

# UNITED STATES NUCLEAR REGULATORY COMMISSION

ADVISORY COMMITTEE ON REACTOR SAFEGUARDS

In the Matter of:

335th. GENERAL MEETING

MORNING SESSION

Pages: 1 through 128

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3 ADVISORY COMMITTEE ON REACTOR SAFEGUARDS  
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8 proceedings of the United States Nuclear Regulatory  
9 Commission's Advisory Committee on Reactor Safeguards (ACRS),  
10 as reported herein, is an uncorrected record of the discussions  
11 recorded at the meeting held on the above date.

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1 UNITED STATES NUCLEAR REGULATORY COMMISSION  
2 ADVISORY COMMITTEE ON REACTOR SAFEGUARDS  
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4 In the Matter of:  
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6 335TH GENERAL MEETING

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Thursday,  
March 10, 1988  
  
Room 1046  
1717 H Street, N.W.  
Washington, D.C. 20555

10 The above-entitled matter came on for hearing,  
11 pursuant to notice, at 8:30 a.m.  
12

13 BEFORE: DR. WILLIAM KERR  
14 Chairman  
15 Professor of Nuclear Engineering  
16 Director, Office of Energy Research  
17 University of Michigan  
18 Ann Arbor, Michigan

16 ACRS MEMBERS PRESENT:

17 DR. FORREST J. REMICK  
18 Vice Chairman  
19 Associate Vice-President for Research  
20 Professor of Nuclear Engineering  
21 The Pennsylvania State University  
22 University Park, Pennsylvania

23 MR. JESSE C. EBERSOLE  
24 Retired Head Nuclear Engineer  
25 Division of Engineering Design  
Tennessee Valley Authority  
Knoxville, Tennessee

26 DR. CHESTER P. SIESS  
27 Professor Emeritus of Civil Engineering  
28 University of Illinois  
29 Urbana, Illinois

1 DR. HAROLD W. LEWIS  
2 Professor of Physics  
3 Department of Physics  
4 University of California  
5 Santa Barbara, California

6 MR. CARLYLE MICHELSON  
7 Retired Principal Nuclear Engineer  
8 Tennessee Valley Authority  
9 Knoxville, Tennessee  
10 and Retired Director, Office for Analysis  
11 and Evaluation of Operational Data  
12 U.S. Nuclear Regulatory Commission  
13 Washington, D.C.

14 DR. DADE W. MOELLER  
15 Professor of Engineering in Environmental Health  
16 Associate Dean for Continuing Education  
17 School of Public Health  
18 Harvard University  
19 Boston, Massachusetts

20 DR. PAUL G. SHEWMON  
21 Professor, Metallurgical Engineering Department  
22 Ohio State University  
23 Columbus, Ohio

24 DR. CHESTER P. SIESS  
25 Professor Emeritus of Civil Engineering  
Argonne National Laboratory  
Argonne, Illinois

MR. DAVID A. WARD  
Research Manager on Special Assignment  
E.I. du Pont de Nemours & Company  
Savannah River Laboratory  
Aiken, South Carolina

MR. CHARLES J. WYLIE  
Retired Chief Engineer  
Electrical Division  
Duke Power Company  
Charlotte, North Carolina

ACRS COGNIZANT STAFF MEMBER:

Raymond Fraley, Executive Director



P R O C E E D I N G S

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DR. REMICK: The meeting will now come to order.  
This is the first day of the 335th meeting of the Advisory  
Committee on Reactor Safeguards.

During today's meeting the Committee will hear  
discussion about the following--human factors research needs,  
operating events and incidents, Rancho Seco Nuclear Power  
Plant restart, DOE advanced reactor severe accident program,  
future activities, and recent ACRS subcommittee activities.  
Topics for consideration on Friday and Saturday are listed on  
the schedule posted on the bulletin board outside the meeting  
room.

The meeting is being conducted in accordance with  
the provisionprovisions of the Federal Advisory Committee Act,  
the Government and the Sunshine act. Ray F. Fraley is the  
designated federal official for the initial portion of the  
meeting.

A transcript of portions of the meeting is being  
kept. It is requested that each speaker use one of the  
microphones, identify himself or herself, and speak with  
sufficient clarity and volume so that he or she can be readily  
heard.

We received no written statements or requests to  
make oral statements from members of the public regarding  
today's sessions.

1 I will begin with some items of current interest.

2 (Items of current interest were discussed off the  
3 record.)

4 DR. REMICK: Those are the items of general interest  
5 this morning. We will move then to our first item on the  
6 agenda this morning, and that is the human factors research  
7 needs, and the person who is handling that is Dave Ward, the  
8 person who suggested that we have this information briefing on  
9 the National Academy of Sciences study. Dave?

10 MR. WARD: Let's see. Everyone isn't quite here  
11 yet. So here is Hal. Now we can start. Maybe, could we just  
12 take a five-minute pause until we get--

13 DR. REMICK: Five-minute.

14 (There was a brief pause in the proceedings.)

15 DR REMICK: I would like to reconvene, and I turn  
16 the meeting over to Mr. Ward, on human factors research.

17 MR. WARD: I just want to remind the Committee of  
18 where this has come from because we had a hand in it, getting  
19 this effort started a couple of years ago.

20 You may recall that several years ago, the NRC  
21 Research Office had a program in human factors which gradually  
22 died out. In Chet's research reports, we complained about it  
23 every year for three or four consecutive years. A couple of  
24 things eventually happened. One was that the National  
25 Academy's panel drawn together to give the NRC some advice on

1 the general topic of research, the so-called--headed by Bob  
2 Frosh, had as one of its recommendations that a program in  
3 human factors research be, was important and should be  
4 restored.

5 The second thing that happened was that the, really  
6 through initiative on the NRC research staff which we endorsed  
7 with a letter, the National Academy and the National Research  
8 Council was asked to put together a panel to study the, more  
9 specifically the need for research in the area of human  
10 factors for the for the NRC and the nuclear power industry,  
11 so a couple of years ago a panel was put together. The  
12 chairman of the panel was Dr. Neville Moray, who is our  
13 speaker today, who was then with the Department of Industrial  
14 Engineering and professor of industrial engineering at the  
15 University of Toronto. He has since moved to Champagne,  
16 Urbana and the University of Illinois, and I think the  
17 football team anyway is a little bit better in Illinois than  
18 at Toronto, although not much, although alumni can't--it  
19 doesn't seem to have much of a record, so I don't think those  
20 were his reasons for going to Illinois.

21 But anyway, the panel labored over the course of  
22 eighteen months or somewhat longer I think, and has come out  
23 with its report. The report has been published. I think Dr.  
24 Moray has given a presentation on the report to the human or  
25 to the NRC staff management or at least the research

1 management. Eric Beck George seems committed to develop the  
2 new program in human factors research presumably using this  
3 report as guidance for that. Neville has come here today to  
4 spend about three hours with us giving us a summary of the  
5 report. I think you will find that he will be a very  
6 knowledgeable and interesting speaker on the topic and he is  
7 prepared I think to interact with you and answer questions as  
8 we go along.

9 He also plans as I understand to give a similar  
10 report to the commissioners. I think that is scheduled for, I  
11 don't know if it is for April or perhaps May.

12 We also have here Dr. Harold Van Cott from the  
13 National Research Council, who is the staff director of this  
14 program, and a major participant in the study.

15 Let's see. I was--just one other little thing. I  
16 was a member of the panel, kind of a minor member. I didn't  
17 really make an awful lot of input, but I was interested in  
18 what was being done, but I think that probably must disqualify  
19 me from doing something. I don't know what. I am not sure,  
20 but under our rules I think there is something I can't do. I  
21 haven't figured out what it is, but I am just telling you that  
22 in advance. Some conflict of interest; I can't figure out  
23 what interests there are.

24 DR. SIESS: Not financial anyway.

25 DR. LEWIS: There really is no conflict.

1 DR. REMICK: I think he is just informing us he was  
2 a member.

3 MR. WARD: Yes.

4 DR. SIESS: You would like an apology!

5 DR. LEWIS: There is no conflict, just that we can't  
6 give any credence to your judgment about the quality of the  
7 effort, but that's our problem, not yours.

8 MR. WARD: Okay. I don't think there is anything  
9 else then, and so at this time, I will ask Neville Moray to go  
10 ahead with his presentation.

11 DR. REMICK: I will put in a little commercial that  
12 the Human Factors Subcommittee will meet on the 28th of this  
13 month to consider the NRC human factors research plan.

14 DR. SHEWMON: Where?

15 DR. REMICK: Here.

16 DR. MORAY: Good morning, ladies and gentlemen, and  
17 thank you for giving me the opportunity to come and present  
18 the results of our work to you.

19 I wasn't aware at the time of Dave's strange beliefs  
20 about college football, but we will forgive him that. Maybe  
21 that was the reason he didn't get to meetings, trying to drum  
22 up some sort of support for the teams that he supports!

23 I would like to begin by thanking the National  
24 Research Council staff for their support, particularly Dr. Van  
25 Cott who is here this morning, and his predecessor, Stan

1       Deutsch, who gave us enormous help. Also Beverly Huey who is  
2       here this morning is my co-editor who worked heroically to  
3       produce the report and spent the last few weeks working on it  
4       with a fever, a high temperature and driving in and out of  
5       Washington every day in order to work on it, and I think she  
6       deserves the highest praise for the final presentation of it.

7               I would also particularly like to thank the people  
8       at the NRC for the support they gave us, Tom Ryan and Dan  
9       Jones in particular who gave us all the assistance that we  
10      asked for at every point.

11             The panel which was convened--by the way, let me say  
12      once that if you want to stop me at any time and ask  
13      questions, I would be very happy. I prefer in fact that  
14      format rather than for me to run on until the end and for you  
15      to ask me questions. Please break in at any moment.

16             The Committee, as the panel, as is characteristic of  
17      the National Research Council, was drawn from a wide variety  
18      of disciplines because it was felt that at the beginning that  
19      there was a heavy tendency for human factors to be thought of  
20      as something in control room design. Particularly following  
21      the events at Three Mile Island, we felt that that was  
22      inadequate definition and that we had to cover a much wider  
23      variety of disciplines.

24             There is plenty of suggestion that major problems in  
25      the management and operation of nuclear plants occur in,

1 management organizational factors, relationships with the  
2 regulators, and that end, and right down to certainly still  
3 problems with control room design, and therefore, the people  
4 who were, drew into the panel included everything from  
5 sociologists and economists up to nuclear engineers and people  
6 who had been on the executive of a power company. They worked  
7 extremely hard, and I consider it a privilege to have been  
8 able to work with that group. I was most impressed.

9 We were given very short briefings by NRC to begin  
10 with, two-day briefing. We were able to take the panel to  
11 Three Mile Island, visit the, both the plants to introduce  
12 those who had not been in the, had anything to do with nuclear  
13 work before, which I think was also very valuable. Of the  
14 panel, about eleven out of this group people had in some way  
15 or other been connected with work to do with the nuclear  
16 industry in the past. Some had been actually working in the  
17 industry, as for example Ed Smith. Some had been working in  
18 universities or research institutes, both in this country and  
19 abroad such as Rasmussen and myself. Some had been  
20 consultants, so the majority had experience at some level or  
21 other of nuclear industry, and the few who had not as I say  
22 were put there for their particular skills and were very  
23 quickly I think able to appreciate the major points.

24 Our charge was to identify study areas where  
25 there had been inadequate attention paid and where more work

1 needed to be done. We were not charged, explicitly not  
2 charged to do a critical review of NRC's past work, but to say  
3 where we thought future research still remained, and that is  
4 the reason for the particular emphasis in the final report.

5 Implicitly in some things we write in the report  
6 there is criticism of the past programs of NRC. That is  
7 inevitable, and I don't think any of us feel we have to  
8 apologize for that, but our main concern is that if there is  
9 to be a viable nuclear industry, there is still research that  
10 needs to be done on human factors in order to increase safety  
11 and to ensure that both the objective safety of the operations  
12 are increased and also that it is seen, that the public's view  
13 of the industry is one which accepts that safety as being  
14 improved.

15 MR. EBERSOLE: Let me ask a question. TMI was a  
16 case like many others where there had been investigations and  
17 known deficiencies which would have led to the precise  
18 accident that occurred, and there were many other--

19 DR. REMICK: A little bit louder.

20 MR. EBERSOLE: There Davis-Besse was a succession of  
21 these things where to a greater or less degree the situation  
22 exists to cause the particular thing to happen, yet there is,  
23 it is impossible to get a reaction from the technical  
24 community at large to fix this until something happens.

25 Are you going to get into the roots of why this is



1 so?

2 DR. MORAY: You will see that some of the  
3 recommendations we make for research is into how to improve  
4 what has come to be called cultural reliability. That is, to  
5 try to get an understanding of how either through regulation  
6 or through persuasion, management and organizational forces  
7 can exactly tackle that problem. It is clear that there is a  
8 resistance to change unless very strong and probably usually  
9 either economic reasons or regulatory pressure makes people do  
10 it.

11 We would like to feel that something rather more  
12 than that could be done. Yet, certainly we are asking for  
13 research in that area. We don't know the answers, although  
14 there is a large amount of research in industrial sociology  
15 which is relevant to that.

16 MR. EBERSOLE: Thank you.

17 DR. MORAY: It is also interesting that I recently  
18 received actually from a nuclear inspector in Britain a  
19 document on the tolerability of risk for nuclear power  
20 stations which they just published which is meant to be a  
21 document which came out of the Sizewell B inquiry, and this is  
22 a public document to explain to the public at large what their  
23 attitudes about risk assessment are. And in that, there is a  
24 section where they also come out strongly along the lines that  
25 there are major problems in management and organizational

1 control as a source of of problems. I think--I am interested  
2 to find that although it is not written for the same purpose,  
3 there is a lot in that document which is exactly along the  
4 lines that we have suggested.

5 MR. EBERSOLE: I see.

6 DR. MORAY: The Canadians also I think are thinking  
7 the same way.

8 (Slide)

9 DR. MORAY: One useful place to start from is to  
10 look back at the history of the NRC's research program up to,  
11 up to the time that the program was effectively cancelled two  
12 or three years ago.

13 There certainly has been an extensive amount of  
14 research which they have done. The bibliography in our report  
15 is quite extensive. I think it runs to rather 150 entries,  
16 and we did manage to look at the NRC's publications, NUREGs  
17 and NUREGs CRs. There are somewhere around about a hundred,  
18 between hundred and 125 publications which have come out on  
19 human factors, and by topic they are broken down approximately  
20 as this list shows. The numbers don't add up exactly because  
21 clearly some of the papers, some of the research reports can  
22 be catalogued under different headings, but it is interesting  
23 to see where most of the work has been.

24 Clearly displays and SPDS has been, had received a  
25 lot of interest. That represents the response to TMI in terms

1 of looking into the design of control rooms and trying to put  
2 that right.

3 Performance qualifications and licensing has  
4 received a lot--and of course, the outstanding is human error  
5 probability in PRA. Now I will come back to that later on  
6 because we do have some fairly strong feelings about research  
7 in that area.

8 Briefly, we think that it is very understandable why  
9 so much effort has been put into this, but we don't think that  
10 research, further research into estimating the probability of  
11 human error for PRA along the lines which has been done so far  
12 is worth doing. And I will come back to explain in more  
13 detail later on, but I think this is perhaps one of the more  
14 contentious things. It is something that was said in an  
15 earlier program when the Human Factors Society proposed a  
16 research program, and I will leave that now, but I will  
17 certainly come back to it later.

18 (Slide)

19 DR. MORAY: The panel met, as Dave said, for  
20 approximately eighteen months. We received briefings from  
21 many organizations. We received written communications from  
22 nuclear power plant operators, and within our timeframe, we  
23 have tried to do as thorough a job as we can. Now as you will  
24 see in the report, we have deliberately excluded certain  
25 topics, largely because of time.

1           We have not looked into human factors of waste  
2           management.     We have not looked into the human factors of  
3           security and say anti-terrorist activities or anything of that  
4           kind.   We felt that there was, we would not be able to do a  
5           thorough job if we extended our work that wide, so we are  
6           strictly looking at the operation, management, maintenance of  
7           really current power plants.   We discussed whether we should  
8           consider future developments in the next generation of plants.  
9           We decided not to do that for two reasons really.   One is that  
10          it is extremely difficult to guess where technology is going  
11          these days.   It is changing so fast, that if we tried to guess  
12          what the human factors issues would be ten years down the road  
13          on the assumption that a new generation of plants is going to  
14          be built, it is highly unlikely that our recommendations would  
15          have any degree of reality at all.

16               MR. EBERSOLE:   From your basic charge, the panel  
17               charge, and from NUMARC, it would appear you have to operate  
18               on the presumptive basis that the operators are handed a plant  
19               which is designed properly in the first place.

20               DR. MORAY:   No.   As you will see in the report, we  
21               say that certainly one sense you can give to the word human  
22               error is error in initial design.

23               MR. EBERSOLE:   You have that within your scope?

24               DR. MORAY:   It would have been within our scope.   We  
25               decided not to, as I say, look at that with an eye to future

1 design.

2 MR. EBERSOLE: I am talking about past and existing.

3 DR. MORAY: Yes. I don't think there would be--it  
4 is difficult perhaps to see what kind of research you could  
5 now do on the current design efforts because there don't seem  
6 to be any. The design process I think is not well understood.  
7 I mean the nature of engineering design is not well  
8 understood. There is research going on not particularly in  
9 the nuclear area about, a lot of research going on here and  
10 there on designs such as to support engineering teaching in  
11 universities, and I think it is worth looking at that.

12 One of the points we are going to make is that you  
13 can really look at research in different ways. There is  
14 highly specific research which is directed at particular  
15 problems for the nuclear industry, and it is obvious that kind  
16 of research should be done.

17 There is also research on generic topics,  
18 fundamental research which is not being directed immediately  
19 to the nuclear industry, will relate to problems which are of  
20 importance to the nuclear industry simply because they are  
21 important to many other industries as well. For example, the  
22 causal model of human error which is nothing particularly  
23 specific about nuclear, and finally, there is the question of  
24 transferring of existing knowledge. The research there is  
25 simply a matter of research on how to do it, how to make it

1 more effective. So yes, we certainly feel that in so far as  
2 humans do design and they do construction and they do  
3 operation, they do maintenance and they do management and they  
4 do decommissions which is another thing we didn't look at  
5 specifically, all those areas are areas where if you can  
6 reduce the impact of human error, you will by definition  
7 improve systems safety.

8 I think when we, there was one point at which we had  
9 an enormous shopping list of research topics. It was  
10 considerably, it was considerably longer than the one I just  
11 showed you of the work that the NRC has in the past done, and  
12 we felt when we were advised at that point and what we  
13 discussed at great detail, if we were to be of the greatest  
14 assistance to NRC in choosing a research program for the next  
15 few years, it was important not simply to list everything that  
16 we felt needed research because that runs perhaps to getting  
17 on for between 50 and a hundred topics. It was more important  
18 to identify a relatively small number of topics which were of  
19 greater urgency in the sense that we really felt if they had  
20 to choose, these with the ones they should work on over the  
21 next three years. In doing that, they would naturally begin  
22 to find out other topics and the program should be  
23 self-sustaining at least from the point of view of questions.  
24 Financing, of course, is another matter.

25 So what we have given in the report is a relatively

1 short list of topics, but these are the ones which as I say,  
2 we think the NRC should immediately act on.

3 We have not discussed how much money should be  
4 spent. We don't think that's our, that was the panel's  
5 problem. That is a problem of management for NRC. It is  
6 their problem to decide how much money they want to spend on  
7 it in the light of their budget in the same way that  
8 ultimately they have to decide which of the topics get top  
9 priority and also how they are going to manage their overall  
10 research.

11 Now we have talked in the report at considerable  
12 length about two topics. One is the nature of human factors,  
13 and the other is what we mean by systems approach.

14 Human factors is clearly still not understood really  
15 by engineers. although it has become I think better understood  
16 in the last few years in the nuclear industry, and I must say  
17 I think due to NRC's efforts, perhaps because they have forced  
18 the industry to take some notice of it through things like the  
19 detailed control room design review.

