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JOB TASK AND FUNCTIONAL ANALYSIS OF THE DIVISION OF
REACTOR PROJECTS, OFFICE OF NUCLEAR REACTOR REGULATION

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Submitted to:

U.S. Nuclear Regulatory Commission
Office of Nuclear Reactor Projects

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**Job Task and Functional Analysis of the Division of Reactor Projects, Office
of Nuclear Reactor Regulation**

Final Report

Prepared by:
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Submitted to:
United States Nuclear Regulatory Commission
Office of Nuclear Reactor Regulation
Divisions of Reactor Projects
Washington, DC

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ABBREVIATIONS

ACRS	Advisory Committee for Reactor Safety
ADP	Associate Director for Projects
AEOD	Office of Assessment and Evaluation of Operational Data
AF	authority file
ARB	allegation review board
BN	board notification
CFR	Code of Federal Regulations
DOE	Department of Energy
DRP	Divisions of Reactor Projects
EA	environmental assessment
EDO	Executive Director for Operations
ELO	enabling learning objective
EM	emergency
EPA	Environmental Protection Agency
EX	exigent
FOIA	Freedom of Information Act
FR	Federal Register
FSAR	final safety analysis report
GSI	generic safety issue
HQ	headquarters
ISFSI	independent spent fuel storage installation
JTA	job task analysis
KSA	knowledge, skills, and abilities
LA	licensing assistant
LANL	Los Alamos National Laboratory
LC	license condition
LO	learning objective
MPA	multi-plant action/activity
NOED	notice of enforcement discretion
NRC	Nuclear Regulatory Commission
NRR	Office of Nuclear Reactor Regulation
NSHCD	no significant hazard consideration determination
OAC	office allegation coordinator
OE	Office of Enforcement
OGC	Office of General Counsel
OI	Office of Investigations
OIG	Office of Inspector General
OJT	on-the-job training
PD	project director
PDR	public document room
PIM	plant issues matrix
PM	project manager
PPR	plant performance review
PRA	probabilistic risk assessment
RAI	request for additional information
RI	resident inspector
RIDS	regulatory information distribution system
SALP	systematic assessment of licensee performance
SE	safety evaluation

SER	safety evaluation report
SME	subject matter expert
SMM	Senior Management Meeting
TACS	technical assignment control system
TIA	task interface agreement
TLO	terminal learning objective
TS	technical specification
UFSAR	updated final safety analysis report
UI	unsolicited information
USI	unresolved safety issue
WISP	workload information and scheduling program

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EXECUTIVE SUMMARY

Background

A job task and functional analysis was recently completed for the positions that make up the regional Divisions of Reactor Projects. Among the conclusions of that analysis was a recommendation to clarify roles and responsibilities among site, regional, and headquarters personnel. As that analysis did not cover headquarters personnel, a similar analysis was undertaken of three headquarters positions within the Divisions of Reactor Projects: Licensing Assistants, Project Managers, and Project Directors.

The goals of this analysis were to systematically evaluate the tasks performed by these headquarters personnel to determine job training requirements, to account for variations due to division/regional assignment or differences in several experience categories, and to determine how, and by which positions, certain functions are best performed. The results of this analysis include recommendations for training and for job design. Data to support this analysis was collected by a survey instrument and through several sets of focus group meetings with representatives from each position.

Findings and Recommendations

Training

Finding: Formal training programs for these positions do not meet the needs of all job incumbents.

Discussion: Training should be available to cover a broad variety of subjects, ranging from general training on software tools used to maintain information systems to specific training on reactor concepts and applicable laws, regulations, and related issues.

Recommendation: Use the lists of required knowledge, skills, and abilities and the related learning objectives to develop training programs focused on job requirements. Because of the process- and procedures-orientation of many of the tasks, much of the training should cover finding and using appropriate reference/guidance material.

