

4 A There are times in our training programs
5 we would take hypothetical things happening and
6 then work through utilizing the procedures that
7 would apply to our -- in other words, we
8 would -- there were times they would take a
9 hypothetical situation and propose it to the
10 class and then discuss what they think would happen
11 and what systems would apply, what procedures they
12 would use.

13 There are times that kind of a
14 discussion has taken place.

15 Q Were these hypothetical situations
16 that were discussed in the class situations as to
17 which a particular procedure was, in fact, applicable?

18 A I don't recall specific situations, so
19 I can't answer your question directly.

20 Q I guess what I am getting at -- and
21 maybe you can't answer it any better than you
22 already have, but I will give it one more shot -- I
23 am really talking about a situation where, in the
24 course of a lecture on a procedure or maybe more
25 than one procedure, somebody in the class puts up his

1
2 hand and says, "Well, that is all well and good.
3 I understand if this procedure applies, I do this.
4 I understand if that procedure applies, I do that,
5 but what am I supposed to do if I'm in the middle
6 of a transient and I can't figure out which
7 procedure to use? What am I supposed to do then?"

8 A Certainly there is guidance for that.
9 They are to call their immediate foremen.

10 Q And let him decide it?

11 A Well, no. He would look at the situation
12 and have to make a determination, evaluate the
13 situation. If he needed additional help, he would
14 call for additional help to evaluate the situation
15 on how to proceed.

16 Q Let me read you a question and answer
17 that comes out of the testimony that you gave before
18 the so-called Rogovin Commission. I am referring
19 to question and answer at page 75 of that transcript.

20 Have you got page 75 in front of you?

21 A Yes, I do.

22 Q "I have one more question here on
23 diagnosis of off-normal behavior of the reactor.

24 "Is there some portion in the licensed
25 operator's training as well as the requalifications

1
2 in which he is exposed to lectures or work in the
3 area of diagnoses of off-normal conditions, or is
4 it --

5 "Answer: No, sir."

6 Were you asked that question and did you
7 give that answer?

8 A I don't recollect that question at this
9 time.

10 Q Do you have any reason to believe that
11 this transcript that you have in front of you
12 doesn't accurately reflect the question that you
13 were asked and the answer that you gave?

14 A This is a transcript that was taken at
15 a deposition I gave. You are showing me a piece of
16 paper of that deposition, and I'm just saying I have
17 no recollection at this time of that question being
18 asked.

19 Q That is the question I asked you a moment
20 ago and you answered. I am asking a different
21 question, which is, as you sit here today, do you
22 have any basis for telling us that the transcript
23 does not accurately reflect the question that you
24 were asked and the answer that you gave?

25 A I believe I just answered your question,

1
2 a similar type question, my recollection as of
3 today.

4 Q That isn't what I am asking you, either.

5 I am just simply asking you whether,
6 as you sit here today, you have any basis for telling
7 us that the transcript that you have in front of you
8 of the deposition you gave on September 14, 1979,
9 does not accurately reflect the question you were
10 asked and the answer you gave on that day back in
11 1979.

12 A I'm saying I don't recollect this question
13 being proposed any longer.

14 What I have here is a transcript of my
15 deposition. It's a piece of paper that supposedly
16 says what I said at that time.

17 Q That is as far as you are prepared to go?

18 A I don't know if I can go any further.

19 Q Would you consider that off-normal
20 conditions would include a condition that was not
21 covered by any specific procedure?

22 A I suppose the term "off-normal" could
23 be interpreted many ways, sir.

24 Q How did you interpret it when you
25 answered the question "No"?

1
2 A I don't recollect the question today,
3 so how could I recollect what my thought was at
4 that time?

5 Q Well, in terms of your experience as head
6 of the training department at Met Ed, is a situation
7 in which no procedure applies a normal condition?

8 A I would think not.

9 MR. FISKE: Well, I will be going into
10 a new topic, so I think we might as well stop
11 at this point.

12 (Time noted: 3:50 o'clock p.m.)

13
14 RICHARD W. ZECHMAN

15 Subscribed and sworn to
16 before me this day
17 of , 1982.

CERTIFICATE

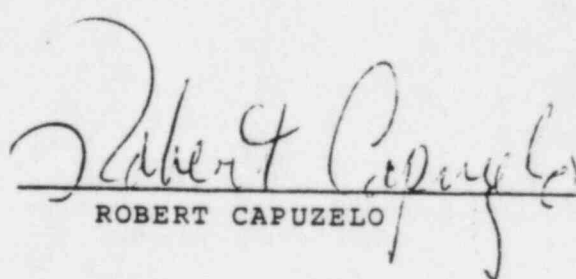
STATE OF NEW YORK)
 : ss.:
COUNTY OF NEW YORK)

I, ROBERT CAPUZELO, a Notary
Public of the State of New York, do hereby
certify that the continued deposition of
RICHARD W. ZECHMAN was taken before
me on March 12, 1982 consisting
of pages 273 through 376;

I further certify that the witness had
been previously sworn and that the within
transcript is a true record of said testimony;

That I am not connected by blood or
marriage with any of the said parties nor
interested directly or indirectly in the matter
in controversy, nor am I in the employ of any
of the counsel.

IN WITNESS WHEREOF, I have hereunto set my
hand this 29 day of March, 1982.



ROBERT CAPUZELO