20 I am impressed by the extent to which the industry  
21 has responded. There was an ANS topical meeting about  
22 eighteen months ago, and I was quite interested. I went to  
23 that meeting, and I was puzzled why I found the papers rather  
24 boring, and toward the end of the meeting, I realized that the  
25 reason they were boring was that nobody was arguing about

1 anything and that what I was listening to were engineers now  
2 talking about a certain aspect of human factors such as task  
3 analysis as if they took for granted these were good things to  
4 do which was a marked change from say three or four years  
5 prior to that at Myrtle Beach 1 and 2. I think the message  
6 has been getting across. Whether it has been getting across  
7 to management is another matter, because ultimately it is a  
8 question of investment.

9 Now regulators can force an industry to respond to  
10 safety issues whether the industry likes it or not. We feel  
11 and we have said at one point in the report that in fact, by  
12 and large, a safe industry is probably a productive industry.  
13 Insofar as you can keep the plant up and running, it is  
14 actually going to be profitable to be safe. You can reduce  
15 human error. You will reduce the number of shutdowns, reduce  
16 the number of shutdowns. You reduce stress to the plant, and  
17 obviously you keep generating electricity for efficiency, so  
18 the industry actually in many occasions I think it should be  
19 possible to persuade the industry and management that actually  
20 it is not merely cost that goes into the kind of things that  
21 we are suggesting, but it actually will improve their  
22 profitability. That is always difficult to show in a detailed  
23 way.

24 There are cases where specific, specific cases where  
25 you can point at very large savings as a result of fairly



1 large investments in human factors.

2 So we have gone to some trouble in the report to  
3 spell out the nature of human factors as we see it,  
4 particularly to make the point that we want to extend human  
5 factors to include things which usually come under the helping  
6 industrial psychology or sociology of organizations and  
7 management.

8 The reason is that we support very strongly the idea  
9 of a systems approach. Now the phrase systems approach is, of  
10 course, one of the things that everybody believes in and  
11 everybody knows it is a good thing, and we all ought to think  
12 like that, particularly complicated industries and complicated  
13 processes. We want to give it a bit more coherent  
14 description, definition than that, and this picture which  
15 comes from one of Shikiar's report who is, he was on our  
16 panel, points to what we mean.

17 One can think of any large industry complex, high  
18 technology industry, in the form of this sort of onion-shaped  
19 diagram. In the middle, you have the technical engineering  
20 system. That's the hardware. That's the plant itself, the  
21 control room hardware, so forth.

22 Outside it you have the personnel sub-system and the  
23 interface between the two at A is the place where most  
24 conventional human factors has been done, namely, the control  
25 room/human machine interface design in the control room, and

1       there is absolutely no doubt that getting that wrong will  
2       cause a great deal of trouble.

3               There is a rather nice phrase that a friend of mine  
4       introduced a few years ago called cognitive impedance  
5       matching. The idea is that by analogy with electrical  
6       impedance matching, if the properties of the thing inside here  
7       and the properties of the thing outside here are not properly  
8       matched across the interface, then just as incorrect impedance  
9       matching will give you a loss of power with electricity, so  
10      incorrect matching between the properties of the hardware and  
11      the human will give you a loss of transmission of information  
12      and control across the interface, that it is important to  
13      understand how to design this interface so that the, the flow  
14      of information and control is matched to the properties of the  
15      human.

16             That is what everybody understands, and that's where  
17      the major thrust has been since Three Mile Island we feel.  
18      The problem is that it is relatively easy to redesign control  
19      rooms, and consequently it is relatively easy to, for people  
20      to feel that that problem has now been solved and human  
21      factors can now be abandoned.

22             We don't know why NRC dropped its human factors  
23      research program. We didn't go on a ferreting expedition to  
24      try to see what would come out if we put a ferret down the  
25      rabbit hole. I don't think that is our business. The simple

1 fact remains that the best estimates we have are that  
2 somewhere between 30 and 80 percent of industrial incidents  
3 and accidents are in some sense or other attributable to human  
4 error. Even INPO's data suggest it is about 50 percent in the  
5 nuclear industry, and if that's the case, it is very striking  
6 that people should not continue to do research on it.

7 One reason possibly is the feeling that we have done  
8 it because we have done the control room. We want to point  
9 out that outside that there is the personnel sub-system. This  
10 includes factors such as social interaction among operators,  
11 problems of defining hierarchy of control in the control room,  
12 problems of hierarchial relationships between the operators  
13 and the maintenance crews, and the organization and  
14 management.

15 As we say at one point in the report, if you had  
16 excellent hardware and excellent plant and bad management,  
17 then you are going to have workers who do not use the  
18 excellent hardware properly. A very small mistake on the part  
19 of management can produce a crisis in morale and willingness  
20 to work on the part of operators, which will take months or  
21 even years to restore.

22 It is possible that the major reason why operators  
23 at Peach Bottom were asleep was they were merely physically  
24 tired, and if so, that in itself is a management problem. It  
25 is a management fault because if you look through the NRC's

1 research on the structure of shift work, it is abundantly  
2 clear there is a enormous variety and quite irrational variety  
3 of shifts, many of which are of a design which are known to be  
4 likely to produce bad work, fatigued workers, and high  
5 probability of human error. And it is not the person. It is  
6 not the operators who choose the shift work. That is a  
7 management problem.

8 There is many ways--

9 MR. WARD: Neville, I mean is the point there  
10 that--I mean you are talking about shifts in terms of the  
11 length of shifts and the sequence of rotation and that sort of  
12 thing?

13 DR. MORAY: Yes.

14 MR. WARD: Is your point there that there is an  
15 existing body of knowledge that could be applied and just  
16 hasn't been?

17 DR. MORAY: There is indeed. We will point out that  
18 when I come to the research recommendations. The point I am  
19 making here is that however good the hardware is in the plant,  
20 and however well intentioned and well motivated the operators  
21 are and well trained, if the management is incorrectly done,  
22 then you will destroy the overall efficiency of the  
23 organization.

24 The options available to operators and maintenance  
25 people here are constrained by what management allows them to

1 to do and what management demands of them. The behavior you  
2 see at this level, at this interface, is not entirely a  
3 property merely of the humans at this level. It is also a  
4 property of the humans at management and organization.  
5 Management can make or break a plant in the way that it makes  
6 the workers respond to the demands of management, and it is  
7 now increasingly realized not just in this industry, but not  
8 just in this country, but other countries and other  
9 industries, in the military and so forth, that the problems of  
10 management here are absolutely crucial. They may be along  
11 with maintenance probably, the two most important factors  
12 which are not yet well under control in the industry from the  
13 point of view of making it safe.

14 Certainly we need to do much more research at this  
15 level.

16 Finally, management themselves are under pressure  
17 from what we are here calling the environmental context, and  
18 that includes the regulatory bodies, the PUCs, the public.  
19 The way they are seen are there are now cases where you meet  
20 people who, operators who have moved into a new part of the  
21 country to work at a plant and when their neighbors discover  
22 they are working at a nuclear power plant they are effectively  
23 socially ostracized. Now that is not a situation where you  
24 are likely to be able to recruit the best people and keep them  
25 working well.

1           And I don't have to tell this audience the amount of  
2           pressure that, from the public that is on the industry, and  
3           the point is that none of these work in isolation. The  
4           regulators here determine in a sense, well, they determine  
5           very directly what goes into the control room. Only certain  
6           options are possible in the way of equipment and modes of  
7           operation given certain regulations. Innovation may be  
8           hindered by regulation. Innovation may be hindered by  
9           management. It is quite clear that the design of many power  
10          stations is the way it is because the management was used to  
11          building fossil plants for many years and also because of the  
12          influence early on of the nuclear Navy on the way that the  
13          industry developed.

14          You have quite different kinds of plants in other  
15          countries which have started from different viewpoints. The  
16          mode of regulation is quite different in other countries. To  
17          take the, perhaps the extremes, on the one hand you have the  
18          American system where it is in a sense clear that the idea is  
19          to regulate in detail from the top down, whereas you compare  
20          that with say the British mode where it is a responsibility of  
21          the plants, of the utilities to make their plants safe. They  
22          can do it anyway they like but they then have to prove to the  
23          regulators that what they have done is satisfactory, which  
24          gives them a much greater flexibility in how they do it.

25          I am not saying that one or other is guaranteed to

1 be better. I am just saying that they are different, and in  
2 so far as they are different, there is a very tight relation  
3 between the regulators out here and the actual choice of  
4 hardware in here.

5 Similarly, the kind of people you can get to be  
6 operators affects management. The kind of equipment that is  
7 available affects the, what management will expect them,  
8 expect to happen in the control rooms. That in turn will  
9 affect the regulators because people who invent new devices  
10 will come to the regulator and say can we use them?

11 It is simply not possible to solve a problem by  
12 changing any one feature in a diagram like this. That as  
13 another, one means of systems approach and research must be  
14 done we believe in a systems approach and systems setting. If  
15 you look through the published research, one is struck by the  
16 fact--I am talking about the NRC NUREGs CRs, one is struck by  
17 two things. One is there are very few experiments--lot of  
18 surveys, lot of models, lot of reviews. There are very few  
19 true experiments.

20 That is not surprising. It is extremely difficult  
21 to do experiments on large, complex systems. For one thing,  
22 the kind of people who normally do research at universities  
23 can't get at them, and one of our recommendations is that  
24 there should be an improved, somebody should set up improved  
25 channels of communication so that, for example, university

1 researchers can get access to simulators and to the industry.

2 But apart from that, there is a tendency to think  
3 that if one has a particular problem, let's say that there are  
4 too many displays in the control room, that you solve that by  
5 saying all right let us go to CRT display driven by  
6 computers, and then we only have six of them and therefore it  
7 is going to be a smaller control room and therefore it will be  
8 easier for the person to work with, and think that that is all  
9 that will happen.

10 Now the coupling between changing any one thing in a  
11 system of this complexity and what happens at other levels  
12 should be apparent to anybody who has ever been involved in a  
13 city where somebody has built a new expressway with the aim of  
14 reducing the traffic flow. There is a tendency for people to  
15 think that if you have a complex system and you change one  
16 thing in it, what you have is the old system with one change.  
17 You don't. What you have is a new system, and where there is,  
18 where it is highly complex, large number of sub-systems  
19 tightly coupled, you simply cannot tell what the new system is  
20 going to be like. You build the expressway to reduce the  
21 traffic. What happens? You now have double the number of  
22 people commuting in from the suburbs who never tried to do it  
23 before into the core. Generally speaking, as soon as you  
24 build ring roads, the total amount of traffic goes up and the  
25 traffic problems gets worse, all almost without exception I



1 think. In road planning that has been found.

2 The point we are making, that is a general property  
3 of large, complex systems. When you change something, you are  
4 changing everything. If you move from hard wired control  
5 rooms to soft wired control rooms here, you are changing the  
6 number of people you need, changes the way they will directly  
7 interact with the system, the kind of operating procedures you  
8 need. You probably are going to be changing, you may have to  
9 consider changing shift work and certainly have to consider  
10 changing maintenance and changing training, and that means  
11 that management is going to be affected and that certainly  
12 means somebody is going to have to go back to the regulatory  
13 Commission and ask that they are allowed to do things in  
14 certain ways. You cannot change any one thing without  
15 changing the rest.

16 MR. EBERSOLE: System interaction is a standard part  
17 of your business?

18 DR. MORAY: I think, yes, I think so. Research  
19 should be seen in this light. One of the things we say  
20 specifically is that when somebody does a piece of research,  
21 they should be required to--

22 MR. WARD: Do you have a question?

23 DR. LEWIS: I did. You don't have to go back. I  
24 just want to ask to what extent what you have just said is  
25 universal. I really have two questions, because it must

1 depend a great deal on the internal stability of the system  
2 whether making a change propagates through the system or is  
3 simply contained.

4 A friend of mine who worked for a long time in the  
5 Pentagon at a very, very high level claimed that it was like a  
6 giant inflated balloon. If you put your finger in, you could  
7 make a dent. When you removed the finger, there was no sign  
8 the dent had ever been there, and this is an example of a  
9 stable system which is almost impossible to move, so one must  
10 know something about the local dynamics of the system to know  
11 whether a change--there are examples on your side, of course.  
12 Who would have known that the invention of television would  
13 completely corrupt American politics? That was probably  
14 unpredictable and yet it did happen, so one really must know  
15 something about the system. There is no universality about  
16 the rule that if you change something, there won't be any  
17 effect.

18 DR. MORAY: It is certainly true I think very large  
19 systems tend to have ultra-stability. There are many ways,  
20 you can kick it in many different ways and it will find a way  
21 of coming back to its initial starting point.

22 DR. LEWIS: That is correct.

23 DR. MORAY: But if you add something to the system,  
24 I mean that's if you put a disturbance into an existing  
25 system, but if you actually change something in the system,

1 the point I am making is that if you have a sufficiently  
2 large, complex system, you simply are not going to be able to  
3 tell very readily.

4 I would accept, I think the point you make is  
5 absolutely sound. What we are saying is that part of the  
6 thing, that one must stop thinking about what amounts to quick  
7 fix, local fixes in the system. You have to realize if you  
8 make a change in the hardware and control room, you may be  
9 changing management. Make a change in management, you may be  
10 changing the maintenance.

11 DR. LEWIS: I agree with your general concept. I am  
12 only wondering how universal it is.

13 DR. MORAY: I think it is also fairly universal if  
14 you radically change something, add parameter to the system,  
15 you get a different system. It is very difficult to predict  
16 properties.

17 DR. LEWIS: That it is difficult to predict is  
18 certainly universally true.

19 Could I ask one other question while I have you?  
20 Back to the old comment that management can make or break a  
21 system, we always say that, too, it is kind of a slogan that  
22 we have that concern for quality originates at the top and  
23 propagates through the system.

24 Again, I wonder how universal that is because one  
25 can imagine four sub-categories--active management, and

1 passive management, and top management and middle management.  
2 And there are certainly many organizations whose quality is  
3 more or less independent of the top management. That is, top,  
4 some companies don't even know who owns them from one year to  
5 the next, so it has a certain amount of irrelevance. And  
6 passive management is sometimes the best thing that can happen  
7 to a company even if, especially if it is inept. It is better  
8 that it be passive, and again there is a slogan among the  
9 military people that generals are only important if you are  
10 losing the war. They are irrelevant if you are winning the  
11 war. Their purpose is to recover from defeat.

12 I wonder to what extent there has been research that  
13 clarifies various sub-categories of management?

14 DR. MORAY: There has been considerable research in  
15 the military context. And in fact, one or two of the people  
16 in our panel, for example, Laporte is active in this kind of  
17 area. There has been a lot of research in various industries.  
18 The thing that is, one of the things that is striking about  
19 the nuclear industry is that you, if you look around, you find  
20 that there are a number of plants where they have very similar  
21 hardware. They have the same kind of reactors, roughly the  
22 same age more or less, the same kind of control rooms,  
23 although one of the problems is, of course, they aren't  
24 identical. They have been running for about the same length  
25 of time. If you look at the availability and the safety

1 record, it is wildly different, and it is very, you know, one  
2 faced with that sort of data, one is inclined to say that at  
3 least the possibility that what is going on has something to  
4 do with management policies should be looked at.

5 DR. LEWIS: That it should be looked at I agree, but  
6 I wonder, it is always easy to blame it on management and  
7 there may be, for example, I can give you countries of  
8 comparable size, gross national product, and some of which  
9 work well and some of which don't, and it is very hard to pin  
10 down just why that is the case.

11 DR. MORAY: Yes. I don't think it is necessarily  
12 easy, but in so far as when people use the phrase human error,  
13 they almost always mean operator error. We are arguing that  
14 the time has come to consider the possibility that it is not  
15 operator error, that operators do remarkably well considering  
16 the systems that they are trying to control.

17 DR. LEWIS: I agree with that.

18 DR. MORAY: If operators are good and working well,  
19 you still are have troubling, then it is probably not there  
20 that you should do the research.

21 DR. SHEWMON: Pilot error causes all airplane  
22 crashes!

23 DR. LEWIS: As in that case, I am trying to abolish  
24 the term pilot error and operator error from the language  
25 because to think of operators only in terms of their negative

1 potential is a one-sided view of the role of operators.

2 DR. MORAY: Certainly.

3 DR. LEWIS: As with pilots.

4 DR. MORAY: Yes. In many, I mean we are simply  
5 arguing that viewed from a systems--there has been too  
6 much--human factors or ergonomics when it is understood by the  
7 public at all, it generally is thought of to be knobs and  
8 dials and chairs and tables and work schedules, and while 30  
9 years ago there might be some truth in that, that is not true  
10 now. And even if it were, we believe that a human factors  
11 program should not restrict itself to the traditional human  
12 factors but must include things like industrial sociology and  
13 industrial psychology, social, study of social interaction,  
14 and we want to urge NRC that in its research program it should  
15 include those kinds of features.

16 We believe that there are certain things that should  
17 be done, changes made in how research is done. Certainly it  
18 would be worthwhile trying to interest a wider research  
19 community in taking part in this, for example, universities  
20 and so on. Also staying for a moment with the idea of  
21 systems, there is a tendency for people to give highly  
22 specific results in their research. Suppose I were asked to  
23 do research on computerized operating procedures, which is  
24 quite a likely topic to come up. In the past, there has been  
25 a tendency for people simply to take a, to do experiment and

1 say look, here is what happens if you have your procedures on  
2 the computer, here is what happens if you have them in bound  
3 volumes at the back of the room, and this is better than that.

4 We would like to see NRC put a lot of pressure on  
5 their researchers when they are reporting their results to do  
6 so in such a way as to put it a systems context and say  
7 furthermore, you know, let us suppose a hypothetical thing  
8 that they decide that computerized operating procedures are  
9 better or seem to be better. That's, nobody knows if that is  
10 the case let me hasten to add. You don't just say that. You  
11 should say this particular implementation seems to be better  
12 and if it were to be implemented, we must point out that it  
13 would require decisions about how many computer screens you  
14 have in the control room. It would require, have the  
15 following impact on training. It would have the following  
16 impact on manning levels, the following impact on management,  
17 management will have to make the following kind of decisions  
18 when they implement it.

19 In other words, we would like to see research seen  
20 by the people who do research in the systems context, not  
21 simply as a fact which they have discovered because one of the  
22 things which worries us greatly, there is this huge body of  
23 research at NRC and it clearly is not having much of an impact  
24 on industry. The information is not getting transferred out,  
25 and part of that is--there are a number of reasons.

1           One is that NRC's own cataloging system doesn't  
2   allow it. The people who helped us, Tom Ryan and Dan Jones,  
3   went to heroic efforts to enable us to know what that list of  
4   publications is because they don't have an organized data base  
5   in which they can access information. If they don't, it  
6   certainly is not going to be used by anybody else.

7           And there is a good body of research. I mean I  
8   think a lot of research that has been done by NRC in the last  
9   few years is very good and potentially valuable. Where EPRI  
10   research gets into industry, it seems to be the case that  
11   NRC's doesn't.

12           DR. SHEWMON: I'm on various mailing lists and one  
13   of these comes from DOE who obviously spends a fair amount of  
14   money on data bases. I will get thick books on more than I  
15   ever wanted to know about waste management or whatever else.

16           How about DOE's system on operations research or  
17   whatever you want to call it?

18           DR. MORAY: I don't think--well, I think what we  
19   would like to see is some efforts made to really coordinate  
20   activity between NRC, DOE, EPRI, INPO, because something like  
21   an improved data base, joint data base management system for  
22   research is something where there could be cooperation. It is  
23   in no way going to decrease the rigor of regulation. It is  
24   going to improve the flow of information, and it is going to  
25   get rid of some of the adversarial, a small step in getting



1        rid some of the adversarial aspect of regulation. One can't  
2        help being struck by the possibility that, the intensive  
3        adversary relation between the regulator and industry that has  
4        grown up. It harmful in the end to safety because it is a  
5        climate that tends to lead to the industry merely satisfying  
6        the letter of the law because it is so much trouble, and we  
7        would like to see steps taken to reduce the adversarial  
8        relationship.