Job Design

Two kinds of results from the survey led to job design recommendations. First, there were differences in task performance due to both division/regional assignment and to experience variables. Second, certain tasks scored low

in satisfaction but high in difficulty and importance, making them prime candidates for re-design. It turned out that some differences were simple artifacts of geographical location, e.g., the higher incidence of "problem plants" in the East led to higher ratings for some variables. Other variations, however, were rooted in apparent differences in management style, and it was these differences that were explored in detail at the focus group meetings. The following findings and recommendations follow from the combined analysis of survey and focus group data.

1. Management Systems

Finding: Available guidance for carrying out many tasks is insufficient.

Discussion: All three positions maintain that appropriate guidance for many tasks is nonexistent or hard to find, and that too much guidance is "word of mouth."

Recommendation: Promulgate appropriate guidance for carrying out assigned tasks, including formal procedures and policies, and clear management statements of expectations. Keep the guidance current with a formal change control system, and ensure the guidance is endorsed by management.

2. Communication

Finding: Communication among these three headquarters positions and between headquarters and the regions does not support the agency's goals.

Discussion: Headquarters personnel from one division were surprised at some of the things done by personnel in the other division. Project directors and project managers don't think their contributions and role are valued and understood by the regions.

Recommendation: Institute positive measures, such as regular meetings between headquarters personnel, and site visits with the regions, to promote collaborative working relationships.

3. Safety Focus

Finding: The contribution of certain compulsory regulatory activities to the mission of ensuring nuclear safety is questionable.

Discussion: Some activities (e.g., allegations, operability determinations) often seem to drag on without timely resolution and without advancing the cause of safety. The perception is that no one is willing or able to make a determination that the matter should be closed.

Recommendation: Reexamine the nature of regulatory activities to avoid unnecessary actions that have no direct bearing on nuclear safety. Implement a screening tool that eliminates issues with no safety significance from follow-on consideration, allowing for attention to issues that truly affect safety.

4. Authority and Responsibility

Finding: Roles and expectations within the licensing assistant and project manager positions are not clearly defined.

Discussion: There is wide variation in authority (e.g., signature authority for project managers) and expectations (e.g., level of review done by licensing assistants).

Recommendation: Set clear expectations for project managers and licensing assistants. If it is not possible to standardize levels of authority and review across the agency, ensure that roles and authorities are clearly understood.

5. Professional Standing and Career Growth

Finding: There are limited opportunities for professional growth for project managers and licensing assistants.

Discussion: Project managers and licensing assistants feel undervalued and somewhat underutilized, and would like greater opportunity for professional growth.

Recommendation: Define a clear path into (identify minimum qualifications) and out of the project manager position (with reasonable opportunity to the project director position). Decide what functions licensing assistants are expected to fulfill, and determine if a grade increase is warranted as part of any increase in responsibility.

6. Performance Appraisals

Finding: The performance appraisal system does not meet expectations of managers who write appraisals.

Discussion: Project directors view the current performance appraisal system as an administrative burden with little benefit. Appraisals are too long.

Recommendation: Shorten performance appraisals to meet project director expectations. If there is an overriding agency reason why appraisals cannot be shortened, work with project directors to streamline the process as much as possible.

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1 INTRODUCTION

1.1 Background

The use of a broad-scope *job task and functional analysis* for increased understanding of specific Nuclear Regulatory Commission (NRC) positions was highlighted in a recently completed analysis of the regional Divisions of Reactor Projects (DRP). (Note: Italics are used to denote glossary [Appendix A] entries; entries are generally only italicized upon first use.) That analysis was occasioned, in part, by a number of relevant management changes including elimination of regional section chiefs, increased emphasis on integrating licensee performance information, and introduction of new assessment tools (such as plant issues matrices [PIMs], plant performance reviews [PPRs], integrated inspection reports, etc.). Among the conclusions of that analysis was a recommendation to clarify roles and responsibilities among site, regional, and headquarters (HQ) personnel. Specific advice on the implementation of that recommendation was only possible for the regional and site personnel, however, as the HQ positions had not been subject to detailed analysis. (See Hahn and Morzinski, 1997, for complete details on the rationale for and results of this analysis.)