9                Now we do not want to see the rigor of regulation  
10       reduced, but we want to see perhaps the way it is done, ways  
11       explored whereby more cooperation and certainly some kind of  
12       cooperation between the various agencies all of which are  
13       doing similar work or related work should be improved.

14               We found cases where, I mean I know of one case,  
15       there is a field where I am particularly interested where  
16       there are, three reports on how to do task analysis were  
17       commissioned almost within a few months of each other, one by  
18       DOE, one by NRC, and there was one other one at the time that  
19       I was looking into this. It appeared that none of them knew of  
20       the existence of the others. Now there may have been very  
21       good reasons that they were all commissioned simultaneously,  
22       but--and I am not entirely in favor of excluding all  
23       duplication of efforts. Sometimes that can be valuable. One  
24       does feel there is less cooperation between the various  
25       organizations and agencies than there could be.

1 MR. MICHELSON: Well, I'm sure you must appreciate  
2 there is an overwhelming amount of information generated in  
3 this country in the nuclear area that is fed out to the  
4 utilities. The point is that is one of the problems. The  
5 utilities are overwhelmed by the information input, and in  
6 their own processing and application is the problem. We don't  
7 package our information well. It is yes, there is three or  
8 four, five different people, organizations working at a  
9 different area. Each one will give a report to the utility,  
10 and it is a problem.

11 I think you ought to put more emphasis upon making  
12 sure that what you do is packaged in such a form that the  
13 utilities can use it. You have got to whet their appetites to  
14 show there is really something here they can use, and rarely  
15 do I see research reports that whet the appetite of the user.  
16 They are highly academic, don't seem to relate to the real  
17 world, although if you think about it a while, it does, but  
18 the utility doesn't have the time to sit down and think about  
19 whether or not this might be useful.

20 DR. MORAY: I agree completely. The industry, EPRI  
21 does it quite successfully I think.

22 MR. MICHELSON: They do a better job than most.

23 DR. MORAY: And I think if the NRC's own research  
24 could be brought up to the standards of EPRI as far as  
25 transmission to industry, that would be a considerable step in

1 the right direction, but I would like to see assumedly more,  
2 the panel would like to see more cooperation.

3 You know, it is very obvious that two great a  
4 cooperation could be seen by the public as being weak  
5 regulation. We are aware of that, and we know there are  
6 constraints both in the kind of research that can be done, the  
7 degree of cooperation that can be done, and we are sensitive  
8 to that, but nonetheless, we feel there are areas such as  
9 improved transmission of research and so forth where that  
10 can't possibly have a bad effect on regulation and is likely  
11 to have a good effect.

12 MR. MICHELSON: You are going to have to, you are  
13 going to have to convince the research community that they  
14 have got to develop a salable, they have got to do a sales job  
15 on their product, and it seems that they are not  
16 overly-interested in that aspect.

17 DR. MORAY: Well, that's true. I mean I think  
18 university researchers are not used to doing it very often,  
19 although considering the number of my colleagues that seem to  
20 have private consulting companies, that is a bit strange, and  
21 I guess consulting companies are interested in getting the  
22 package out the door and the check in, but I agree with that  
23 completely, and as a matter of fact, as I worked through our  
24 specific recommendations, you will see that we want to pay  
25 some attention to that.

1           So what I think I will do now is begin to go through  
2   our major recommendations, and any of the points that I have  
3   raised so far I will be quite happy to come back to later on.

4           (Slide)

5           DR. MORAY: The most important thing is that NRC  
6   make a firm public commitment to research in this area.  
7   If--the fact that they have cancelled their program of  
8   research two or three years ago, if I were in industry, I  
9   would take that as a signal that I needn't bother about it any  
10   more. Clearly if NRC isn't concerned, I don't have to be.

11           We are delighted to see that they are starting up  
12   again, and we strongly support their decision to start the  
13   program again. There are going to be problems because now  
14   with the exception of a couple of people present, they have  
15   lost I think all of their human factors people, and if I were  
16   a human factors--I am a human factors person. If I were  
17   looking for a job, as I am not, I would be very chary of  
18   taking a job with the NRC human factors program because I know  
19   that on its past histories, it has not been supported well. I  
20   know it was cancelled, and if I am going to comm.t myself as a  
21   senior professional to that thing, that is not an attractive  
22   undertaking. I think they are going to have difficulty in  
23   attracting good people. Most of the good people have gone to  
24   other places and I think it will not be possible to get them  
25   back.

1           There is one thing in particular we feel is  
2   important, looking at the past histories of the program.  
3   There has been several conflicts of interest between  
4   short-term research and long-term research, between research  
5   on the regulatory side or requests for research on the  
6   regulatory side and research plans in the RES branch which we  
7   feel that it is very important that research must be  
8   continuous, relatively small amounts of money, but a program  
9   sustained over a long period of time is going to be more  
10   effective than flinging a limited amount of money at the  
11   problem for two years and closing it down again, and that also  
12   goes for the local control. That is, it is undesirable that  
13   if the, if RES has started a program, that they should be  
14   interrupted at the short-term behest of the regulatory side  
15   and made, and have to stop their program and divert effort and  
16   funds into a short-term problem.

17           Now it is quite clear that there are short-term  
18   problems which have to be, have work done on them in order to  
19   solve the immediate questions. If somebody comes up, as they  
20   are likely to do, with a new piece of equipment, for example,  
21   somebody comes up tomorrow and says I have a certain system  
22   which I want to put into the control room, can I do it, then  
23   there is going to have to be a quick decision made and that  
24   means research is going to have to be done on certain systems  
25   or whatever, and that suggested to us that in fact the

1 research program should be perhaps split, that these  
2 responsive questions should be run out of the regulatory side  
3 and the long-term sustained program, building up the knowledge  
4 base for regulation and safety should be done out of the RES  
5 branch, and to some extent these should be separated. That  
6 implies, of course, funds for research done by the regulatory  
7 side. Also implies increased staffing. There is going to  
8 have to be increase in staffing anyway if they are going to  
9 run the program at all because they haven't got enough people  
10 to run it at present.

11 More importantly, we came to the conclusion after  
12 talking to a number of people and thinking hard about it, that  
13 if there is going to be a viable human factors program, it  
14 should have a branch head of its own. We are not saying that  
15 the person who is the branch head needs to be a psychologist  
16 who has done human factors professional training. There are  
17 many people now who are engineers who have come from, who have  
18 acquired sufficient knowledge and skills in human factors over  
19 the last ten years through working in national laboratories,  
20 working in consulting companies, working indeed in industry,  
21 and interacting with human factors professionals that they are  
22 now certainly of a sufficiently high standard and sufficiently  
23 knowledgeable to take that position, but we do feel that if  
24 human factors is a subdivision of some other branch as  
25 presently it is being run out of reliability, that is not

1       adequate to sustain a good program.

2               Let me say immediately this is in no way a criticism  
3       of the reliability branch's program, or how they have their  
4       interaction with human factors. We simply believe that from  
5       an organizational point of view, just as if a cohesive  
6       sustained program of research is to be mounted, because of the  
7       structure of NRC and because of the way the budget is handled  
8       and the lines of decision-making go, it is essential that any  
9       program which has a major impact on safety should be a branch  
10      and should be run by its own branch head, not a a subdivision  
11      of some other branch which basically has a different mission.  
12      That's implicit in this particular summary. It is spelled out  
13      in more detail in the, in the report.

14             Secondly, as I said before, we want to emphasize  
15      that people should adopt a systems oriented approach. Also we  
16      have tried to say, I think we have not said it quite as  
17      explicitly as we should have done or we haven't repeated it as  
18      much as we should have done, that when we talk about research  
19      on human factors, we mean particularly operational level. We  
20      also mean maintenance.

21             There is little doubt in my mind that, and I think  
22      in the panel's, that maintenance is a very serious source of  
23      human error. Maintenance people on the whole are less well  
24      trained than others. The conditions under which they work may  
25      be not all that good compared with operators. Their

1 qualifications are very variable across the country. Some  
2 utilities have their own maintenance people. Some appear to  
3 contract maintenance out. They may be using maintenance  
4 people who are qualified in a different state and may be  
5 absolutely no way of tracking the qualifications of the  
6 individual maintenance workers, and that cannot be good for a  
7 high-level, high quality maintenance program.

8 We would like to see--whenever we say operation, we  
9 include maintenance throughout this report. We think it is  
10 very important. That again is something which is being I  
11 think accepted worldwide in the nuclear industry.

12 DR. SHEWMON: I certainly agree with your comment on  
13 the need to have emphasis on maintenance. Systems oriented  
14 approach sounds like one is in favor of motherhood but doesn't  
15 mean an awful lot more to me.

16 System oriented, do you mean maintenance is  
17 important, or you should look for ramifications or what?

18 DR. MORAY: You should look for ramifications.  
19 Obviously it is important. Going back to what I was saying a  
20 bit earlier, I suppose sort of classic in a way Three Mile  
21 Island gave you the classical case for the maintenance  
22 problems, that perfectly good equipment, equipment that is in  
23 perfectly good operational state, can be left in an improper  
24 state as a result of maintenance. Maintenance work, goes and  
25 works on it, leaves it in a valve closed that should be open,



1 power off that should be power on, and because--the systems  
2 approach is not just motherhood because it says that the point  
3 at which research is required is the coupling between  
4 operation and maintenance and management.

5 How can you ensure that the people in the control  
6 room know exactly the state of the plant given that  
7 maintenance is finished? What kind of communication is there  
8 between the maintenance teams and the operator? Are the  
9 maintenance people simply regarded as slaves who come in and  
10 fix things and see themselves as that, or are they seen  
11 actually as an important component in the system? Do the  
12 operators care about the maintenance people and the way they  
13 do their work in such a way that there is a strong  
14 relationship with them? They understand that the two of them,  
15 the maintenance and the operators, are entirely dependent upon  
16 each other for the way the plant works?

17 There is a famous picture in the, one of the EPRI  
18 publications back there about 1977, '78, when Lockheed  
19 Corporation looked into the design of power plants,  
20 maintainability, which shows a picture of a maintenance worker  
21 sitting on the floor with a manual in his hands. The caption  
22 is this is the only case in which a maintenance worker was  
23 seen to consult some procedures.

24 And I think we don't know, we don't appear to be,  
25 either we don't know or don't appear to be using the knowledge

1 as to how to get the best quality maintenance out of the  
2 maintenance workers and how to couple the quality of  
3 maintenance to operation. It is not isolated. This is what I  
4 mean by systems. That it is absolutely classical that you get  
5 faults where the, something is indicated as incorrect in the  
6 control room, maintenance people go out, they work on the  
7 wrong unit, wrong train. We are told by NRC that that is the  
8 most common failure of maintenance is wrong unit, wrong train  
9 maintenance.

10 Now that shows that there is something wrong not  
11 just with the labeling on the plant, but there is something  
12 wrong with communication. They shouldn't go to the wrong  
13 unit, wrong train. Probably a basic ergonomics, they would be  
14 able to tell that they were working on the wrong unit, wrong  
15 train. And somebody ought to have noticed when they were  
16 doing that back in the control room and management when they  
17 signed it off. Clearly there is, when you get failure of  
18 communication like that, you are talking about systems  
19 problems.

20 MR. EBERSOLE: In fact it is only in recent months  
21 that maintenance is surfacing as a matter of safety interest.  
22 I am going to be astonished if NRC and ACRS even takes  
23 significant interest in that aspect of safety.

24 DR. MORAY: I mean it is clearly--

25 MR. EBERSOLE: It is dull. It is dog work.

1 DR. MORAY: That's right.

2 MR. EBERSOLE: No matter how significant, if it is  
3 dull, it is tossed off the table.

4 DR. MORAY: Well, I think there is enough, there  
5 have been enough catastrophes on various scales in the last  
6 few years at chemical plants around the world and so forth, it  
7 is now, my impression in talking to people in Europe and  
8 Canada and the States is that everybody is beginning to  
9 realize the importance of maintenance and there is, climate is  
10 shifting. I think what you have now got to do is sell it as  
11 an interesting research topic to people who might want to do  
12 it, and that may be difficult because as you say, certain  
13 aspects of it--I don't think it is dull when you get problem  
14 of that severity. It is interesting.

15 MR. EBERSOLE: The common attitude, that is the  
16 janitor's job almost.

17 DR. MORAY: That's right, and that is a recipe for  
18 catastrophe.

19 MR. EBERSOLE: There is a cultural problem. It is a  
20 career problem there.

21 DR. MORAY: Yes. Incidentally, one thing that we  
22 mentioned that I would like to say is that there is a, one  
23 tends frequently to look at other countries to see how it is  
24 done there. Whether it is regulation or maintenance or  
25 whatever, I think that is very difficult to do.

1           One of the problems about research in this industry  
2           is that if you look at France, you look at Britain, look at  
3           Canada, look at Japan, it is not at all easy to decide what  
4           you can learn from their experiences. One should not  
5           underestimate the cultural differences between the way people  
6           work. I have been struck by the fact that frequently in the  
7           United States I hear that operators complain about how boring  
8           the task is. Now the funny thing is in Canada the reactors  
9           are run by computer, and all the operator does is acknowledge  
10          alarms on the computers, and yet I don't hear Canadian reactor  
11          operators saying it is a boring job despite the fact that they  
12          do these in a sense more than the American operators.

13          And I asked some operators in Britain a few years  
14          ago whether it was boring. They said no, it is very  
15          interesting. And I suspect that this reflects national  
16          characteristics. It may very well be the case that Americans  
17          like to feel that they are in the action the whole time and  
18          therefore if they have got a building that is running smoothly  
19          and doesn't have to be tweaked the whole time, it is a boring  
20          job.

21          And I think there are more, I think there is more  
22          importance in national characteristics than one is sometimes  
23          inclined to admit so I think it is difficult to learn. One  
24          has to be careful about the lesson we draw from other  
25          cultures. You may remember that I think it was Oscar Wilde

1       said America and England were would countries divided by a  
2       common language.

3               MR. EBERSOLE: Can you translate some of what you  
4       say about the aircraft industry, aviation and pilots?

5               DR. REMICK: I'm sorry. We can't hear you.

6               MR. EBERSOLE: Maintenance in the aircraft and the  
7       tendency to look on the pilot as the focal point of troubles.

8               DR. MORAY: It is the irony the more automated a  
9       system you get, the more you put computer in, robots in, the  
10      more the system becomes autonomous, the more it is clear that  
11      human error is going to be maintenance error. Ultimately in  
12      the turnkey factory the only human errors are going to be  
13      maintenance errors, and as soon as you start thinking about  
14      that, and reflect upon the fact we are upgrading systems,  
15      including nuclear plants, more and more automation, it is  
16      clear that a major thrust toward maintenance has to be made  
17      because the more successful you are modernizing the plant, the  
18      more dependent upon maintenance you become and the higher the  
19      qualification the maintenance force is going to have to have  
20      to deal with it.

21              MR. EBERSOLE: Would you be interested in  
22      approaching the terrible problem that we have never solved  
23      about when do you automate and when you do not and for what  
24      reasons?

25              DR. MORAY: That is an interesting research topic.

1 and it is certainly one, it is one that some people, including  
2 myself, are actively working on, not surprisingly few people  
3 are. It is not an easy question to answer.

4 MR. EBERSOLE: I know that. We certainly haven't  
5 answered it.

6 DR. MORAY: No.

7 DR. EBERSOLE: Not even close to an agreement.

8 DR. MORAY: I think that is true. I think we don't  
9 know enough at the moment. And the problem is that you used  
10 to be able to appeal to something like physics laws--this is  
11 what humans do, this is what machines do best. That is  
12 becoming obsolete.

13 MR. WYLIE: I gather from what you said in your  
14 opening statements that you did not undertake to consider  
15 future designs?

16 DR. MORAY: No, we did not.

17 MR. WYLIE: However, the thing he is talking about,  
18 of course, is when you automate, when you do not automate, is  
19 something for future designs primarily.

20 DR. MORAY: Oh, yes.

21 MR. WYLIE: Also the plant can be designed in a  
22 number of ways to facilitate maintenance, for example, the  
23 German approach of four trains, so that you can take any train  
24 out for maintenance, and not affect your operations. You also  
25 design in on-line testing that does not affect operations.

1 things like that, that we don't do a lot of in this country.  
2 It would seem to me, of course, our Committee is facing, there  
3 are a number of advanced designs coming before the Committee  
4 that are seeking certification in the next few years, so it is  
5 very important that we look at those things.

6 DR. MORAY: Yes. Oh, yes.

7 MR. WYLIE: And they are human factors related.

8 DR. MORAY: Yes. Certainly; we heard from DOE about  
9 the inherently safe reactor design, and there was some, some  
10 hint, people were talking about having four small reactors run  
11 by one operator. This may be inherently safe, but that  
12 doesn't mean there are aren't human factors that have to do  
13 with, to do with workload, operator workload estimation,  
14 boredom if you like, shift problems and so forth. Yes, I mean  
15 the fact that you are going to more automated system doesn't  
16 mean there aren't human factors problems.

17 There are, however, unless you have a turnkey  
18 factory in which you switch it on and nobody ever goes in,  
19 then you push the human factors problems back to the design  
20 stage, and I think it is very important to remember that  
21 debugging software is probably harder than debugging hardware.  
22 As far as we can find out, nobody knows how to debug very  
23 large software systems.

24 I was talking to the person at Ontario Hydro a  
25 couple of years ago who is responsible for the software of the

1     Darlington and Pickering, and the way you debug the very large  
2     complex software systems, you try them out and when you find  
3     error, you fix it, try it out gain. You fix that. And you  
4     come up and curve toward performance where there don't seem to  
5     be any errors. When you can't find any for a reasonably long  
6     time, you say that is probably okay and then you use it, and  
7     you do not know whether three years down the road buried  
8     somewhere in the software there is something waiting to  
9     happen. Someone called it the pathogen in the system, an  
10    accident waiting to happen. And it is probably impossible to  
11    find them. I think it is literally true that given a  
12    sufficiently large software system you cannot guarantee, there  
13    is no way you can guarantee to find all the flaws in the  
14    software. Then you get into problems of how--this is getting  
15    a bit out of my field. I am not talking about the report. I  
16    am beginning to talk about some of my own opinions.

17           DR. SHEWMON: There is levels of flaws, too. There  
18    is the question of whether something goes to the wrong place  
19    or whether somebody by making a mistake can get you, how  
20    people can mock-up is something you are more familiar with the  
21    variety of than most.

22           DR. MORAY: Yes. There is another problem in a  
23    system sense about the software, and that is the way, what  
24    tends to happen these days because really first-rate software  
25    people are hard to come by, but the first bugs are fixed by



1 one person who leaves the company, works for somebody else,  
2 and the next few are fixed by something else and he then  
3 leaves and three or four years down the road you have got  
4 patches all over it and nobody actually knows how it works  
5 anymore. And you can never get the people back, and it is,  
6 you know, there is a sense in which it is probably neither  
7 debuggable nor fixable. It seems to be engineering solutions.

8 You commission separate, two or three separate sets  
9 of software and two or three separate sets of hardware by  
10 different computers, literally different; instead of having  
11 two FAXs, I have a FAX and CDC or something, and then you get  
12 software written by two different companies to do the same  
13 work, so it is rather unlikely that the factory which sends  
14 down a particular software package on a particular hardware  
15 package will simultaneously send the other software down on  
16 its hardware package when they are not actually physically the  
17 same.

18 DR. SHEWMON: You are suggesting this is a way to  
19 take care of common mode failure if say we have got redundant  
20 loops, one is completely different from the other one at least  
21 in software and computer?

22 DR. MORAY: That's what I am saying at the computer  
23 equipment level. I am not a computer science expert, but I  
24 cannot see how else you are going to guarantee real  
25 redundancy.

1 MR. EBERSOLE: But the--

2 MR. MICHELSON: The hardware is suffering from the  
3 same problem. At the same time it has also been patched by  
4 people who have now left and other people don't realize that  
5 the bug is built into the hardware particularly in control  
6 systems.