In reviewing the design and underlying needs of that analysis, it became apparent that a similar analysis was needed in the area of HQ reactor licensing functions, as performed by the DRP Office of Nuclear Reactor Regulation (NRR). Issues developed at Millstone, Haddam Neck, and Maine Yankee, including increased emphasis on maintaining accurate updated final safety analysis reports (UFSARs), thorough reviews of technical specification (TS) changes and other licensing actions, and consistent oversight of facility changes under 10 Code of Federal Regulations (CFR) 50.59, provided evidence of the need for an accurate understanding of how licensing processes are performed and structured within DRP. The roles of the project director (PD), project manager (PM) for nuclear plants, and licensing assistant (LA) are each pivotal to these processes. After extensive discussions on the insights to be gained through a job task and functional analysis, the NRR Director committed to the NRC Chairman that a *job task analysis* (JTA) would be performed on these positions in the DRP.

In a more general sense, maintaining a current understanding of how PMs and other DRP personnel use their time is crucial to optimizing the use of available resources. This understanding enhances the decision-making process regarding resource allocation, work assignment, task prioritization, scheduling, time reporting (and assessment of licensee fees), performance standards, and training and development programs.

Large sample sizes for some positions and the desire to compare results to the previous study, which used traditional methodology, support a traditional JTA approach for identifying the *functions* performed; developing a *task* list; obtaining *frequency*, *time spent*, *consequence (importance)*, and *difficulty* ratings for the tasks; and developing a *knowledge, skills, and abilities* (KSA) listing and learning objectives (LOs) for the tasks. (See Hahn, Houghton, and Youngblood, 1995, for a discussion of various approaches to JTA.) The overlap in functions and tasks will also require that *functional analysis* be incorporated into the JTA (i.e., to answer basic questions such as "How and where is this function or task best performed?"). In addition, the JTA will be augmented by the use of *gap analysis*, which combines *satisfaction* measures with assessments of consequence and difficulty to identify functions or tasks requiring further diagnosis.

1.2 Project Scope and Objectives

The specific objectives of the job task and functional analysis are to:

- (1) Systematically evaluate the tasks performed by DRP personnel to determine the:
 - frequency with which these tasks are performed and the time devoted to their performance,
 - relative importance of the tasks,
 - difficulty of task performance, and
 - level of satisfaction associated with current task performance.

(2) Gather, analyze, and present this information in a manner that evaluates how, and by which position, specific tasks and functions are best performed, and either accomplishes or can be used to accomplish the following activities:

- develop or update job descriptions,
- diagnose job design deficiencies and identify methods of enhancing efficiency and effectiveness,
- identify the KSAs necessary for entry-level personnel,
- determine job training recommendations,
- update management expectations for adequate job performance,
- revise time reporting procedures and budget formulations, and
- provide a basis for comparing actual performance to desired performance within DRP positions.

The scope of the analysis includes the HQ positions PD, PM, and LA. When reference is made to HQ positions, it is those positions that are intended. Where appropriate, comparisons to the results of the previous regional DRP JTA will be included. That JTA analyzed the positions resident inspector (RI), senior resident inspector (SRI), project engineer (PE), branch chief (BC), and division director (DD). When reference is made to regional positions or the regional JTA, those five positions are intended.

2 METHOD

This project involved the completion of five technical tasks:

- (1) identifying and sequencing duty areas, tasks, and subtasks for each of the three positions (PD, PM, and LA) being analyzed,
- (2) obtaining ratings of frequency, time spent, difficulty, consequence, and satisfaction for each task or subtask and analyzing the ratings to identify demographically- or positionally-based trends,
- (3) identifying training requirements, including KSAs,
- (4) identifying LOs and training settings needed for entry-level task performance for all positions, and
- (5) identifying those functions best performed by particular positions or locations (i.e., site or regional personnel analyzed in the previous JTA, or HQ personnel in the three positions being analyzed).

This section of the report documents the data collection methods and data analysis strategies used for accomplishing these tasks. "Generic" methods, those that provided data for both training analyses and functional allocation or job design are described first, followed by methods used specifically for training analysis, then those used specifically for functional allocation.

2.1 Methods for Developing Task Lists and Obtaining Task Ratings

2.1.1 Identification and Sequencing of Duty Areas, Tasks, and Subtasks

This task began with the provision (by the NRC) of source documents describing the positions and outlining procedures for performing the jobs to be analyzed. A list of these source documents is provided in Appendix B. It should be noted that most of these documents (with the possible exception of the LA's Master Task List) represent the "official" version of how activities *are to be performed*, as opposed to the way they *are performed in practice*. Note also that the PD documents were not available prior to the focus group session documented

below, so they were used as reference materials for a "table-top" analysis, in which subject matter experts (SMEs) worked with Los Alamos National Laboratory (LANL) facilitators to develop the task list.

The LANL analysts prepared a preliminary task list from this documentation. Each source document was reviewed and a list of *tasks/subtasks* for the relevant position was developed from it. Task statements from these document-specific task lists were then clustered to eliminate duplications and form categories, called *duty areas*. Both the duty areas and the tasks within them were sequenced in what appeared to be a logical order of performance, although many activities, especially at the duty area level, proved not to be sequential.

This task list formed the basis for focus groups conducted with SMEs (who could be incumbents or people who had recently held the position, perhaps in an acting capacity) in each of the three positions. The output of each session was a position-specific task list that reflects what tasks people in the position perform. Focus groups lasted from six to eight hours and ranged in size from a minimum of four (LAs) to a maximum of six (PDs/PMs) SMEs.

Facilitators led the PMs and LAs through the "straw" task list, asking them to exhaustively review each subtask, task, and duty area as well as the overall list using the following questions:

- (1) Do you or others in your position perform this task or subtask?

If the answer was "yes," even for one person, the task remained on the task list; if no one performed the activity or knew of others in their position who did, it was removed. (One caveat is worth noting: in a few cases, SMEs insisted upon including tasks that they have performed in the past but are not currently performing. One example is the set of activities related to performance of surveys on the LA task list; at least a few of the specific surveys listed were performed in the past, but are not currently performed. LANL analysts allowed these activities to be placed on the task list, and assumed that they would be "washed out" in the ratings by being assigned a frequency of zero, meaning that the activity is never performed.)

(2) Is the task correctly stated?

If the answer was "no," the language was changed to more accurately represent the SMEs' view.

(3) Is the sequence of duty areas important? Is it correct as listed? How about tasks within duty areas?

Where appropriate, subtasks, tasks, and duty areas were placed in their logical order of performance.

(4) Are there duty areas or tasks missing?

If the answer was "yes," additional activities were added and placed in the appropriate sequence.

This process was more or less successful, depending upon how closely the preliminary task inventory matched the actual SME experience with the position. In some cases, entire sections of the preliminary list were replaced with newly created task statements that the SMEs felt more appropriately captured their job performance. Interestingly, the LAs, which was the only group that had previously been involved in developing a task list for their own position, had the greatest difficulty in performing this activity. This is probably attributable to a difference in the goals of the two task list exercises; the exercise that occurred prior to this project seemed to have a flavor of "justifying one's existence" so tended to include a greater level of detail than was needed for the present task list.

As mentioned previously, because source documents were not available in advance of the focus group session, the process used with the PDs was a bit different from that described above. Here, the source documents were reviewed with the SMEs during the focus group sessions and duty areas and some tasks were derived from them. SMEs then used brainstorming and clustering of the resulting ideas to "fill in the blanks" based on their own experiences to produce a complete task list. The preliminary task list for the PMs was used to stimulate thoughts about both format and content of the PD task list.

Finally, the analysts compiled the output of the focus groups and sent the revised lists to the SMEs for a final validation (i.e., a check that they were an accurate and complete representation of what had transpired at the focus group sessions). Once corrections were made from this iteration, the lists were considered to be a valid

representation of the tasks performed for a particular position, and the next project task could begin. (The results of the task listing exercise are discussed in Section 3.1.)