7 DR. MORAY: Maybe the lesson, maybe the lesson is  
8 simply redundancy is not all what it seems to be.

9 MR. MICHELSON: It may not be.

10 DR. MORAY: One tends to rely on, and actually I'm  
11 sorry, I am getting way away from my presentation. I think  
12 one very important thing to remember is that even if  
13 redundancy is all it seems to be and hardware, that if you put  
14 two humans side by side, if you multiplex two humans, you  
15 don't get the same effect as multiplication of hardware. If  
16 you have two people, one of whom is checking the work of the  
17 other, that may be better or worse or no different from having  
18 one of them because what, the first one may think is wrong if  
19 it is going to be checked, I don't have to pay so much  
20 attention to it, and the second one may think since he has  
21 done it, I don't have to check it all that well, and there may  
22 be status problems as to one sees the other as his superior,  
23 and/or whatever, and you really cannot tell. There is  
24 absolutely no way that if you take the probability of human  
25 error as being  $P$ , if you have two humans, that it is  $P$  squared

1 and so on; absolutely not.

2 DR. LEWIS: I have some long, some experience with  
3 large software programs and there it is almost always the case  
4 that if one programmer checks the work of another programmer,  
5 he will not find the errors, but if you take a programmer who  
6 has never been exposed to the subject and put him in the dark  
7 room and force him to do it over again, the answer will turn  
8 out different, but people cannot check other people's work.  
9 They can only do it themselves in the software business.

10 DR. MORAY: I think that is a common experience. It  
11 is almost never possible to use somebody else's program. You  
12 always end up writing your own.

13 DR. LEWIS: Back on the subject of redundancy, in  
14 this agency there seems to be a little bit of confusion  
15 between the word redundancy and the word diversity. At least  
16 I think there is some confusion, and the question of  
17 diversity, you mentioned it in the context of software, having  
18 a completely different program, parallel, is a tradeoff  
19 because sometimes it is better to have technical redundant  
20 components. Other times it is better to have diverse  
21 components. Depends on the failure rates, and the degree to  
22 which you have compromised yourself by going to diversity. It  
23 is by no means a trivial question.

24 DR. MORAY: I don't think it is. And it is not a  
25 trivial question when you are talking about humans.

1 MR. WARD: Why don't we take a fifteen-minute break  
2 at this point?

3 DR. REMICK: Reconvene at ten minutes after ten.

4 (A brief recess was taken.)

5 DR. REMICK: Can we please reconvene, Mr. Ward?

6 MR. WARD: Okay. Neville, continue as you will.

7 DR. MORAY: With your permission, I will get on to  
8 the, some of the substantive recommendations that we have, we  
9 wish to make in the record.

10 The first one has to do, to do with how research  
11 should be conducted, and there are a number of topics that we  
12 want to raise here.

13 One is that a lot of research in the past has been  
14 run through and by the national laboratories who have done a  
15 very good job, but we would like to see the research community  
16 extended to try to bring in more people from universities and  
17 other research institutes.

18 We also think that the quality of the research would  
19 be improved by peer review, and we think the peer review  
20 should occur not just at the end of the research but actually  
21 at the time when RFPs are prepared. It would help--the NRC  
22 human factors group has suffered from being very undermanned  
23 and overworked, and I think that one of the reasons that they  
24 have had to use the national laboratories as intermediaries in  
25 running their research is because of that.

1           Now the trouble is that that's wasteful of funds  
2       because everybody is creaming off overheads as you go down  
3       layer after layer, and also really it would be preferable that  
4       the NRC should manage its own research program. For that they  
5       need more people.

6           But they could make use of we feel something rather  
7       like ACRES but just for the human factors, and I believe I  
8       have heard that Mr. Beckshard may be in fact implementing  
9       something like that, sort of an advisory group on human  
10      factors so that at the time that research problems were  
11      formulated and an RFP was sent out, that would be subject to  
12      peer review. The bids would be subjected to peer review, and  
13      the reports at the end of the research would be subjected to  
14      peer review.

15           This has been done once recently in their programs  
16      with I think considerable success in a program of research on  
17      modeling the human errors, how human errors arise. That's a  
18      standard way of getting good quality research out of the  
19      research community. It wouldn't be particularly expensive. I  
20      think you could get people, find enough people who had, were  
21      prepared to give their time in the public interest to do this.

22           DR. LEWIS: I note with some amusement your vugraph  
23      says you recommend involving a diverse group of knowledgeable  
24      people, but you don't say anything about redundancy.

25           DR. MORAY: Yes.

1 MR. WARD: Every committee is redundant.

2 DR. MORAY: The thing is that one thing that the  
3 peer review process might be used for is in fact to try to get  
4 the research to ensure the research is slanted toward  
5 usefulness. I would like to see that done. There is a  
6 tendency if you get universities involved in doing  
7 research--maybe I can put it this way, that the panel felt  
8 that it is important to see the results of research not just  
9 as the accumulation of facts. I will come back to this when I  
10 talk about PRA work, but essentially the reason for doing  
11 research on human factors in nuclear power safety is to see  
12 the existing situation as being one which is sending out  
13 signals, even think of it in control theory as signals, that  
14 the existing situation sends out signals saying there is  
15 something wrong with the system, all right, accidents,  
16 incidents, and the point of research is to act to take these  
17 error signals if you like in a closed loop sense and generate  
18 appropriate control actions.

19 Research is not just to acquire information, and in  
20 order to get academic, university researchers particularly to  
21 really work in that context, I think the peer review would be  
22 one way of doing that. Peers may be not just academic, also  
23 be people from industry, to help NRC's small human factors  
24 staff to monitor the quality of the research. That's--yes?

25 DR. REMICK: What is the evidence to the first

1 sentence of your second paragraph there that there are  
2 barriers to accessibility to simulators?

3 DR. MORAY: It is quite, well, it is quite simply  
4 this. If I want to do research on human behavior in the  
5 operation of a nuclear power plant, I can do it at about three  
6 separate levels. I can take a very small and specific problem  
7 and do it in my laboratory. I can use my IBM PC or work  
8 station or whatever and simulate a part of a display. If I  
9 want to find out, for example, whether one kind of display is  
10 more legible than another, whether analog display is better  
11 than digital displays, I can do that in the laboratory, and I  
12 can do it sufficiently well to be sure that my results will  
13 transfer to a real situation.

14 If I want to do research on what happens over an  
15 eight-hour shift when people are controlling a real, something  
16 like a real plant with two or three people involved, and the  
17 kind of interactions which are involved in a real nuclear  
18 power plant, then I need something which embodies the  
19 properties of a real plant, and that's a simulator. That's  
20 the other extreme. In between there are part task simulators  
21 and so forth.

22 DR. REMICK: It is a very strong statement--there  
23 are barriers to that, and that sounds as if somebody has been  
24 turned down. I am wondering what evidence there is that  
25 people have been turned down trying to get access recently.

1 DR. MORAY: I have talked to utilities once or twice  
2 and said you know, I have certain research topics which I  
3 would like to investigate in connection with this, and the  
4 topics seemed to them quite sensible, and the answer is--is  
5 there any chance of being able to do it on your simulator?  
6 And the answer is no because we use our simulator every day  
7 all day for training, and licensing, and it is just we simply  
8 cannot provide you with a time. It is so expensive to run,  
9 and it is so heavily used that we can't set aside time for  
10 research. Now I am not saying it is impossible.

11 DR. REMICK: Is this in recent years?

12 DR. MORAY: Oh, yes.

13 DR. REMICK: Has any effort been made to utilize the  
14 NRC simulators?

15 DR. MORAY: They don't, they don't--

16 MR. WEISS: No. We just acquired them. They have  
17 not been used for research at all.

18 DR. REMICK: Might they be?

19 MR. WEISS: It is possible, yes.

20 MR. WARD: I guess one problem with that, of course,  
21 is that for at least some of the research you want to do, you  
22 need not only the simulator but you need a crew.

23 DR. MORAY: That's right. By barriers we don't mean  
24 malicious barriers or barriers of ill intent. We just mean  
25 that in fact, you can't get at them, for whatever reason. The



1 facilities are not available. I mean there has been talk of a  
2 national center for either nuclear human factors research or  
3 complex systems research.

4 DR. REMICK: The thing that worries me, by that you  
5 have the simulator, maintaining a simulator up to date is a  
6 continuous problem, and you talk about crews. If you are  
7 going to have a national center, you are not going to have  
8 knowledgeable operating crews, so it seems to me that utility  
9 simulators are the best. I do know of cases where utilities  
10 are making their simulators available for removal or even for  
11 university course work, systems courses and so forth, so some  
12 utilities are doing it. I was just wondering how widespread  
13 the barrier is.

14 DR. MORAY: On the panel when we--it was felt there  
15 were several of us who were interested in doing research, in  
16 selling people from the university or research groups in a  
17 vender supply and so on, and up until now, say a year ago, the  
18 feeling was that it was extremely difficult to get access to  
19 simulators of this kind.

20 What we are saying is that there is a real, already  
21 two kinds of problems of transfer of research. One is if I do  
22 it in the laboratory, it may not work in the real world. And  
23 that's notorious. I have to, I do, personally I do research  
24 on fairly high technology process control type of topics. It  
25 is, by my standards, the work I do is expensive, slow, and

1       difficult, and I think some of it will transfer to real life  
2       tasks, but I am not sure. At some point or other I will go to  
3       somebody with a simulator and say I have got all this work  
4       done, now I would like to try it out in a real situation, can  
5       I use your simulator, and they may say yes. That's a sort of  
6       intellectual problem of transfer of results.

7               Whether the laboratory results generalize to the  
8       real world; in human factors research, it frequently doesn't  
9       unless you are very careful how you do it.

10              The second reason for wanting to get access to  
11       simulators to do research is I think plausibility. If you  
12       want the industry to believe that there, the results you find  
13       actually will make a difference to their plants, it is much  
14       more convincing--

15              DR. REMICK: I am not questioning the need to use  
16       the simulator. It is a question about whether there is access  
17       or not, and I think one way, that experimenters have to get  
18       the utilities or the industrial organizations interested in  
19       research so that they would help make those facilities  
20       available.

21              DR. MORAY: I agree completely.

22              MR. MICHELSON: Have to do a sales job.

23              DR. MORAY: Absolutely. In our report, we suggest  
24       in fact that organizations like NUMARC and INPO could be sort  
25       of brokers between the university community and NRC, that if

1 NRC--another way of getting cooperation in less adversarial  
2 things which is not going to in any way imperil the quality of  
3 regulation is to, for NRC and INPO and NUMARC to get together  
4 to provide research help, to provide research facility access  
5 for the people doing the research.

6 You know, don't forget it is only recently any  
7 simulators have been around. If you are talking five years  
8 ago, you won't have had access because there weren't any.

9 DR. REMICK: It was why I asked for recent evidence.

10 DR. MORAY: It may be getting easier. But it is not  
11 easy.

12 DR. SIESS: Again, with relation to this slide, but  
13 another aspect of it, with reference to peer review, in  
14 another area of research where the NRC had been urged to get  
15 peer review of research, reports of research results, the NRC  
16 response has been to direct the researchers to publish in  
17 referee journals.

18 Would you consider that an adequate form of peer  
19 review?

20 DR. MORAY: No, I wouldn't. That's an adequate form  
21 of peer review for ensuring that people get tenure on the  
22 basis of the research they have done for NRC, but that's not  
23 really the issue.

24 The issue is peer review which both ensures the  
25 scientific quality of the work, and also ensures that it is

1     seen as relevant to the solving of industrial problems, and  
2     those are not necessarily the same things. I was saying  
3     during the break that we are faced at the moment with a rather  
4     bizarre situation where we have a professional journal called  
5     human factors, and now there is talk of founding a send one  
6     called applied human factors, and I must say I find that  
7     strange, because if human factors is not applied, what are we  
8     doing it for? I mean--and I think that really is a serious  
9     issue.

10           Another problem, of course, is is it the case that  
11     we have a sufficiently sophisticated group of human factors  
12     professionals who could peer review nuclear human factors  
13     work? And I think the answer to that is probably yes. There  
14     was enough, there have been enough people involved in the  
15     first few years of the NRC human factors program as  
16     consultants and contractors and research workers that we can  
17     find it. There won't be in another few years unless the  
18     program runs again, but yes, you could find people  
19     sufficiently knowledgeable to do it. They are not all that  
20     many, but there are enough. It will be better than not having  
21     any.

22           So these recommendations toward improving the  
23     quality of research.

24           (Slide)

25     DR. MORAY: Continuity, we do feel that it is more

1 important to have continuity than to have very large funding,  
2 not more than to have adequate funding, but certainly  
3 continuity of research is important.

4 NRC's human factors people have suffered from sort  
5 of on again, off again decisions. Programs get put on hold or  
6 cancelled and then started up again, and through pressures for  
7 various kinds inside NRC. That is not the way to do good  
8 research. You have to maintain the research community's  
9 interest if people are going, if the good people are going to  
10 go on bidding to do the research, and it is, a sustained  
11 moderate program over several years is going to be more  
12 productive than a few large one-shot projects we believe.

13 (Slide)

14 DR. MORAY: This, we have transfer of knowledge, we  
15 have already talked about. There is a large amount of human  
16 factors knowledge out there. It is not nuclear specific, but  
17 it is has to do with everything from shift work and  
18 organizational behavior down to knobs and dials in the control  
19 room. It is clear that that is, has not in the past been  
20 adequately used. That was documented by the EPRI studies of  
21 control room design back in the late '70s. Some of the new  
22 control rooms are now looking much better and have used human  
23 factors work.

24 In many cases, it is not research that is needed but  
25 application of existing knowledge, and to have that happen, we

1 have to improve transfer of knowledge from the data base to  
2 industry, to designers, and to management in particular.

3 We have some recommendations to how that might be  
4 improved, but clearly there is something not working well at  
5 present. The information is not getting transferred. Now  
6 again a few years ago it was quite difficult to find the data.  
7 Now there are a number of handbooks. There have been several  
8 handbooks published in the last two or three years. There is  
9 a major handbook of human factors information about to come  
10 out from the United States Air Force, and for basic control  
11 room decisions, there should be no problem at all in finding  
12 data now. There really should be no difficulty in finding  
13 data on things like shift work, and the research here is not  
14 content research, but research on better methods of  
15 transmission of information. We would like to see some  
16 methods done in that way.

17 DR. REMICK: In arriving at this recommendation, was  
18 there any consideration of whether the NRC should publish an  
19 annual review compared to possibly DOE or EPRI?

20 DR. MORAY: The reference to the annual review  
21 starts from the fact that NRC does in fact publish an annua  
22 review of its research. At least in the human factors, at  
23 least it did when it had it, but when you look at that, it is  
24 not in a form which would be particularly useful. If I were a  
25 plant manager, and I wanted to understand what new research

1 had been done which would help me to improve my plant, it is  
2 clearly a document to, for internal consumption, to tell the  
3 rest of the organization what has been going on in this past  
4 year.

5 Now we want to go beyond that. What we would like  
6 to see done is an annual review of research which is relevant  
7 to the need of the nuclear industry, not just research that is  
8 done by the NRC. Rather like the annual reviews of physics,  
9 annual reviews of psychology, annual reviews of pharmacology  
10 and so forth.

11 Yes, it could be done by any of those bodies. We  
12 don't really mind. In fact, we would like to see this as  
13 being a compendium of research which is relevant to improving  
14 human factors in the nuclear industry regardless of where it  
15 comes from. It should combine work done by NRC, by DOE, by  
16 EPRI, by psychology, by, you know, it requires people to scan  
17 the journals and find out all sources of research, and then  
18 write it in a form which would be let's say attractive to  
19 industry. That it would become--

20 DR. REMICK: That might be a function of EPRI rather  
21 than the NRC it seems to me.

22 DR. MORAY: Well, we do think that, we keep coming  
23 back to this in a sense, that there is no reason why EPRI--we  
24 look, in the report, we do discuss the possibility of EPRI,  
25 INPO, DOE, IEEE even doing research, and we spent some time

1 considering whether a regulatory agency should in fact do  
2 research, and we came to the conclusion in the end that yes,  
3 it should, because while EPRI's research is certainly of a  
4 high quality, they have done some excellent work, some of  
5 their publications are absolutely first rate, it is clear that  
6 their agenda is going to be strongly shaped by the perceptions  
7 from inside the industry as to what is important and what  
8 isn't, and INPO doesn't do research. It is not in its  
9 charter. And DOE has its own interests and its own job. And  
10 IEEE is not a research organization either, and when you go  
11 down this list, you are left with the conclusion that yes, NRC  
12 must direct research.

13 But we would certainly favor cooperative activity.  
14 The problem is if you give it to EPRI, in a year or three  
15 years down the road that EPRI doesn't, decides that it is  
16 worth doing, then NRC will have to take it back, should take  
17 it back anyway. We would not object to NRC coming to an  
18 arrangement with EPRI whereby EPRI would do it, but I think it  
19 needs pushing from NRC, and not just left it to EPRI.

20 Yes?

21 MR. SERIG: Do you envision a document something  
22 like Mil Standard 1472 where there is a custodian and that  
23 document under goes periodic upgrade where knowledgeable  
24 experts within the subareas of that document contribute to the  
25 upgrade?



1 DR. MORAY: You don't need a new document like that.  
2 There are enough of them around anyway. There is the Mil Spec  
3 1. There is the EPRI volume on control rooms, there is the  
4 EPRI volume on design maintainability. There is the USAF  
5 engineering data compendium. There are lots of them around.

6 No. What we are talking about is simply a  
7 relatively small document, put out on an annual basis which  
8 summarizes research from all sources whether it is social,  
9 whether it is sociology, or an NRC contract on a highly  
10 technical problem like EOP design, and just is available.  
11 Each year a volume comes out and says look, here is a list and  
12 a short description of work that is, that has been done in the  
13 last twelve months or more likely to be year before that,  
14 which is of relevance and we think of usefulness to industry,  
15 to improve the human factors efforts, improve safety and  
16 productivity.

17 DR. REMICK: Would the questioner please identify  
18 yourself?

19 MR. SERIG: Dennis Serig, Liability Human Factors  
20 Branch of the RAS.

21 DR. MORAY: I wouldn't like to see a big volume.  
22 You just added little bits and I think this should be sort of  
23 annual.

24 MR. MICHELSON: Is this annual form that is produced  
25 in these other fields, is it prepared by people who have

1 reviewed these articles and are knowledgeable of how they  
2 might be applied with some then discussion of how they might  
3 be applied?

4 DR. MORAY: No. The existing ones, annual reviews  
5 of physics and chemistry and so on, are scholarly compendia.

6 MR. MICHELSON: What the industry I think needs in  
7 this case is something that the people who are already very  
8 busy can pick up and without too much additional effort at  
9 least find out if there is something here I need to know about  
10 and then it can go back and give you the detailed articles.  
11 If you don't whet their appetite, they are not going to pay  
12 any attention to scholarly documents.

13 DR. MORAY: They shouldn't be scholarly documents.  
14 They should be usable documents.

15 MR. MICHELSON: What I think the nuclear industry  
16 community needs is somebody who sits down and who understands  
17 all this work and who can convert it into ideas at least as to  
18 how it might be applied, and I, I like, that's the kind I  
19 would like to read because I don't have time to read more than  
20 that.

21 DR. MORAY: I agree completely. I am not, we are  
22 not--when I talk about research in this context today, I am  
23 not talking about scholarly research, to be published in  
24 archival journals. I am talking about research which is  
25 useful.

1           MR. MICHELSON: Scholarly research needs to be done,  
2 but then somebody needs to convert it into language and ideas  
3 understandable to the general designer or the general  
4 maintainer, whoever.

5           DR. MORAY: Yes. I have never understood why people  
6 think that is a particularly difficult undertaking.

7           MR. MICHELSON: It isn't, but it is not, it is dog  
8 work so to speak, and not, a scholarly individual doesn't want  
9 to get his hands dirty with that sort of thing.