2.1.2 Obtaining and Analyzing Frequency, Time Spent, Difficulty, Consequence, and Satisfaction Ratings for Each Task or Subtask

2.1.2.1 Survey Data Collection

The task lists produced in the previous activity were used to develop survey forms to obtain ratings for each subtask (which, in turn, define the ratings at the task and duty levels; if a task had no subtasks, ratings were obtained at the task level). Surveys were also used to collect demographic data, which included respondents' experience level (in various categories) and their assigned region or geographic area (DRP East or West). For all questions related to experience levels, five responses were possible:

- 1 = less than 1 year
- 2 = 1 to 3 years
- 3 = 4 to 6 years
- 4 = 7 to 9 years
- 5 = 10 or more years

For each task or subtask, respondents were asked to provide five types of ratings. Because of the potential need to compare results across studies, the same scales (with minor changes to the frequency scale) as had been used in the Regional JTA were to be used here. These include:

(1) **Frequency**, or approximately how often the activity is performed, using the following scale:

- 0 = never
- 1 = less than once every 18 months
- 2 = once every 7 to 18 months
- 3 = once every 1 to 6 months
- 4 = once every 1 to 4 weeks
- 5 = more frequently than once a week

Respondents were instructed that if they answer "never" to this question, they should skip to the next item to be rated rather than giving time spent, difficulty, consequence, or satisfaction ratings for the current task/subtask.

Although frequency is the typical duration measure used in JTA, to further understand workload distributions, it is also necessary to know how time consuming particular activities are. Notice that the frequency ratings described above do not infer how time consuming an activity is: an activity may only be performed once per year, but when it is done it takes two weeks to complete. This task is more time consuming (but less frequent) than something that is done every week, but that takes 15 minutes to perform each time.

- (2) **Time spent**, or the average amount of time taken to perform the task each time it is performed, according to the following scale:

- 1 = less than 30 minutes
- 2 = 30 minutes up to 4 hours
- 3 = 4 hours up to 20 hours
- 4 = 20 hours up to 40 hours
- 5 = 40 hours or more

- (3) **Difficulty**, which represents the degree of both mental effort and task complexity, based on the following scale:

- 1 = very easy; low mental activity and low degree of task complexity
- 2 = somewhat easy; low mental activity and medium degree of task complexity
- 3 = moderately difficult; medium mental activity and medium degree of task complexity
- 4 = very difficult; medium-to-high mental activity and high degree of task complexity
- 5 = extremely difficult; medium-to-high mental activity and very high degree of task complexity

- (4) **Consequence** (the term "*importance*" is sometimes used), or the effect of improper performance of the activity, according to the following scale:

- 1 = negligible
- 2 = undesirable
- 3 = moderate
- 4 = serious
- 5 = extreme

facility safety, but also to consider consequences for the agency (such as public perception and involvement, Congressional concern, NRC/licensee management attention required, and regulatory concern). They were explicitly told NOT to provide ratings based on consequences to themselves (such as a negative performance appraisal) or their immediate management.

- (5) **Satisfaction**, which is defined as a perception that the activity is designed and performed in a manner that is appropriate for accomplishing its objective. Respondents were cautioned not to rate activities on the level of personal satisfaction gained from doing them. The following scale was used:

- 1 = not at all satisfied
- 2 = somewhat dissatisfied
- 3 = it's OK
- 4 = somewhat satisfied
- 5 = very satisfied

Because the tasks lists differed across positions, three surveys were developed. Each incumbent received only the survey appropriate to their current position. All personnel currently performing each of the three positions were surveyed.

Packets were mailed to incumbents directly from LANL and responses were returned directly to LANL.

2.1.2.2 Survey Analysis for Information Common to the Training and Functional Allocation/Job Design Objectives

As surveys were returned, the information contained therein was recorded in a database, and the data analyzed to obtain for each position:

- (1) Average frequency, time spent, difficulty, consequence, and satisfaction ratings for each task or subtask, broken out to show differences by relevant demographics. (Recall that ratings were obtained only at the lowest level of the hierarchy, such that task ratings are obtained only if there were no subtasks to rate, and duty areas were never rated.)