10          DR. MORAY: I think it is quite fun actually.

11          MR. MICHELSON: You are perhaps the exception.

12          DR. MORAY: It is a worth, you get a lot of reward  
13 for actually--but I agree. It doesn't get you tenure.

14          MR. MICHELSON: Doesn't get the originality reward.

15          DR. MORAY: And doesn't get you tenure, and that is  
16 a problem, but it is, there are people who can do it. All we  
17 are saying is that we really need, there is no point in doing  
18 the research if it doesn't get used. We are not asking NRC to  
19 support basic research for the good of the research community.  
20 We are talking about a program which must lead to work which  
21 is not merely useful but used. Otherwise there really is no  
22 point in doing it.

23                 So whatever I say, please bear that in mind. That's  
24 the, I may talk as if I am thinking about scholarly research  
25 of no particular use whatsoever, but that is not actually the

1 point.

2           Dissemination of nuclear industry human factors  
3 research, we do think that there is a need to improve  
4 communication, and in particular, there is a lot of useful  
5 information at NRC, at EPRI, at INPO. It is difficult to find  
6 it at INPO because as you probably know, you can't get at INPO  
7 unless you are in the industry. I can't get hold of INPO  
8 documents at all. If I ask INPO for a document, a couple of  
9 times I have asked for some of their documents which are  
10 excellent to use for teaching, and the answer is no, can't  
11 have them. You have to go to the utility. If the utility  
12 will get them for you, you can have them, but INPO is a closed  
13 book to the research community, unfortunately.

14           But it would be I think a step in the right  
15 direction to try to get some kind of coordinated bibliographic  
16 data base with NRC and the other agencies.

17           MR. MICHELSON: Human factors data base, is that  
18 what you mean?

19           DR. MORAY: I am talking about human factors data  
20 base. For all I know, the other ones exist.

21           DR. REMICK: When you say human factors data base,  
22 how broadly are you defining it? You told us earlier that it  
23 was a very broad definition including management.

24           DR. MORAY: At least, when--you could define it  
25 let's say at least to include those publications which have in

1 the past come out of NRC's own program.

2 DR. REMICK: How broad? Would it include management  
3 issues?

4 DR. MORAY: Yes. They have sponsored research on  
5 management issues.

6 DR. REMICK: You indicated it includes PUCs and  
7 regulatory--I am not sure how far you want this to go.

8 DR. MORAY: I want it to be one--

9 DR. REMICK: I think this is an excellent  
10 suggestion.

11 DR. MORAY: It really doesn't take all that much  
12 effort. It is trivial these days given the computer, cheap  
13 computing power now. And I would say that if I were at NRC, I  
14 would want at least all my own documents, all NRC's own  
15 published documents, NUREGs and NUREGs CRs, to be on the data  
16 base, with key words search. That is an absolute minimum.

17 DR. REMICK: You are talking about--

18 DR. MORAY: Yes. It shouldn't take--you know, if  
19 somebody comes to me and says can I have a complete list of  
20 all your human factors publications, it shouldn't take a  
21 relatively senior person days of his time to dig them out.

22 DR. REMICK: I guess I am still confused because  
23 human factors as you defined it includes things that you said  
24 environment. It goes out beyond the technical issues to  
25 the--I mean let me look at your chart. How far would you want

1       that because if you get too large a data base, then it is very  
2       difficult to use.

3               DR. MORAY: No. That's not true. If you have a  
4       decent accessing system, retrievable system, it is not  
5       difficult to use at all. I use Dialogue regularly which has  
6       thousands of journals on it, and I don't have any problem  
7       using it at all. It's just a question of will you get a good  
8       data base?

9               DR. REMICK: Suppose I--

10              DR. MORAY: I would say NRC should put all its  
11       NUREGs and NUREGs CRs into a data base with a good retrievable  
12       system.

13              DR. REMICK: Now I want to access human factors.  
14       How far do I go?

15              DR. MORAY: You say human factors, and it says we  
16       have 400 articles, and you say human factors and control  
17       rooms, and it says we have 20, and you say human factors and  
18       control rooms and procedures, and it says we have four and you  
19       say give me the abstract.

20              DR. REMICK: I am looking for the definition of  
21       human factors in that sense.

22              DR. MORAY: With a modern data base, you can work  
23       from the raw documents. If it is in the title or the  
24       abstract, the retrievable system will pick it up.

25              DR. REMICK: How about management issues?

1 DR. MORAY: You type management, human factors and  
2 management and nuclear power. That's what I do. When I get a  
3 contract, that's what I do.

4 MR. MICHELSON: This is heavily dependent upon  
5 writing abstracts that are pitched toward the system of  
6 searching. If you are going to device--abstracts aren't now  
7 prepared necessarily that way, so it is a lot more difficult.

8 DR. SHEWMON: Many journals have been having key  
9 words as a requirement for years.

10 MR. MICHELSON: And if you write your abstract the  
11 key words, it is great, but if you are writing an abstract not  
12 having anything much in mind--

13 DR. MORAY: This is a sort of super human fallacy.  
14 You are saying it would be very difficult to find an article  
15 if it wasn't encoded in the right way, if I were looking it up  
16 on computer. It is not easier to find it if you are not  
17 looking it up on computer.

18 MR. MICHELSON: Anything is better perhaps than not  
19 having--

20 DR. MORAY: The existing situation.

21 MR. MICHELSON: Yes. But it works better, of  
22 course, once you know the system and then write the, and  
23 extract it from the system.

24 DR. MORAY: Now days you don't even have to do that  
25 storage. You can put the documents in.

1 MR. MICHELSON: I have tried those systems, too. It  
2 is an experience trying to figure out how to search such large  
3 data bases.

4 DR. MORAY: It is easier to search a large data base  
5 than a poorly organized large library which doesn't have the  
6 journals.

7 MR. MICHELSON: Always easier.

8 DR. MORAY: That is all we are saying at the moment.  
9 It is virtually impossible to find out the data and with very  
10 little effort and money it would become accessible to people  
11 at the push of a button.

12 MR. MICHELSON: NRC, there is even greater  
13 interesting source of human factor information, and that is in  
14 the form of inspector's reports, deficiencies reports and so  
15 forth, which again there is no way to search because they are  
16 not key worded into a search system. I don't think you  
17 necessarily meant to go to that extent, but I think there is  
18 some valuable information there that you just simply can't  
19 retrieve easily.

20 MR. WARD: I think we probably need to move on.

21 DR. MORAY: Right. Let me come to the specific  
22 research topics we have chosen. You may remember that I said  
23 that out of a very large shopping list we have decided, we  
24 have tried to narrow down the proposals and we have chosen a  
25 number of topics for immediate, which we propose as immediate



1 research topics on the basis of three criteria. Some research  
2 topics may have a critical impact on safety and must be  
3 addressed immediately. Some areas, research is needed as a  
4 basis for evaluation. And some research may be essential  
5 building block for long-term program, and in all cases, the  
6 research should be aimed at management, maintenance, and other  
7 ancillary workers as well as control room operators.

8 (Slide)

9 DR. MORAY: The first area of research we have  
10 called human system interface design, and you have a  
11 second--were those the ones I gave you last night? They are  
12 just stuck in the back looseleaf; just before the conclusions  
13 there is an extra set of pages. And what I am going to do is,  
14 for example, this one, human interface, system interface  
15 design, what I am going to do is go into a little more detail  
16 than the last time I presented this work as to what the topics  
17 are.

18 MR. KRAMER: Joel Kramer, NRR--Neville, could you  
19 describe a little bit how the panel made the determination of  
20 what was critically important to safety as your criteria?  
21 What was the basis for the process?

22 DR. MORAY: Yes. We began by, we spend sometime  
23 essentially looking through the topics which NRC hadn't done  
24 research on, looking at the relative weight that had been put  
25 into work in the past, and looking into, considering what we

1 knew about recent incidents at nuclear power, and also going  
2 on the basis of our general, general knowledge of, since  
3 several of us have spent a number of years doing consulting or  
4 work in this area.

5 We felt that there were a large number of questions  
6 to which we would prefer to know the answers if we were, if  
7 somebody came to us and said how can I improve the operation  
8 of plants in this area, we asked would we have an answer for  
9 that?

10 After that we began to look at it in a different  
11 way. We said are there things, are there going to be  
12 innovations coming up where regulation may be required soon,  
13 and we feel that we do not know what the answers should be  
14 about this. And that led particularly to some of the  
15 questions on automation and computer developments, and we felt  
16 these were important, these were urgent because we knew that  
17 there were companies and vendors who were working on certain  
18 kinds of innovation, particularly AI and computer-assisted  
19 systems and since they were about to start marketing them, it  
20 was important to find, important that NRC should have answers  
21 to problems about ensuing--because the utilities were going to  
22 come to NRC and ask permission to use new technical  
23 innovations, so that was the first criterion that we knew of,  
24 the existing technological innovation for which we did not  
25 know, for example, how to, how to assess them.

1           Other questions, the basic research, the long-term  
2       ones, we felt there were certain topics which were going to  
3       require a great deal of research, most of which would feed  
4       into making increasing safety, and therefore we better be  
5       started now and just kept going, for example, causal models  
6       for human error, so it was really, I think those are the two  
7       major things.

8           There were certain basic knowledge which we don't  
9       have, but it is bound to help, and therefore that research  
10      should be started and should be run continuously for a long  
11      time.

12           On the other extreme, there are certain particular  
13      topics which we know NRC is going to be asked about in the  
14      regulatory context soon, and therefore one should try to get  
15      the answers to those quickly.

16           Is that a satisfactory answer?

17           MR. KRAMER: Partially I guess. The question is for  
18      any of these things activity is ongoing, the question is how  
19      important is safety? How is it measured and how is it  
20      determined?

21           DR. MORAY: Right.

22           MR. KRAMER: And that detailed process from a  
23      technical standpoint I am still not sure how the panel dealt  
24      with that.

25           DR. MORAY: We did not sit down and say do we know

1 the probability of, the probability of human error of a  
2 particular kind? If we do this research, can we say that the  
3 probability will drop from P1 to P2 as a result of this  
4 research? Because frankly we don't believe in those numbers  
5 in the context of humans.

6 I think our feeling was that the research we  
7 proposed will lead to safer systems, maybe what our natural  
8 judgment, we may regard as qualitative judgment. We cannot  
9 say by what percentage it will change. Furthermore, nobody  
10 can. Furthermore, it is probably in principle impossible.

11 I guess the answer, I mean the real answer is that  
12 as with NRC, most NRC specialist panels working on topics like  
13 this, the reason those, the people on the panel are brought  
14 together is the feeling that their collective expertise and  
15 wisdom over the field puts them in a position to make a  
16 collective judgment where there is no, were there are no hard  
17 numerical criteria. If you had hard numerical criteria, you  
18 would not need to pay the National Research Council to do this  
19 work. I mean we are being asked to criticize expert judgment  
20 which later on puts me in an embarrassing position, but  
21 essentially are asking for expert judgment, okay. I think  
22 that may be the answer you are looking for.

23 In the field of human interface design, human system  
24 interface design, the most important topics we feel have to do  
25 with computer aiding, either computer based information and

1 display systems, and automation and computer based performance  
2 aids. The reason we feel that these are important is because  
3 they are examples of things which people are about to try to  
4 sell to the industry. They may be expert systems. They may  
5 be computed aided diagnosis, or they may be computer based  
6 operating procedures.

7 The most critical thing in this area is that nobody  
8 knows how to assess the quality of expert systems. I have  
9 done a little bit of work on certain systems myself and one or  
10 two other people on the panel have as well. It is remarkably  
11 easy to build an expert system these days with the software  
12 shells you can buy off the shelf. It is extraordinarily  
13 difficult to tell whether you have got a good one, and I have  
14 read no papers which convince me that anybody knows how to do,  
15 to tell whether you have got a good one or not.

16 I was looking at a paper that said validation and  
17 verification and assessment of expert systems yesterday, and  
18 it is garbage, and it is from a major journal in the field.  
19 It is clear that it is not enough as the academic criteria  
20 might be to show that this expert system behaves like a human  
21 because the reason you are putting it is it that you want it  
22 to be better than a human, but how you tell whether you have  
23 got a good one or not is totally unclear. Usually it is an  
24 existence proof. Switch it on and it gives you some  
25 expertise, but we do not know how to tell whether you have a

1 high quality artificial intelligence system to support  
2 decision-making, and we do not believe that NRC should get  
3 into the business of building expert systems or computer aids,  
4 or of paying other people to do some. That is a real black  
5 hole for absorbing money.

6 DOE has got some people working on certain system  
7 development. EPRI has people working on expert system  
8 development, and NRC should leave system development alone.  
9 Let other people do it. What they should do is develop  
10 research to enable them in a regulatory context to say whether  
11 or not a particular computer is good enough to be put in a  
12 plant, and that is a very important issue. It is going to  
13 come up for judgment very soon and we don't know how to do it.

14 On the operating side, there are also problems to do  
15 with computer aided displays, what are the best kind of  
16 displays, computer aided SPDSs, SPDS have become in fact a way  
17 of getting computers into control rooms which are basically in  
18 the States not computer oriented.

19 Operating procedures, there is still problems to do  
20 with operating procedures. The symptom based versus problem,  
21 whether or not they should be computerized or not. How to  
22 tell when you have a good, valid operating procedure; there  
23 are big problems in innovation. One of them is that if you  
24 give people a new piece of equipment with which they are to  
25 work, for example, a new kind of display, say the star graph

1     displays, for the, not the variant displays, one would expect  
2     it to take many hours or indeed days or perhaps even weeks for  
3     operators to become used to new equipment. And it is very, it  
4     is methodologically extremely difficult and very expensive to  
5     validate a new method, relatively trivial table top laboratory  
6     based experiment. I now have to find, I have to practice my  
7     subjects for say maybe several weeks, 10, 20, 30, 40 hours  
8     before I check my data on trivial table top simulation of  
9     small thermalhydraulic system. If I put in new displays, I  
10    want to tell whether it is a good one. Unless it is  
11    blindingly good compared to the old one, I would expect  
12    negative transfer effect, to take sometime for operators to  
13    learn how to use it and to give up their old habits. To tell  
14    what their behavior is going to be like in the limit is going  
15    to be difficult, time consuming, and that's not, that's a real  
16    problem for innovation. And one should I suppose require the  
17    vendors of new equipment to show that they have validated the  
18    qualities of their displays. Certainly research needs to be  
19    done. There all these areas of human system interface design.

20                   (Slide)

21           DR. MORAY: The second area is personnel  
22    sub-systems, and the main things here are maintenance, and  
23    enhancement of operational skill, improvements in the  
24    licensing examinations, and problems to do with shift  
25    scheduling and vigilance. I spelled that out a bit further in

1       Furn.

2                   (Slide)

3               DR. MORAY: We still need better methods of telling  
4       whether training is effective or not. There are a variety of  
5       new methods of training being explored in military contexts  
6       and in certain other industrial contexts. There is a, since  
7       we now have whole task high fidelity simulators, there is a  
8       tendency to use them. You have to train people on the entire  
9       system, may not be the most effective way. There may be  
10      particular sub-systems on which it is more effective to train  
11      people on a small simulator, part task simulator, to give them  
12      intense practice on subsections of the task.

13              The trouble is if you train them on a whole  
14      full-scale simulator, it takes a long time to run an incident.  
15      And you are effectively giving--the amount of time that they  
16      spend on a particular part of the training given that you are  
17      working with a full-scale simulator is relatively small  
18      because it takes place in the context of the entire operation,  
19      of the whole simulation. It may be that there are certain  
20      particular tasks, say some particular set of manipulations  
21      during start-up which could be taken out and put in a part  
22      task simulator which is very small, very cheap, put on a PC,  
23      give people intense practice on that particular sub-skill  
24      which is a particularly difficult one, and it would be far  
25      more effective to train that intensively on a part task



1 simulator and then transfer the training to a whole task  
2 simulator from time to time.

3 Exploratory, embedded training, exploratory  
4 training, there is this fundamental thing about how people  
5 come to understand the system they are working with. It may  
6 not, be that giving them drills on pre-planned incidents is  
7 not the most efficient way. There is the problem of training  
8 for rare unknown events. If the trainer cannot think of an  
9 event, then he cannot train the trainee to cope with that  
10 event. And one needs to understand the fundamental problem of  
11 how you train people to cope with unknown events beyond design  
12 basis interests.

13 There isn't time to train people in one sense for  
14 all the design basis events, and in any complex system there  
15 are more ways of it going wrong than the trainer can think of.  
16 And this is a very important topic.

17 MR. EBERSOLE: In that connection, I think most  
18 simulators are unable to take the problem up if you postulate  
19 a failure involving total plant, of a single function which is  
20 critical, because the designers and the regulators have not  
21 required a presentation of a schedule of events which occurs  
22 when those unfortunate things happen, and certainly the  
23 computer is in ignorance of what happens and therefore the  
24 operator, but those things are quite available if you just  
25 search.

1 DR. MORAY: There are considerable evidence from  
2 LERs and actual history of events to suggest that the biggest  
3 problem for operators are not the large foreseeable events,  
4 large LOCAs. They are the problems where you get a number of  
5 trivial or even unnoticed plants of small sub-systems which  
6 really don't make my difference to anything until something  
7 else happens and then they discover there was a whole train of  
8 things.

9 MR. EBERSOLE: It takes two or three things in  
10 coincidence to really pile the problem up.

11 DR. MORAY: That's right, and it is, you know, the  
12 problem again is that to use a high fidelity, full-scale  
13 simulator to deal with those sort of problems is really taking  
14 an awful lot of time out of a very large system.

15 MR. EBERSOLE: Simulators simply aren't designed to  
16 cope with it. Whatever you put in comes out of them. You  
17 don't put those things in.

18 DR. MORAY: It is very important that whole task  
19 simulators should be present, because we know that skill  
20 declines when it is not practiced, particularly cognitive  
21 skills. Central motor skills, not too badly. I rode a  
22 bicycle for the first time in about 30 years, and after not  
23 riding a bicycle for 30 years you get on a bicycle, you can  
24 ride it. Maybe you can't ride it hands off around the corner,  
25 but you can ride it, but cognitive skills decline rapidly when

1 they are not exercised, and that's why the airlines use  
2 intensive retraining in full scope simulators, and the only  
3 way we know to keep up skills, to keep cognitive skills  
4 efficient over a long period, complex systems, is continuous  
5 training in simulators, and therefore it is absolutely  
6 essential to have some experience of full-scale simulation.

7 Operators distrust simulators which are not exact  
8 copies of the plant which they work on, for understandable  
9 reasons, so we are not saying that the money has been wasted.  
10 It hasn't--fundamental importance, they are there for training  
11 and retaining. Skill maintenance is keeping the skill up once  
12 it has got there. The learning curve is an asymptotic curve,  
13 but the moment you stop training, it doesn't stay up there.  
14 It continues to decline. And the only way to keep it up is by  
15 retraining at relatively frequent intervals, and so that  
16 certainly is an important thing, but one needs more research  
17 on how to deal with these other things, particularly how to  
18 train people for the unknown event.

19 It may turn out to be that you don't do the training  
20 on simulation. Maybe something else you should do.

21 MR. EBERSOLE: We have recently been inquiring and  
22 have found that postulating a total AC power plant, there is  
23 virtually no knowledge of sequential events that occur  
24 subsequent to that. Operator's ignorance of the first pinch  
25 point that he may face where he should have hit something but

1 hasn't, and the point where it is impossible for him to do  
2 anything because it is too late, it has been permanently  
3 damaged, I regard that as a rather serious detriment or void  
4 in the operator's knowledge and ability to cope with the  
5 plant, but it is, the cases we know, that you can't get  
6 anything done about it.

7 DR. MORAY: Well, that's, you know, and I guess a  
8 part of the research would be to do a review of things, of  
9 possible scenarios which need training, work out a way of  
10 doing it.

11 MR. EBERSOLE: It is hardly worthwhile to say when  
12 system A fails, start system B, but that has been the  
13 practice.

14 DR. MORAY: I mean in a sense what you want here,  
15 the distinction which is made in the trade becomes very  
16 influential between skill based, rule based and knowledge  
17 based behavior. Skill based behavior is highly automatic  
18 behavior. Writing a bicycle is an example. You respond to  
19 signals coming from the environment and without having to  
20 think about it at all, make the appropriate response.

21 Rule based behavior is essentially procedures. If  
22 the plant is in a situation, then I do this. If it is in that  
23 situation, then I do the other. And those rules may be  
24 spelled out as written procedures or they may be rules which  
25 are embodied in the head by training.

1           Knowledge based behavior is a situation where you  
2   look at the information and it does not match anything you  
3   have seen, does not match anything you have been trained for,  
4   then you have to start thinking what am I going to do about  
5   it?

6           MR. EBERSOLE: That was the case in TMI 2. They had  
7   no engineering knowledge handed to them, certainly not any  
8   procedure followed.

9           DR. MORAY: Right, but in fact operators do very  
10   well. You want to keep humans in there for the ability to  
11   deal with these sort of things. The question is how do you  
12   train for it it? We need research on it. We don't know the  
13   answer.

14          MR. EBERSOLE: I think you need to bore into the  
15   consequences of these very events and layer them out, but  
16   that's not done.

17          DR. MORAY: That's only the ones you can think of.

18          MR. EBERSOLE: You can think of some horrible things  
19   that for which currently at least somebody says well, we are  
20   not going to investigate that because--

21          MR. WARD: Jesse can think of more of them than the  
22   average person can!

23          DR. MORAY: Let me move on. Qualifications, there  
24   has been considerable amount of good work done by NRC on  
25   improving the quality of licensing examinations, and the way

1       those are done. We think there is still research to be done.  
2       Particularly there is need for research on the validity and  
3       reliability of the examinations. Do the examinations as they  
4       are carried out both the table top examinations and simulator  
5       examinations, do they actually tell you whether or not the  
6       person is well qualified? That's the validity problem.  
7       Reliability, are they independent of who administers them?  
8       Will you always get the same answer if the same person  
9       administers the examination the? Same student on different  
10      occasion, will you always get the same answer?

11               This is, there is research that has been done, good  
12      research. We are saying there is more of it needed, and it is  
13      needed fairly urgently because this is, the pool of employees  
14      is changing. There is, we are moving to a time when you may  
15      get less people come to you out of the nuclear Navy, have to  
16      take a wider pool of possible operators. Therefore, it is  
17      important to know how to do good licensing examinations.

18               Academic qualifications, we feel there is certainly  
19      room for research here. It is, this is the notorious problem  
20      of whether or not people should have degrees if they are  
21      operators or any of senior operators or whatever. There is a  
22      very peculiar state of affairs in the literature. We all, I  
23      think we all believe that academic--I use academic training  
24      in, the academic in quotes. What I mean is training in  
25      understanding of the fundamental mechanisms underlying the

1 process which you are dealing with, which you are operating  
2 with.

3 It seems that it must be the case that the more you  
4 understand about a process, the better you will be able to  
5 control it, the better you will be able to deal with it. In  
6 other words, knowledge must surely support skills. If one  
7 didn't believe that, certainly nobody would be suggesting the  
8 need for degrees.

9 There is a small amount of research that has been  
10 done on this topic in a variety of settings on a variety of  
11 problems in which people have been exposed to theoretical  
12 knowledge and tested to see whether it helps them to exercise  
13 skills. Without exception in the literature, it makes no  
14 difference at all. There is no, I know about eight or nine  
15 studies. Not one single one of them shows that adding  
16 theoretical knowledge helps the person to do the operational  
17 skill better.

18 Now that seems to me clearly nonsense. There must  
19 be something wrong with the research. I am not saying it has  
20 been done badly. It hasn't been done badly, but I cannot  
21 bring myself to believe those results. The fact of the matter  
22 is that in one sense it does make sense. You can read about  
23 how you t play a violin, and it won't--read as much as you  
24 like about it, doesn't mean you can play a violin, but on the  
25 other hand, another level, it seems it must be wrong. It can

1 not be true that teaching people fundamental understanding of  
2 the process they are controlling doesn't help them to control  
3 it if it is done correctly.

4 DR. REMICK: How about surgeons?

5 DR. MORAY: I clearly--you better know what part of  
6 the body it is you are cutting, although sometimes one  
7 sometimes wonders!

8 The point is, the only point we want to make is that  
9 if you look for objective evidence, the objective evidence  
10 says that theoretical knowledge doesn't help. What we feel is  
11 that, the correct response to that is to say we need research  
12 on how to ensure that theoretical knowledge does help.  
13 Clearly if you are faced with an unknown situation for which  
14 you have no procedures, the only thing you have got left is  
15 theoretical knowledge about how the plant will work, the  
16 engineering and the physics. Therefore, it must be possible  
17 somehow to learn how to transfer, get that knowledge,  
18 theoretical knowledge, to improve operational procedures, but  
19 we don't know how to do it at present.

20 MR. MICHELSON: Isn't it heavily dependent upon the  
21 time available for response?

22 DR. MORAY: Nobody knows.

23 MR. MICHELSON: Clearly if I have only a few seconds  
24 in which to do something, I am not going to react to all my  
25 theoretical knowledge. If an pilot also an engineer, it



1 wouldn't make a bit of difference.

2 DR. MORAY: The research shows as we have it that  
3 even if you have plenty of time, it doesn't help. For some  
4 reason or other, for some reason or other, theoretical  
5 knowledge doesn't become coupled to the cycle. People talk  
6 about the distinction between procedural knowledge and  
7 theoretical knowledge, between skill and knowledge if you  
8 like.

9 MR. EBERSOLE: There was a case, I think it is  
10 unique. At least I thought it was, where this physical  
11 knowledge, they did contribute to saving an aircraft because  
12 he applied power to highly mounted engine in the vertical  
13 stabilizer. He could correct an attitudinal problem.

14 DR. MORAY: I am not saying it doesn't happen. I am  
15 saying we don't know how to guarantee that the transfer of  
16 theoretical training to skills. Therefore, you get  
17 understandable resentment by operators who believe they are  
18 about to be told they have to go back and get a degree, and  
19 that's quite reasonable because even one of NRC's own  
20 documents looked at the actual content of the courses such  
21 people took and they are largely irrelevant to the  
22 actual--university degrees are not about controlling power  
23 plants.

24 We think, I think there may be the beginnings of an  
25 understanding as to what you have to do in order to get that

1 transfer. The point is we don't know how to do it at the  
2 moment, and therefore we need research on it. That's why this  
3 is an urgent problem.

4 MR. EBERSOLE: Internal bias in those programs, the  
5 operators being so trained really never did want to learn that  
6 stuff and never did pass legitimate examinations on competence  
7 in the technical aspect.

8 DR. MORAY: I don't see why one should assume bad  
9 faith on the part of people who are complaining about how they  
10 are treated. I would prefer to assume good faith.

11 MR. EBERSOLE: Valid examinations, they had acquired  
12 the technical basis.

13 DR. MORAY: All we know, I am saying that if NRC,  
14 for example, wants to mandate engineering degrees, they are  
15 doing so at a time when there is no research to say it is  
16 going to help.

17 MR. EBERSOLE: Okay.m.

18 DR. MORAY: And the natural thing to do would be to  
19 do the research and find out how to do it, say all right, we  
20 will mandate this kind of course and that means you have to  
21 find universities or colleges to do it. You have got to get  
22 agreement on syllabus, agreement on method, and that  
23 is--otherwise it is a waste of everybody's time, not actually  
24 making any difference.

25 DR. SHEWMON: In any teaching situation there is

1 always the problem of getting the student to recognize that  
2 they have seen that problem before in a slightly different--it  
3 is clear to the professor, and you pull your hair out. It is  
4 not clear to the student, and it is to some, and it isn't to  
5 many.

6 DR. MORAY: That's right. That is a criticism of  
7 how the teaching is done. That shows that you are failing to  
8 teach what you are trying to teach, and you cannot assume that  
9 it must be that all students are stupid because by and large I  
10 don't think the students are stupid. We simply don't know how  
11 to do it. That's the issue. And we need research on it.

12 DR. SHEWMON: Some are less stupid than others.

13 DR. MORAY: The fact of the matter is even with the  
14 best students, we don't now how to do it. You may actually  
15 manage to do it with the bright students. We don't know how  
16 to do it deliberately. Therefore, this is a matter we really  
17 do need research.

18 STA, staffing, as we know, it is, there are problems  
19 to do with how well the shift technical advisor position is  
20 working. We need research to show how to improve that  
21 particular facility in nuclear power plants.

22 Screening and selection of staff, we feel more  
23 research could be done. When it comes to shift schedule and  
24 vigilance, these last two, screening and selection, after  
25 shift scheduling and vigilance, that is not, that is more a

1 matter of searching existing knowledge and applying it, seeing  
2 how to apply it fundamentally, particularly on shift  
3 scheduling, enormous amount there, and it just needs to be  
4 applied.

5 So that's a case of research into how to apply  
6 existing knowledge.

7 DR. SHEWMON: Sir, if you had come six months  
8 earlier, there would have been somebody sitting up there near  
9 you who would have tried to get you to say that indeed  
10 aptitude testing was an essential part of the selection,  
11 especially for maintenance and such things.

12 Do you feel this is well established or would you  
13 care to comment?

14 DR. MORAY: Aptitude testing is not easy. The  
15 personality testing in general is a relatively weak  
16 technology. We think that as, again as problems begin to  
17 develop about where one is going to recruit operating and  
18 maintenance personnel for nuclear industry, work should be  
19 done on this.

20 There is the problems about people who are  
21 responsive to stress. You know, you are not going to be able  
22 to. I think you are not going to be able to give tests that  
23 say this is the man you want. It is an excellent person, what  
24 you are really looking for, at least in the testing and  
25 screening. You are trying to make sure that you weed out

1 people who are likely to be hazards, and who don't work well  
2 under stress, and there are some indications of different  
3 personality types, so forth, where you might be able to say  
4 these people are at risk. You are not, never going to be able  
5 to take a test and say this person is absolutely I will  
6 guarantee 100 percent if you hire this person and not that  
7 person, this person will never make my mistakes. This person  
8 will be excellent in every way.

9 DR. SHEWMON: I like the word--you used aptitude  
10 better than I did when you got into psychological testing  
11 because my impression was that this person was more or felt  
12 more strongly that this was helpful with regard to aptitude,  
13 with regard to machinery or things of that sort which you  
14 thought one could test for when he was interested in  
15 psychological testing.

16 DR. MORAY: Was this person qualified in the  
17 literature on testing?

18 DR. SHEWMON: This person was qualified by having  
19 run a plant for many years and seeing who did well and who  
20 hadn't.

21 DR. MORAY: Yes. I remember doing some work on  
22 selection of fighter controllers for the RAF a few years ago,  
23 and we actually developed a test that would certainly have  
24 improved their recruiting by about 10 percent, considerable  
25 financial savings, in which they were totally uninterested.

1 They knew how to select people. They interviewed them and  
2 they talked to them about why they wanted to be RAF officers  
3 and that selects people like yourself and it is notorious in  
4 the literature that interviews, for example, is the worst  
5 possible way of selecting anybody for anything. People who  
6 want to pass--I do not believe that personality testing is  
7 sufficiently strong to enable you to identify unique  
8 individuals who are guaranteed to fulfill the role that you  
9 want for them.

10 The correlations are, between the test scores and  
11 subsequent performance are statistically significant but  
12 frequently not high enough to guarantee that you have weeded  
13 out a large proportion of the variants, but only people who  
14 have studied how the tests are constructed and how the  
15 methodology works are really people who can pass judgment on  
16 whether or not it is inherently weak or strong.

17 DR. SHEWMON: I keep saying aptitude. You keep  
18 saying personality. Is that because you want to talk about  
19 personality testing or because you consider them the same?

20 DR. MORAY: No. It is because I think it is easier  
21 to test for aptitude but I am prepared to concede it is  
22 impossible to test usefully for personality under some  
23 circumstances. I don't see why I should accept the critical  
24 judgment of somebody who has spent his life in a different  
25 profession about certain aspect of my profession any more than

1 he should accept my judgments about his profession, you know.  
2 I wouldn't expect him to let me manage a power plant. I am  
3 not quite clear why he should expect me to let him say without  
4 understanding the methodology of testing that the test must be  
5 nonsense just because it has to do with personality.

6 DR. SHEWMON: He thought aptitude tests were so  
7 wonderful the NRC should require the utilities use them.

8 DR. MORAY: I think he overestimates aptitude tests  
9 and underestimates personality tests. I don't think either, I  
10 don't think they are either that good or that bad, and if one  
11 wants to make a decision, let's do research and find out how  
12 good they are.

13 MR. WYLIE: That's the recommendation?

14 DR. MORAY: That's the recommendation, yes, is to  
15 continue to look into whether it is possible to develop more  
16 effective tests, both for aptitude, acknowledge, for  
17 personality, which will be of use. And methodology for doing  
18 that research is personally well understood.

19 There was some research done a few years ago by  
20 Donnette on this, simply recommending that given the  
21 importance of making sure that you have the right kind of  
22 people running plants, it is worthwhile spending some more  
23 money on research. The answer may very well be that it  
24 doesn't work, but after that is what? If we knew the answer,  
25 we wouldn't be recommending the research.

1 MR. MICHELSON: One of the keys of the problem is  
2 even after you understand the testing process, you are going  
3 to have to have adequate system of measuring performance  
4 thereafter to decide whether a particular testing procedure  
5 picked good people. We don't have good performance  
6 evaluators.

7 DR. MORAY: The problem of validation is critical,  
8 and that is very difficult. You may have to wait several  
9 years to see the results.

10 MR. MICHELSON: We need some means of evaluating  
11 performance. We have, we are trying to learn to do it for  
12 nuclear plants by looking at some kind of outputs from the  
13 plant, capacity factors, but we need it on individuals. I  
14 guess it will be in one of your items.

15 DR. MORAY: I would like to press on. I am enjoying  
16 my conversation with you very much and find it stimulating and  
17 interesting, but I would like to be able to get through our  
18 report.

19 Human performance, the single most important thing  
20 here we feel is research on causal model of human error,  
21 especially the situation for unplanned elements. This brings  
22 me to the question about our attitude toward human reliability  
23 and PRA.

24 We--by the way, we say that we need research on  
25 measurements of performance, particularly if we are going to



1 go to performance oriented regulation. We really don't know  
2 what are the best measures of performance of the human  
3 operator's performance. I want to talk about this a little  
4 bit because PRA and human reliability estimates have, of  
5 course, played a very central role in research. They play a  
6 role in licensing. They play a central role in the  
7 discussions of safety.

8 Basically, our worry is the following. There has  
9 been many attempts--Swain and Cutland, of course, the  
10 classical one, the Thorpe technique, to estimate human  
11 reliability. There have been variants on this. There have  
12 been some more, been a whole set of these things.

13 What they are all doing, either what they are doing  
14 or what they are based on, at present, is expert estimates of  
15 the probability of human error because we do not have a data  
16 base for the probability of human errors, particularly for  
17 rare events. We don't have empirical collection of data which  
18 tells us how often a particular kind of error is in fact made.

19 Now further research using existing techniques is  
20 simply refining the technique of getting experts to give you  
21 their best guess, but that's what the estimates remain.

22 We would support the collection of data to get  
23 empirical estimates of human error, and that presumably means  
24 improving LERs, analoging what actually happens, and  
25 collecting data from simulators and so forth.

1           But if you use expert judgment to establish the  
2 numbers for human reliability, you will only know whether  
3 those numbers are correct by validating it. How do you  
4 validate it? You validate it against empirical data. If you  
5 have got the empirical data, you don't need expert judgment.  
6 So if what you want is point estimates of human error rates,  
7 what is the probability of making a particular kind of error?  
8 Then any research efforts should go into compiling data, not  
9 into further ways of getting expert judgment, because we have  
10 enough of that. We have gone as far as we can go, but one can  
11 raise a second question. Is this kind of measurement what you  
12 want?

13           Firstly, as Swain himself says in the NUREG 178,  
14 those numbers are highly dependent upon performance, shaping  
15 factors. For example, at two or three o'clock in the morning,  
16 circadian rhythms guarantee error rate is going to be  
17 substantially higher than the nominal error rates. Every  
18 study that has ever been investigated shows that in the  
19 mornings the error rate goes up and even when people have been  
20 on that shift for a long time and think they have adapted, he  
21 still hasn't.

22           As Swain points out, there are a variety of  
23 conditions under stress, for example, when you can expect the  
24 error rates to go up. All of these things mean that those  
25 numbers of typical human error rate are not reliable. Even if

1       they were empirical ones, they are not fixed estimates. There  
2       is no fixed number which you can take to be the characteristic  
3       error rate for a particular human error.

4               MR. EBERSOLE: You are talking about the time of  
5       day. What about the case of the shuttle event? And what is  
6       being done to prevent that maldecision the second time?

7               DR. MORAY: I don't think that was a time of day.  
8       That was a--

9               MR. EBERSOLE: It is another set of conditions  
10       altering the decisional process, but what is going to be done  
11       now to--

12              DR. MORAY: I don't know. That comes under the  
13       heading of organizational and management.

14              MR. EBERSOLE: I know. That's what I am mostly  
15       interested in.

16              MR. WARD: We are on a different topic.

17              DR. MORAY: I will come back to that. I want to  
18       make, the following is the point I want to make and which we  
19       believe very strongly is fundamental to this.

20              Even if you did have empirical estimates which says  
21       the probability of making a particular kind of error is such  
22       and such, that is not what you want to know. That tells  
23       you that the probability that a particular thing will happen  
24       at sometime.

25              What you need to know in order to reduce the risk of

1 error and hazard is when is it going to happen? The fact that  
2 it happens one in a thousand times, however you define time,  
3 is really of no interest in preventing it. It is a signal  
4 saying if it is a high number like one in ten, it means  
5 something has got to be done about it, if it is a number like  
6 one in ten to the 6th or ten to the ten, then it means this is  
7 so low that you probably don't have to do anything about it,  
8 but the point is what you want to know, is it going to happen  
9 in the next five minutes? Because if you know when it is  
10 going to happen, then you can take steps to prevent it. If  
11 you know what it is that makes it happen, you can take steps  
12 to prevent it.

13 You don't get that knowledge from studying error  
14 probabilities. You get that knowledge from studying error  
15 causing mechanisms, and therefore we say that the research  
16 that is needed on error, human error, is research on the  
17 causal mechanisms of the genesis of human errors. What makes  
18 people make incorrect judgments? What makes people make  
19 incorrect perception? What makes people make incorrect  
20 actions? What is it about the situation in which they are  
21 working which produces this kind of error now rather than next  
22 week or in a different situation?

23 It is causality that is fundamentally the thing we  
24 need to understand, not frequency. And so we say very  
25 strongly, that enough research has been done on frequency of

1 errors. What we now need is major research, long-term  
2 research on causality. Now some people have begun to work on  
3 that in the last few years, and we do have an understanding of  
4 methodology and we believe that should be very strongly  
5 supported. It should be one of the major ones; going to take  
6 a long time to do it. It is basic research, and almost  
7 anything we find out in it will feed back into safety fairly  
8 directly.

9 DR. STEINDLER: Could I ask a question? Is there  
10 any indication that the methodology is reliable?

11 DR. MORAY: Of the causal--oh, yes. Yes. What is  
12 happening is that we are getting, for the microtheories, we  
13 have good theories, for example, about signal noise ratio of  
14 displays and how that is, changes the probability of error.  
15 We know, we understand the distinction between signal  
16 strengths of incoming information from the environment and  
17 changes in the decision criteria inside the person. Those can  
18 be distinguished, measured quantitatively by using, applying  
19 theory of signal detection to the human operator. We are  
20 beginning to have good experimental evidence on what are  
21 called slips, which is I know what I am intend to do but in  
22 fact I reach out to press one button, in fact I press the  
23 adjacent one--slips of action.

24 The most--we are beginning to understand some things  
25 about what it is that makes you make a decision for one

1 strategy rather than another, which comes back to the point  
2 that you raised about the, there is nothing difficult about  
3 the method. That is not quite true. But there is a good  
4 standard experimental methodology for doing these problems,  
5 and it is beginning to develop quite rapidly. Five or six  
6 years, ten years ago there was nothing. Nobody was working on  
7 it.