Respondents were instructed to give primary consideration to consequences related to nuclear and

- (2) Rankings of frequency, time spent, and frequency times time spent (FxT), with one additional measure for PMs: FxTxR, where R is the ratio of PMs that responded to the task.
- (3) Gap tables, where we look for negative gaps between satisfaction and difficulty, and between satisfaction and consequence.

Three sets of averages were generated, one for each position. For each task or subtask for which ratings were obtained, mean ratings were calculated across all respondents for that position. The average ratings in themselves are not very informative. In the tables on demographics and gap analysis we examine and compare certain differences. In these tables, the p-value is the result of the t-test (two sets of data) or F-test (more than two sets of data) for determining whether there are significant differences in the data. (A p-value less than or equal to 0.05 is generally considered statistically significant.)

Finally, the task analysis was "cross-walked" across the three positions and back to the five site and regional positions that were the subject of the recently completed DRP analysis. Areas where similar task descriptions have been recorded for two or more positions were noted. This involved having LANL analysts read through the task lists and make a subjective assessment of whether the information recorded appears to have the same content or not. Where there is a judgment that the content is similar, the task identifiers are linked in the task database. The cross-walk was used to inform decisions regarding job design and function allocation (see Section 2.3).

2.2 Methods for the Identification of Training Requirements for Each Task Requiring Training

2.2.1 Development of Training Recommendation Matrices

For each position, the frequency/time spent, consequence, and difficulty ratings were subjected to a decision tree analysis, based on the adaptation of the Department of Energy (DOE) Performance-Based Training Program decision guidance (US DOE Training Accreditation Program, 1991) shown in Appendix C, to make a recommendation of *no train* (NT), *train* (T), or

continuous train (CT) for each task or subtask. (See Hahn, Houghton, and C de Baca, 1994, for additional information about the decision matrix adaptation.) Here, NT is intended to imply that previous education or experience provides sufficient background for task performance to be learned without formal training, T implies the need for formal training, and CT implies that, in addition to initial entry-level training, periodic retraining is necessary. Note that duty areas do not receive training recommendations, and only tasks that have no subtasks get recommendations. These training recommendations are silent with respect to the content to be trained and the training venue; formal training can take place in a classroom setting or simulator, via self-study, or through structured on-the-job training (OJT), among other methods. Training content and training settings are discussed below (Sections 2.2.2 and 2.2.3, respectively).

2.2.2 Development of Knowledge, Skills, and Abilities for Tasks Requiring Training

The results of the decision tree analysis were used to guide the analysis effort for the *knowledge, skills, and abilities* (KSA) identification task. As was done in the development of the preliminary task lists, LANL analysts prepared a proposed set of KSAs for tasks requiring formal training (i.e., those tasks that received a "train" or "continuous train" recommendation when the training recommendation matrix is applied; if the matrix application using frequency and time spent yields different results, the more conservative training recommendation -- that requiring the most training -- was used). During the meetings with SMEs described in Section 3.2.2, participants were encouraged to provide information for "no train" tasks where possible, but no attempt was made to develop comprehensive lists of KSAs for these tasks.

Tasks were traced back to the source documents wherever possible and the sources analyzed to glean information about required KSAs. Previous JTAs conducted for the NRC were also consulted to see if any previously developed KSAs transfer. The "cross-walks" described above (Section 2.1.2.2) were also consulted such that KSAs derived for one position were applied to another position if a similar task also occurs there.

Normally, the information contained in various source documents was primarily applicable at the position or duty area level, and sometimes at the task level. KSA information was "rolled up" to the highest level at which

it was applicable, to avoid unnecessary repetition.

Focus group discussions with a representative sample of SMEs from each of the three positions were used to refine these KSAs. The output of each session is a position-specific, consensus-based list of KSAs that reflects what people must know or be able to do in order to successfully perform the task, under what conditions the task is performed, and the success criteria for task performance.