8 DR. STEINDLER: And your view is that methodology is  
9 sufficiently broadly applicable to that?

10 DR. MORAY: Yes.

11 DR. STEINDLER: It is well in hand?

12 DR. MORAY: Oh, yes. It is--very many people are  
13 doing it and particularly if you want to transfer laboratory  
14 situation to the field situation, one is, this is a classical  
15 case. One is going to validate a laboratory study on fairly  
16 simple systems with something like a simulator. Sooner or  
17 later you are going to take it out and do it in the field,  
18 make sure what you found works. Yes, we have gotten the  
19 methodology. It is not an extremely, it is not much different  
20 from many things that are already done. It is cyclical,  
21 simply a matter of a topic that is being researched. We can  
22 do research on perception, attention, memory, decision making.  
23 Research has been done on that for years, not in this  
24 particular context, but clearly, this is the fundamental topic  
25 in many ways. What makes this particular error occur now?

1           If you know the answer to that, you can do something  
2 about it. PRA doesn't tell you what to do about anything  
3 except possibly don't start the thing up in the first place.  
4 It really, we are really very strongly arguing for totally  
5 different, total shift in direction of research in the context  
6 of human error.

7           MR. WARD: A comment on that--the risk analysts are  
8 going to continue to be interested in error rates, whether  
9 they, you know, it is productive to continue to refine their  
10 estimates or the numbers they use in risk study or not, it is  
11 a question, but they are going to be, continue to be  
12 interested in that.

13          DR. MORAY: Yes.

14          MR. WARD: I think the point this Committee has  
15 tried to make and I have tried to make kind of ineffectively  
16 over the last two, three, four years, is that that's fine.  
17 That's a valid interest, but it has nothing to do, it has all  
18 to do with risk analysis but it has nothing to do with human  
19 factors. It is sort of like a risk analyst is going to be,  
20 continues to be interested in failure rates of diesel  
21 emergency generators, but what we are trying to do is, is to  
22 figure out how to design diesel emergency generators, and some  
23 knowledge of error rates is interesting in that, and perhaps  
24 useful, but it is hardly a substitute for figuring out how to  
25 design it. It is just one kind of minor input, and I think

1       that's the, what the NRC has fallen into. It has acted as if  
2       this little narrow area of research in human error rates to  
3       service the PRA program is a substitute for a human factors  
4       program, and it is not.

5               DR. MORAY: Yes. Distinction really is between the  
6       management of error, of risk, management of error and the  
7       measurement of it. We are arguing we must manage it.

8               MR. WEISS: Is this a fair interpretation of what  
9       you just said, that if a human is involved, errors will occur?  
10      And rather than addressing error rate, whether it is high or  
11      low, we want to look at when it will occur, in our operational  
12      sequence, and what we could do to prevent it?

13              DR. MORAY: And why it occurs; when it occurs, why  
14      it occurs, and what we can do to prevent it. If you know  
15      where it occurs, then you can do something to prevent it.

16              MR. WEISS: Even if we have some evidence that the  
17      rate of occurrence is very, very low because you don't know  
18      when it will happen, you still have to address it?

19              DR. MORAY: You have to, yes, but the point is that  
20      you have to distinguish between, when you say the human error  
21      rate is very low, you have to be very careful what you are  
22      saying. There is abundant evidence from most other industries  
23      that the rate at which humans make errors is actually quite  
24      high, but the rate at which they recover from them is also  
25      very high.



1           In the short haul airline industry, there was both a  
2 simulator study done by NASA few years ago, and empirical data  
3 from a short haul European airline between Britain and  
4 Germany, both of which found that cockpit crews made errors of  
5 navigation and things like this about once every five minutes,  
6 but they found them again, and the point is if you have a slow  
7 plant, you have got to distinguish between error, humans  
8 making an error, erroneous piece of behavior, and that  
9 emerging as plant performance.

10           Now we are talking about human error behavior. The  
11 plant will absorb a lot of errors. The hazard only arises  
12 when the error turns into performance of the plant output.  
13 And the, some recent work in which Woods shows that for  
14 example, people are very good at detecting their own erroneous  
15 action. If they do something incorrectly, they almost always  
16 spot it. If they make an incorrect judgment or perception,  
17 they are very poor at spotting it. Very often it is spotted  
18 only when somebody else comes in.

19           For example, I mean the classical one, you can go  
20 back to TMI. The fixation on the problem solving, on the  
21 hypothesis was such that it required somebody who wasn't  
22 involved in the decision-making, goes back to the remark  
23 somebody made about programming as well. You can't find your  
24 own program bugs. Somebody coming in looking at it will find  
25 it very quickly.

1           We don't really know how frequently errors occur  
2       which are immediately corrected perhaps even before they  
3       emerge from the person. If I look at something, make a  
4       judgment about what I have seen, if I read a meter, make a  
5       judgment about what I have seen, it is incorrect, and I think  
6       now because of that, I shouldn't take the following action,  
7       and then before I take it I think wait a minute, I am wrong  
8       about that, that is not what I should do, nobody will ever see  
9       anything. Cognitive errors that stay inside the head are not  
10      measurable certainly not by Thorpe, but if we understand the  
11      psychological mechanism by which errors occur, what factors  
12      cause them to happen, what predisposes people to make an error  
13      of judgment, then we can try to design displays and control  
14      systems, we could design hierarchy of interpersonal  
15      interaction, in the control room. We could design management  
16      policy which would minimize those and try to remove the  
17      causes. This is the point of engineering practice to control  
18      error by the biofeedback system.

19           In engineering practice it is standard practice to  
20      control error by a feedback system. Controlling human error  
21      or human exacerbated risk should be done in the same way. You  
22      should use the numbers which you get in PRA or in error  
23      research not as facts about error, but as control signals  
24      which have to produce behavior to change the system. At the  
25      moment, PRAs, using them as facts is descriptive. We are

1 saying that those numbers, if anything, are control signals,  
2 require response to reduce the error.

3 Then as Dave said, the point about human factors  
4 research is to change the behavior, not to measure it in this  
5 case.

6 Organizational aspects--I am afraid we haven't left  
7 ourselves all that much time on this. Impact of regulation on  
8 management--we repeatedly heard that management finds itself  
9 spending so much time meeting regulation that it hasn't got  
10 time to manage. And again, let us give, let us ascribe good  
11 faith to management, and that we would like to see a  
12 discussion of styles of regulations.

13 Organizational design, whether it is true that  
14 different styles of organization and management is what is  
15 making a difference in availability and safety of plants when  
16 all else seems to be equal.

17 Operational decision-making, we would like to see  
18 some work on the selection and training of managers. How do  
19 you, what should be your criteria for recruiting managers?  
20 That seems to us to be just as important as what should be  
21 your criteria for recruiting operators.

22 We would like to see possible, we certainly would  
23 like to see research on whether it is possible to improve  
24 cooperation between the regulators and the regulated without  
25 reducing the rigors of regulation.

1           Now I know that is extremely tricky. It is very  
2   tricky politically, but we believe that adversarial stance is  
3   not the way to produce the best performance from the system,  
4   if the adversarial stance is to be reduced to the regulations.  
5   It could take place in an atmosphere of more cooperation, one  
6   could imagine the industry seeing regulation as being  
7   something which helps them rather than something which hinders  
8   them, and we would like, there is research in other fields  
9   done on this, these sorts of topics, on how regulation,  
10  different styles of regulation, different modes of regulation.

11           As I said, internationally there are a wide variety  
12  of styles of regulation and it is not clear that any one of  
13  them is particularly better than the other, but it may be, it  
14  it is worth finding out if you can possibly do that.

15           Operational decision-making, management style  
16  performance, culture of reliability, how do you, how do you  
17  manage in order so that everybody involved in the plant sees  
18  reliability and safety as being inherently the most important  
19  thing which they are trying to do? It is abundantly clear in  
20  any industry operators are caught between knowing that they  
21  must work for safety, and knowing that they must work for  
22  productivity.

23           Is it possible to find out what kind of  
24  organizational design and management philosophy maximizes the  
25  concern with safety and keeps it alive and well? We do, we do

1     feel that we would like to see where it is possible a  
2     cooperation, and the way that, we feel that cooperation at the  
3     research level as I have indicated one or two times is  
4     probably an acceptable kind of cooperation between the  
5     regulator and the regulated.

6             We are not saying that all research should be done  
7     by NRC. Research should be done by the industry. Industry  
8     should be down into research. Research should be done by both  
9     sides on topics which seem to be of mutual good, and mutual  
10    desirability, and that would, all these are connected with  
11    that.

12            There is no doubt in our minds, and this seems to be  
13    supported worldwide, that organizational matters as much or no  
14    more so than operator behavior is a source of hazard and risk.  
15    You can either increase it or reduce it. If it is done well,  
16    it will reduce hazard, and improve productivity. If it is  
17    done badly, the best hardware and best designed plant in the  
18    world will not be run well by people who are ill managed.  
19    Therefore, it is imperative to discover more about the  
20    relation between management and performance in the nuclear  
21    industry.

22            I think probably maintenance, we came to feel that  
23    maintenance and organizational matters were the two, almost  
24    the two most important ones, sort of generic ones. I came  
25    into the panel, as did several of us, as hard edged

1 researchers, either engineers or psychologists who had been  
2 concerned with human information from seeing hard edged  
3 experimental research, and I certainly came out of the panel  
4 with a profound feeling that it was important to know much  
5 more about organizational and managerial matters, and that  
6 probably you could almost make more difference that way than  
7 you could by improving control. We feel very, very strongly  
8 that this is of the utmost importance as a research program.

9 NRC had, of course, begun to look at it before their  
10 program was closed down. There is a number of quite good  
11 reports in this area.

12 (Slide)

13 DR. MORAY: Finally we would like to see research on  
14 regulatory environment. Let me put them both up. We would  
15 like to see a deeper understanding of the appropriate mix of  
16 government regulation and self, and self-regulation by the  
17 industry. We would like to see research on developing an  
18 array of performance indicators to track plant performance,  
19 particularly that has to be done if you are going to go to  
20 performance based regulation, and in more detail, we would  
21 like to see NRC look at its own human factors. Its regulation  
22 should at least be well human factored, they are presented in  
23 ways that people can understand what they are being asked to  
24 do rather than ambiguous.

25 We would like to see research on the regulatory

1 impact on innovation. How can you support technological  
2 innovation, at the same time ensuring adequate regulation to  
3 make sure that it is safe?

4 There are models of regulation, and this has been  
5 researched in other industries as to what kind. It is worth  
6 looking at these alternative model plant performance  
7 indicators, so we are asking NRC to look at the human factors  
8 of its own operation and own products. It is after all  
9 staffed by humans, and therefore its behavior and products are  
10 likely to be influenced by human factors considerations in the  
11 same way that the industry is.

12 To summarize, we are encouraged by the initiative  
13 shown by NRC to develop and fund a new human factors research  
14 program if it receives strong support by NRC and industry,  
15 managed by qualified human factors specialist, at the branch  
16 level, and if it is staffed by a team of multi-disciplinary  
17 scientists. I am not saying they should all be human factors  
18 psychologists. They must be interdisciplinary, mix of  
19 engineers and behavior scientists, human factors specialists,  
20 and then the initial steps will have been taken.

21 Further steps should be taken by NRC and industry as  
22 necessary as they begin to see the implications of the report  
23 and as their new research program unfolds.

24 And thank you very much for your patience and  
25 listening to a rather lengthy presentation. I will be happy

1 to spend the remaining twenty minutes answering questions.

2 DR. SHEWMON: On that penultimate slide, did the  
3 question of the effectiveness and the strategy of using fines  
4 ever arise?

5 DR. MORAY: We didn't consider that as an explicit  
6 topic, no.

7 DR. SHEWMON: One of the things which has offended  
8 the sensitivities of one member who is not here today who is  
9 also not certified in your profession so you might not accept  
10 the reaction, but was that if somebody reports a fall and you  
11 then say by gum, you were wrong, we will fine you for it, this  
12 probably wasn't the best way to do it.

13 DR. MORAY: I think that we would support that.  
14 There has been talk, as you know, about whether or not you  
15 could use the same method that the FAA uses for  
16 self-reporting, of self-reporting of errors, whereby pilots  
17 are encouraged to report their own faults and providing they  
18 are not criminally, liable to criminal prosecution for them,  
19 providing they don't report too many, no action is taken. And  
20 the reports are sent through NASA so that the origin of the  
21 report is hidden, but then the actual reports are published.

22 That would be, it seems that the aerospace industry  
23 is benefiting from that. Certainly pilots think very well of  
24 that and they seem to be seeing this as a way of helping them  
25 to avoid errors.



1 DR. SHEWMON: I have never heard that. Could you  
2 give Ray a record of it?

3 DR. MORAY: Callbacks published it which has case  
4 reports. There is an NRC report on it. There were two  
5 reports written actually by NRC as to whether or not you could  
6 implement this for the nuclear industry, self-reporting.

7 MR. WARD: There has been an attempt to do that.  
8 What is it, VEPCO has a program that they are trying to  
9 develop.

10 DR. SIESS: That was internal within the company.  
11 Paul's question was--

12 MR. WARD: It wasn't going to be internal, was going  
13 to be through INPO I think, but the idea is that individual  
14 participants in the process, whether they are pilots or  
15 controllers or whatever, can submit anonymous reports of  
16 occurrences that are at the, that haven't affected the  
17 process. The airplane hasn't crashed or anything.

18 DR. SIESS: Nobody will tell NRC about it?

19 DR. MORAY: Only as a--they won't tell NRC where the  
20 report came from, merely what happened. Now there are  
21 problems with it.

22 DR. SIESS: There sure are. They will end up in  
23 court probably.

24 DR. MORAY: That's the issue, whether you can  
25 organize a self-reporting system analagous to the airlines.

1 The other thing, one seems to work very well. I think there  
2 are some reasons why it would be much harder to make it work  
3 in the nuclear industry. One reason is there aren't enough  
4 plants, that almost any report you got, a knowledgeable person  
5 could work out where it came from, whereas you can't really do  
6 that with the airlines.

7 MR. WARD: It seems to me Paul's question maybe was  
8 a little, started out being a little bit different, and I  
9 might rephrase it.

10 Is, you know, there is a question as to whether the  
11 NRC's strategy of using fines for really more serious  
12 violations is effective in reducing, making plants safer. I  
13 think the question might be is that a researchable topic? We  
14 have, all we have is opinions on it, and I don't know that  
15 there is even empirical evidence that could be sorted out one  
16 way or the other, but is that a researchable topic?

17 DR. MORAY: I can see some questions that could be  
18 answered. It is researchable. It is researchable. I'm not  
19 sure quite what you get out of it in the end because it is  
20 difficult to see what the control would be.

21 DR. SHEWMON: Not sure he can make it strong enough  
22 to convince the Commission they should change their ways.

23 DR. SIESS: There must have been research on rewards  
24 and punishment on effects of human behavior. We are not  
25 talking about human behavior. We are talking about

1 institutional behavior.

2 DR. MORAY: Punishment is an inefficient way of  
3 changing behavior. That's what we know about humans.

4 DR. SIESS: Whether rewards would help, flying the E  
5 flag?

6 DR. MORAY: I would say probably yes. I mean I  
7 think rewards would help.

8 MR. WARD: Send the resident inspector home.

9 DR. SIESS: Give him a little pat on the back.

10 DR. MORAY: I think the, one of the problems would  
11 be that in working out how it was, how that effect was  
12 working, it would be quite difficult to see at what level it  
13 was having its effect for good or bad. Is it affecting the  
14 management, the workers, soon forth? Certainly penalizing  
15 somebody who in good faith reports a problem, thinks this  
16 happened, and it was all right I caught that this time but I  
17 think this is something which is dangerous if it happens  
18 again, if you then fine him, if you punish him for doing  
19 something in good faith which he thinks is helping, that is  
20 really going to destroy it.

21 DR. SIESS: NRC doesn't always think it is  
22 penalizing them. It is, the fine may be \$50,000 for what  
23 happened and because it is repo. in good faith they reduce  
24 it to twenty-five, so you see they have rewarded him, not  
25 penalized him.

1 DR. MORAY: I think it is a researchable topic, yes.

2 DR. MOELLER: I have found your presentation to be  
3 very good, and I also find more myself that you have certainly  
4 broadened my concept of what all the field of human factors  
5 entails.

6 At the very end, though, I begin to find myself with  
7 a fundamental question, and that is you have cited that of  
8 course human factors research could help a person better  
9 operate a plant say for the operator, but then you have gone  
10 on and you have told me now that human factors research, and  
11 now I am going to put words in your mouth because I know you  
12 didn't say this, but human factors research is all we need to  
13 do to tell how to better organize and staff a plant, it is all  
14 we need to do to tell how to better set up a federal agency  
15 for regulating the plant. It is all we have to do to even set  
16 up a system of performance indicators, and I guess I am just  
17 not quite ready to go that far.

18 I think you have very significant contribution to  
19 maybe in all of these fields, but you were commenting earlier  
20 about your professional area and so forth. I'm no management  
21 or administration specialist or anything, but I think they  
22 would challenge you that a human factors person can tell them  
23 all about how best to manage.

24 DR. MORAY: I don't think you heard me use the word  
25 "all" at any stage in my presentation.

1 DR. MOELLER: I said that. You did not. But I  
2 could jump to the conclusion that maybe you implied that.

3 DR. MORAY: No. What I was trying to say--oh  
4 absolutely not. Absolutely not. I mean I know that well  
5 enough. I was a harmless academic psychologist when I was  
6 rung up by the nuclear inspector who said he understood I knew  
7 all about human factors, would I brief them on the human  
8 factors of seismic inquiry? I said I don't know anything  
9 about nuclear human factors. I just happen to have been  
10 visiting somebody who does, and they said nonetheless, you  
11 know more than anyone else we can find, would you do it? And  
12 it took me four years to learn enough about the nuclear  
13 industry to feel confident making any kind of judgments.  
14 And that was spending quite a lot of time working on it.

15 MR. EBERSOLE: You were involved in the Sizewell  
16 inquiry?

17 DR. MORAY: Briefed the nuclear inspector in  
18 Brighton along with Lawrence Bainbridge. We wrote them in  
19 brief what they should look for at Sizewell inquiry in the  
20 human factors area. They adopted our brief as theirs when  
21 questioning CGB.

22 No. What I want to say, I mean by talking about  
23 systems, and once or twice mentioning multi-disciplinary work,  
24 what I say is absolutely fundamentally no single discipline  
25 can do this. If I was going to work on control room design,

1 or operating procedures, I would certainly want to, I wouldn't  
2 do it without having engineers to work with because I don't  
3 know enough about it, because if I wanted to work on anything,  
4 I would work with people who are experts in that area and what  
5 is more, I would work with the people from the industry.

6 DR. MOELLER: They in turn should not undertake such  
7 evaluations or studies without including human factors?

8 DR. MORAY: That is all I would say.

9 DR. MOELLER: I agree.

10 DR. MORAY: Certainly. The gentleman at this end of  
11 the table?

12 DR. STEINDLER: Yes. I would like to revisit the  
13 issue of adversarial approach. You apparently, or clarify for  
14 me what it is that you were advocating. I think one of these  
15 vugraphs showed a call for reduction in the adversarial  
16 stance. What is it that you mean by that?

17 DR. MORAY: I have talked to people both in the  
18 industry and in the regulatory bodies in Britain and in  
19 Canada, and in America, and I am struck by the degree of  
20 animosity in this country compared with the other countries.

21 For example, recently I was, we were doing some  
22 research on how to use simulators for assessment with Ontario  
23 Hydro and we found ourselves sitting in a room with some of  
24 Ontario Hydro staff, some of the people from the Atomic Energy  
25 Control Board and ourselves discussing how this should be

1     done. We had been using their simulator for the morning. And  
2     we were sitting around the table all saying well, the  
3     simulator is really not working very well, is it? And the  
4     Ontario Hydro people were saying no, as a matter of fact, we  
5     have never actually tried to see if we could implement this  
6     feature. The regulators were saying well, don't you think you  
7     should do that? And they were saying well, yes, we should.  
8     We really haven't had time, and I cannot imagine a  
9     conversation of that degree of amiability in which everybody  
10    in the room, the consultants, utility people, and the  
11    regulators, were sitting around jointly working in an amiable  
12    and constructive way to try to decide what to do with a  
13    situation that all three of them agreed wasn't really what it  
14    should be.