Facilitators led each group through the "straw" list of KSAs, asking them to exhaustively review each subtask, task, and duty area as well as the overall position using the following questions:

- (1) Under what *initial conditions* is this task, duty area, or position performed?

Initial conditions are defined as the situation, circumstances, or tools required to begin task performance. SMEs were instructed to disregard the obvious -- for example, if a task involves reading a document, it is inferred that the document is available. Similarly for tasks involving interactions with other people, the availability of the needed people is inferred. It is also assumed that physiological needs, such as adequate light and warmth, are being met.

- (2) What are the *criteria for acceptable performance*?

The criteria for acceptable performance convey how well an entry-level person is expected to perform. As was the case for initial conditions, SMEs were instructed to omit the obvious criterion that the task has to be performed and focus on standards for successful completion.

- (3) What KSAs are required for entry-level performance?

Knowledge is defined as a requirement to correctly recognize/recall information, facts, concepts, situations, relationships, locations, or procedures. Knowledge can exist at one of three levels:

- (a) *familiarity*, or awareness of techniques/subject areas
- (b) *working level*, which implies the capability to implement techniques/subject areas

- (c) *detail level*, which implies the capability to develop new techniques or contribute new information in subject areas

A *skill* is a requirement to properly perform a series of actions. An *ability* is a specific perceptual, cognitive, affective, or psychomotor requirement. Physiological abilities required for observation, such as adequate near and far vision, were assumed.

- (4) Are the KSAs specified at the correct level?

SMEs were instructed to specify KSAs, initial conditions, and criteria for acceptable performance at the highest applicable level. To guide this process, a reference sheet of representative KSAs and definitions (see Appendix D, exhibit 1) was available and used during the meetings.

Finally, the analysts compiled the output of the focus group meetings and sent them to participants for a final validation. The corrections made from this iteration resulted in lists that are considered to be a valid representation of the KSAs required to perform the tasks comprising a particular position. Results are discussed in Section 3.2.2.

2.2.3 Development of Learning Objectives and Training Settings for Tasks Requiring Training

This task proceeded in a similar fashion to KSA development. LANL analysts used the KSAs to prepare a proposed set of learning objectives (LOs) and training settings for tasks requiring formal training. Both terminal and enabling objectives were developed. A *terminal learning objective* (TLO) refers to behaviors that trainees are expected to demonstrate to fulfill on-the-job tasks, while an *enabling learning objective* (ELO) refers to behaviors that must be learned prior to the behaviors to be demonstrated as the TLO. The LOs provide both conditions of task performance and indicators of success. Generally speaking, ELOs are considered appropriate at the subtask level, while TLOs are considered appropriate at the task level. "Cross-walks" were again used to track LOs across positions.

A generic document outlining the appropriate uses of various training settings was developed as a guideline for specific recommendations. (See Hahn and Morzinski, 1997, Volume 1.) The performance required by each LO was matched with the characteristics of various training

settings, including, but not limited to, classroom instruction, simulator training, self-paced, and OJT experiences. Recommendations were made regarding the most appropriate settings to achieve the LOs, given the type of learning involved.

SMEs from each of the three positions validated the LOs and provided comments on training setting recommendations in a focus group format, using one session to accomplish review of both aspects of the training recommendations.

Facilitators led each group (LA, PM, PD) through the lists of LOs, asking them to review the LOs for these considerations:

- (1) Does the LO accurately reflect the knowledge, skills, or abilities required for entry-level performance of the task or subtask? If not, how should it be changed?
- (2) What are the criteria for successful performance?
- (3) What is an appropriate training setting for this LO?

A set of guidelines (Appendix D) was used to make recommendations for training settings. After capturing all the comments at the meetings, LANL analysts prepared the lists of LOs and sent them to the meeting participants for final review. Results are discussed in Section 3.2.3.