15           What I am saying is that that, it is not that they  
16    don't regulate rigorously. They do regulate rigorously. They  
17    just regulate rigorously in a different kind of way, and my  
18    impression is that there is so much animosity between the  
19    industry and the regulators in this country that what happens  
20    is that the industry will only go the shortest conceivable  
21    distance that it can get away with in order to satisfy  
22    regulation.

23           DR. STEINDLER: Let me make a comment. You have  
24    shifted from adversarial to animosity, and I think that's a  
25    very critical shift. If you were to suggest to me that the

1       adversarial relationship should be abandoned, then my comment  
2       is that you can't function that way. All peer review is based  
3       on the adversarial notion.

4               If you are suggesting that the animosity should be  
5       abandoned, then I would agree with you heartily, but I am  
6       drawing a sharp distinction between the two and that may be  
7       artificial, but it may be taken by someone who reads the  
8       vugraph that you really don't want a peer review operation  
9       where the applicant is challenged on the technical basis to  
10      demonstrate, to show case. I don't know what you want to call  
11      it. I think that has to remain.

12             DR. MORAY: Yes. No. That's why I keep on coming  
13      back to the thing that we would like to see positive  
14      cooperation, but it is clear that it has got to be done in  
15      areas which preserves at the same time the rigors of  
16      regulation. I tried to use the word preserving the rigor,  
17      rigorous regulation, but doing it away from the adversarial  
18      nature. That's the distinction. I think we are making the  
19      same distinction.

20             DR. SIESS: Were there any lawyers present at that  
21      meeting in Canada?

22             DR. MORAY: Any?

23             DR. SIESS: Lawyers present?

24             DR. MORAY: No. On the whole, we don't feel such a  
25      need for lawyers as you seem to down here.



1 DR. SIESS: Very few serious meetings between NRC  
2 and licensees that are in trouble without lawyers being  
3 present on both sides. That tells me something. I am not  
4 sure what it is.

5 DR. MORAY: I was struck some years ago when I first  
6 came across this by the interesting fact that in Britain, and  
7 Canada they have a parliamentary system and law has evolved on  
8 the basis of case, case studies, and the constitution is done  
9 by sort of, you know, discussions in the context of past  
10 cases.

11 Your constitution is a written constitution, and  
12 until very recently Canada didn't have have a written  
13 constitution. Of course the UK doesn't. It is almost as if  
14 your regulatory style a reflective of political constitution.  
15 You write the constitution, then you regulate downwards,  
16 whereas the British and Canadians have got unwritten  
17 constitution, and tell people you can do what you like  
18 providing you can show us that it is okay, and it really is.  
19 It is an interesting reflection of the political structures.  
20 It is quite striking.

21 DR. SHEWMON: I am not a student of this, but I feel  
22 that part of it has to do that every so often a legislater  
23 gets his name in the paper and some notoriety by accusing the  
24 industry that the regulator is in bed with the industry, and  
25 too cozy with it, and that in an effort to show that they

1       aren't in bed and aren't cozy, they must be more stern.

2               DR. MORAY: That is quite possible. We are aware of  
3       the fact even that some of the things we have suggested in the  
4       way of research about NRC on its own structure are probably  
5       strictly speaking outside its conventional mandate as to what  
6       it is allowed to do research on.

7               DR. SHEWMON: The legislators in Canada don't make  
8       their points in the same way or brownie points or something I  
9       am talking about?

10              DR. MORAY: For some reason, there seems to be much  
11      less of that both in Canada and the UK. I should imagine in  
12      France they get positive brownie points by saying what a  
13      splendid thing nuclear energy is.

14              MR. WARD: On this topic of regulatory industry, I  
15      guess my prejudices are about the same as--I am not saying  
16      yours are prejudices. My prejudices are similar to your  
17      understandings. Let's put it that way.

18              But the contrary of what you just said, there is an  
19      interesting report, and they can get you a copy of it before  
20      you leave, that--you don't know John O'Hearn recently wrote a  
21      study he did for, I think it was, it was the Province of  
22      Ontario, provincial government, who wanted him to make an  
23      assessment of the Canadian style of regulating the nuclear  
24      power versus the U.S. style. And I think he pointed out some  
25      of the things that you have mentioned, but also he pointed out

1 that the Canadian style seems to be running into some problems  
2 that it is having, because of this kind of family around the  
3 table nature of regulation, there are some problems in  
4 transporting that outside of Canada, and you know, when they  
5 are interested in selling power plants to other countries,  
6 there is not a body of documented regulation. And second,  
7 maybe I found more interesting, there seems to be a problem of  
8 transporting that to another generation of people who are  
9 running and operating.

10 DR. MORAY: Yes. The first point you make I don't  
11 know where it is that Canada don't sell abroad, but they  
12 certainly don't sell.

13 The second one I think is a very interesting one,  
14 and may be valid. I think it is a widespread observation in  
15 many fields of life that the second generation of almost any  
16 organization finds it difficult to preserve the enthusiasms and  
17 the dedication of the first, whether it is a political  
18 organization of a country, or whatever. I mean I think that  
19 is why Mao Tai Sung unleashed the cultural revolution was to  
20 try to keep the enthusiasm going.

21 I think that is, I mean I think that is interesting  
22 on all sides, and is probably independent of the particular  
23 kind of regulation. I mean we are not, remember we are not,  
24 in this document we are not getting any solutions. All we are  
25 doing is identifying questions which need to be researched.

1 And if I had given the impression that I know the answers, I  
2 certainly overstepped the intentions of what I meant to have  
3 been doing, got drawn into fascinating conversations with you.

4 What the report is about is simply areas to which we  
5 do not know the answers and where it would be nice to know  
6 them, and it occurred to me I didn't mention the absolutely  
7 paradiametric evidence where management is of importance and  
8 that is Chernobyl. Chernobyl was management-induced fault,  
9 aided by design perhaps, but basically it was a  
10 management-induced fault, and it would be extremely unwise to  
11 think that management-induced faults cannot occur in countries  
12 other than the Soviet union.

13 MR. EBLERSOLE: By that you just don't mean in the  
14 operational context way back into the design and report  
15 decisions?

16 DR. MORAY: Sure. So bear in mind when you say the  
17 report, what we are doing is we are trying to give NRC our  
18 support in rebuilding a human factors program plan which is  
19 going to be difficult given its past history. Fundamentally  
20 the entire operation is driven by the fact that somewhere  
21 around about what, 30 percent, 50 percent, 80 percent, of  
22 incidents and accidents in some way human induced. As long as  
23 that remains true, it is extraordinarily difficult to see why  
24 there should not be a program of human factors research in a  
25 major industry.

1 MR. WARD: Neville, thank you very much. I think  
2 you have been all I hoped for.

3 DR. REMICK: We thank you very much--most  
4 interesting report, and we will reconvene, gentlemen, at 1:00,  
5 and we will take up operating events and incidences.

6 (Whereupon, at Noon, the meeting was recessed, to  
7 reconvene at 1:00 p.m. the same day.)  
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3 REPORTER'S CERTIFICATE

4 DOCKET NUMBER:

5 CASE TITLE: Advisory Committee on Reactor Safety

6 HEARING DATE: March 10, 1988

7 LOCATION: Washington, D.C.

8 I hereby certify that the proceedings and evidence  
9 are contained fully and accurately on the tapes and notes  
10 reported by me at the hearing in the above case before the  
11 Nuclear Regulatory Commission  
12 and that this is a true and accurate transcript of the case.

13 Date: March 10, 1988

14  
15  
16 Catherine S. Day  
17 Official Reporter

18 HERITAGE REPORTING CORPORATION  
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20 Washington, D.C. 20005

HUMAN FACTORS RESEARCH  
AND  
NUCLEAR SAFETY

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PANEL ON HUMAN FACTORS RESEARCH  
NEEDS IN NUCLEAR REGULATORY  
RESEARCH

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COMMITTEE ON HUMAN FACTORS  
COMMISSION ON BEHAVIORAL AND SOCIAL  
SCIENCES AND EDUCATION

NATIONAL RESEARCH COUNCIL

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STANLEY DEUTSCH, Study Director (1984-1987)

BEVERLY M. HUEY, Research Associate/Consultant



## THE PANEL'S CHARGE

"[to] identify study areas in the current and recent programs that may have received inadequate attention and to provide guidance to the Office of Nuclear Regulatory Research, the Nuclear Regulatory Commission (NRC), and other research and development agencies in government, private industry, and universities regarding an appropriate research program in human factors to enhance the safe operation of nuclear power plants."

**TABLE 1**  
**SUMMARY OF NRC RESEARCH**  
Based on list of NUREGs and NUREG/CRs provided by NRC

The following table shows the number of reports which have been published since 1975 on each topic of research. In some cases, reports have been included in more than one category because of the nature of the work.

Organization and Management	8
Training Simulators	7
Emergency Preparedness	4
Operating Procedures (including Emergency Operating Procedures)	10
Operator Errors	14
Displays and SPDSs	22
Selection	1
Job and Task Analysis	8
Allocation of Function	2
Qualifications & Licensing	23
Performance Measurement	7
Training	8
Operator Behavior, STA	9
Control Room Design Evaluation	6
Maintenance	13
Human Error Probability and PRA	27

## OVERVIEW

STARTED: January 1, 1986

COMPLETED: February 29, 1988

### APPROACH:

- \* SEVEN PANEL MEETINGS

- \* BRIEFINGS BY:

  - Argonne National Laboratory

  - Department of Energy

  - Electric Power Research Institute

  - Hanford Engineering Development Laboratory

  - Institute of Nuclear Power Operation

  - Nuclear Regulatory Commission

  - Westinghouse

- \* VISITS TO:

  - Electric Power Research Institute

  - Three Mile Island

- \* REVIEW OF NRC AND OTHER RELATED PUBLICATIONS

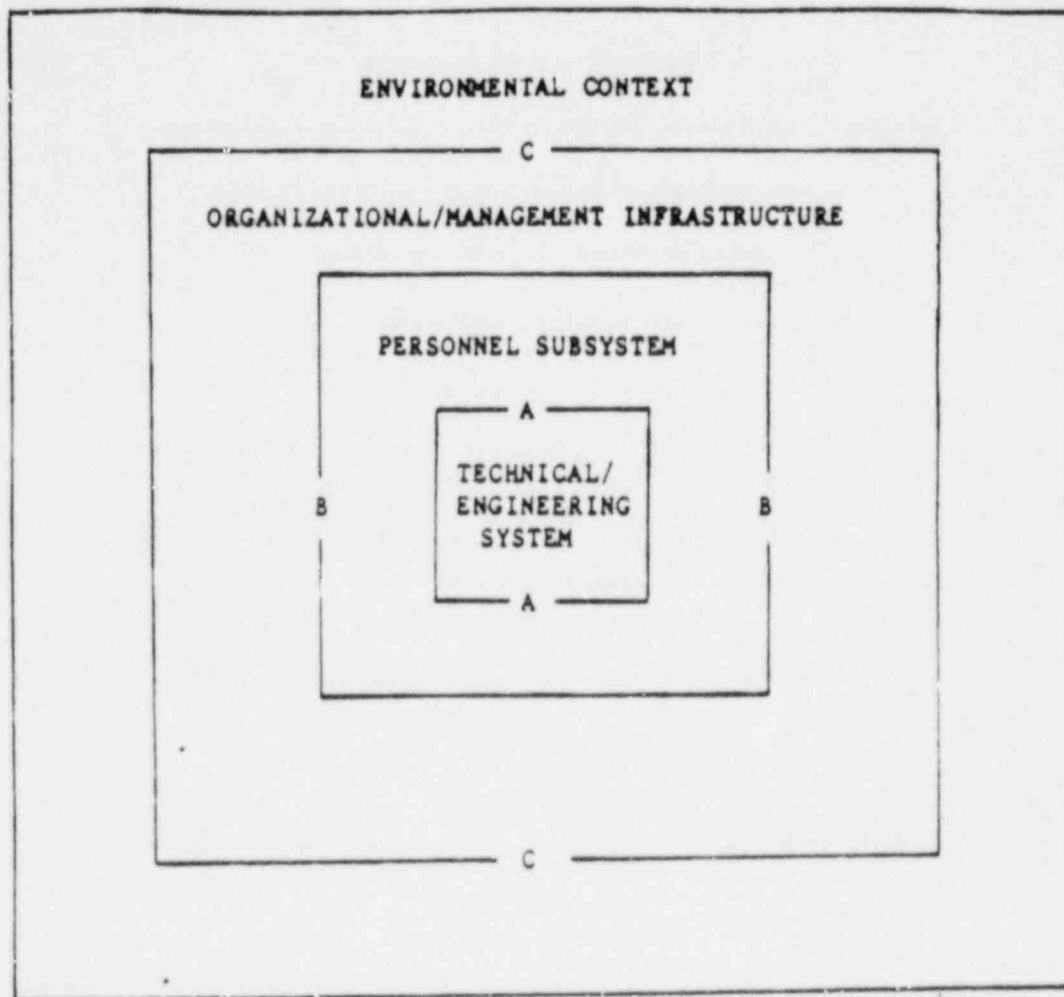


FIGURE 1

Components of a Integrative System Safety Analysis

Adapted from: Shikiar, R. An Integrative Approach To System Safety.  
Battelle Human Affairs Research Centers Report, BHARC 400/85/014; Seattle,  
Washington.

RECOMMENDATION 1: COMMITMENT TO HUMAN FACTORS  
RESEARCH

The panel recommends that the NRC make a firm public commitment to applied behavioral and social science (human factors safety) research. This would require a decision to increase staffing and financial support.

## RECOMMENDATION 2: ADOPTING A SYSTEMS-ORIENTED APPROACH

In recognition of the many ways in which human behavior can affect nuclear power plant safety, the panel recommends that the NRC's research program maintain a broad perspective. The operator/maintainer-plant interface is extremely important; but other factors arising from the way in which a plant is organized, staffed, managed, and regulated and the way it interacts with other elements of the industry can also affect human performance, induce human error, and increase the level of risk of a plant.

### RECOMMENDATION 3: PEER REVIEW AND ENHANCED ACCESS TO NUCLEAR POWER RESEARCH FACILITIES AND PERSONNEL

The panel recommends that the NRC involve a diverse group of knowledgeable researchers in planning, conducting, and evaluating its research program. In addition, peer review of proposals and of draft reports by behavioral science experts is needed to ensure the quality of sponsored research.

One of the barriers to effective human factors research has been the failure to provide behavioral science researchers access to realistic settings, to facilities such as simulators, and to people such as experienced operators. While the panel recognizes the practical difficulties involved, we strongly urge the NRC and the nuclear industry to take significant steps that enhance researchers' access to these facilities and people. One step towards achieving this goal would be to create a national research facility for the study of human factors in nuclear power systems.

#### RECOMMENDATION 4: CONTINUITY IN THE RESEARCH PROGRAM

For the research program to produce useful, practical results, continuity on important issues is essential. To be effective, a research program must operate coherently for an extended period rather than change in response to each new, immediate, external demand. Since effective research is cumulative, continuity is as important as level of expenditure.



## RECOMMENDATION 5: TRANSFER OF KNOWLEDGE

The panel recommends that the NRC take the greatest possible advantage of existing research in the behavioral and social sciences by increasing the transfer of knowledge to the nuclear industry. To this end, the panel recommends that the NRC publish an annual review of the human factors research relevant to the nuclear power industry.

## RECOMMENDATION 6: DISSEMINATION OF NUCLEAR INDUSTRY HUMAN FACTORS RESEARCH

The panel has observed that several problems exist in the usability and transfer of human factors research reports prepared by the NRC, its contractors, the national laboratories, and other elements working on human factors research related to nuclear power that should be addressed.

One impediment is the difficulty in searching for and retrieving human factors research reports. We are not aware that any central bibliographic data base or search service exists to abstract, index, and make available bibliographic or full text information, including NRC human factors publications. We recommend that mechanisms to improve the dissemination of human factors results throughout the industry be developed. One element is to use or develop a bibliographic or search service. As a first step the panel recommends the development of a bibliographic system for NRC-supported human factors reports.

## RECOMMENDATION 7: A HUMAN FACTORS AGENDA

### BASIS FOR DETERMINING RESEARCH PRIORITIES:

- Some research topics may have a critical impact on safety and thus must be addressed immediately.
- In some areas research is needed as a basis for evaluation.
- A particular research topic may be an essential building block for a long-term program.

**NOTE:** In all cases research should be aimed at management, maintenance, and other ancillary workers, as well as control room operators.

## 1) HUMAN-SYSTEM INTERFACE DESIGN

Highest priority topic:

- Automation and computer-based job performance aids

## 2) PERSONNEL SUBSYSTEM

Higher priority topics:

- Maintenance and enhancement of operational skill
- Improvements in licensing examinations
- Shift Scheduling and Vigilance

### 3) HUMAN PERFORMANCE

Higher priority topic:

- Causal models of human error, especially for situations with unplanned elements

### 4) MANAGEMENT AND ORGANIZATION

High priority topics:

- The impact of regulations on the practice of management
- Organizational design and a culture of reliability

## CONTROL OF HUMAN ERROR

- In engineering it is standard practice to control error by a feedback system. Controlling human error, and hence human-induced or human-exacerbated risk, should be done in the same way. Human factors research should be seen not as an answer to a question about risk, but as a control signal in a feedback system.
- Risk analysis suggests aspects of operation that require modification because they are prone to the effects of human error. Research suggests ways to change human behavior so as to reduce human error.
- The results of these changes alter the values in the risk analysis.
- Further risk analysis and task analysis of new methods of operation will suggest further changes in operation or new candidates for sources of human-error--and the cycle will repeat.

## CONTROL OF HUMAN ERROR (CONT.)

- \* If the results of research are to lead in a direct and practical way to the reduction of error and the reduction of risk, then research must be coupled to reliability analysis and to management, operations, maintenance, and regulation, so that an effective control signal is sent through the system.
- \* The NRC must conduct regulatory research on the problem of coupling the control signals of research to their reliability and risk analysis so as to optimize the control operations, not just to answer questions and accumulate knowledge.

## 5) THE REGULATORY ENVIRONMENT

Higher priority topics:

- The appropriate mix of government regulation and industry self-regulation
- Developing and tracking a wide array of performance indicators



## Human-System Interface Design

- Computer-based information and display systems
  - Nature of effective systems
- Automation and computer-based performance aids
  - Methods of assessment and evaluation
- Operating procedures
  - Including validation
- Human factors in software development

## Personnel Subsystem

- Training
  - Measurement of effectiveness
  - New methods of training
    - Whole- versus part-task simulators
    - Exploratory training
    - Embedded training
    - Rare/unknown events
- Qualifications
  - Licensing examination, validity, reliability
  - Academic qualifications
- Staffing
  - STA
  - Screening and selection
  - Shift scheduling and vigilance

## Human Performance

- Measurement of performance
- Causal models of human error
  - Less emphasis on HEP estimation
  - More emphasis on predictive models

## Organization Aspects of NPPS

- Impact of regulation on management
  - Style of regulations
  - Relation of production to safety
  - Regulations and cooperation
  - Reduction of adversial stance
- Organizational design
  - Management and safety
  - Management and culture of reliability
- Operational decisionmaking
  - Management style and performance
  - Emergency identification and timely response
- Selection and training of managers

## Regulatory Environment

- Development of regulation
- Regulatory impact on innovation
- Human factors of NRC
- Models of regulation
- Plant performance indicators

## CONCLUSIONS

The panel is encouraged by the initiative shown by the NRC to develop and fund a new human factors research program. If this plan is implemented in 1988, receives the strong support of the NRC and of the industry, is managed by a qualified human factors specialist, is staffed by a team of multidisciplinary scientists, and is organized as a separate branch rather than as a subdivision of the reliability branch, then the initial steps of leadership required of the NRC in this critical area will have been taken. Further steps will be taken as the NRC and the industry review and implement the recommendations made by the panel.