2.3 Functional Allocation and Job Design Methods

The purpose of the activities described in this section is two-fold. The first purpose is functional allocation or the identification of *functions* best performed by the various positions. This activity included a review of the previous JTA results. The second purpose is to make recommendations regarding the design of the three jobs under evaluation to incorporate, for example, best practices within the different demographic segments. Common methods, which rely upon the interpretation of both quantitative and qualitative data, were used to achieve these two objectives.

2.3.1 Survey Analysis for Information Specific to Functional Allocation/Job Design

Many types of quantitative analyses were performed on the survey data to inform decisions regarding functional allocation and job design. The methods that were used in conducting these analyses are described below (Section 2.3.1.1, 2.3.1.2, and 2.3.1.3). How the analyses were put to use in the functional allocation and job design tasks is the subject of the subsequent section (Section 2.3.2).

2.3.1.1 Demographic Analyses

Demographic analyses of the survey rating data were conducted using analysis of variance techniques. Several different types of demographic analyses were conducted.

2.3.1.1.1 Analyses to Identify Variations in Ratings Due to Geographic Location of Assigned Plants

Although all incumbents in the three positions are all physically located at HQ, either the plants for which they are responsible are geographically dispersed throughout the four NRC regions (for PMs) or they are assigned to DRP East or West (for the LAs and PDs). Thus, the effects of regional differences could affect how the HQ personnel perform their tasks. Therefore, differences in ratings due to variations in geographic location were explored. Because of the large number of subtasks, beginning the exploration at the subtask rating level presents statistical validity problems regarding alpha inflation (i.e., increasing the number of significance tests performed on a data set increases the likelihood that some significant results will be found; see Kirk, 1968). Thus, it was necessary to consolidate the ratings at the duty area level. To accomplish this, subtask ratings were averaged to obtain mean task ratings, which were in turn averaged to produce mean duty area ratings. Thus, for each duty area, an average frequency, time spent, difficulty, consequence, and satisfaction rating was obtained by geographic location. The effect of this approach is that some tasks (i.e., those having no subtasks) have a higher "weighting" with respect to their influence on the duty area average. However, this effect is considered a "lesser evil" than the increase in false positives (i.e., attributing statistical significance when it does not exist) that would have occurred otherwise.

The duty area average ratings were used in an analysis of variance, in which the F statistic (the standard test for determining differences among more than two means [see

Kirk, 1968]) was employed to determine whether statistically significant geographic variations exist. Because understanding of geographic differences in task performance is a necessary step in the next task (i.e., making functional allocations), in cases where such differences are found, two additional types of analysis were conducted to tease out the sources of variation:

- (1) repeating the F test at the task or subtask level, and
- (2) making pair-wise comparisons using the Bonferroni-adjusted t test (the standard test for determining differences between two means; see Kirk, 1968) to identify in which geographic areas significant differences are present.

These analyses are described in Section 3.3.1.1.

2.3.1.1.2 Analyses to Identify Experience-Based Variations in Ratings by Position

Similar methods (i.e., F tests followed by t tests if significant) were used to examine experience-based differences in ratings. In all cases, analysis "bins" were defined by the demographic questions asked on the survey. Because there are relatively few LAs and PDs, some of the bins for those positions combine two or more experience levels in order to make valid comparisons. These analyses are described in Section 3.3.1.1.

2.3.1.2 Gap Analysis

Gap analysis is the process of comparing sets of data to find differences, or gaps, and analyzing those gaps to identify potential problems and solutions. This analysis, of course, implies more than simply looking at numerical differences. A key assumption is that the problem has been well-framed, which means that questions have been posed in a manner that allows and facilitates identification of *meaningful* gaps. Identification of meaningful gaps, in turn, should provide information that is useful, in the sense that it gives insights that did not exist before and suggests possible remedies.

In this gap analysis, it was the gaps between ratings for satisfaction and consequence that are of interest, because a negative gap (low satisfaction and high consequence, called an S-C gap) is an indicator of a task which is a prime candidate for redesign. For the same reason, negative gaps between satisfaction and difficulty (called

an S-D gap) were examined. Tasks with high satisfaction and low consequence or high satisfaction and low difficulty are not of concern because those positive gaps are signs of well-designed tasks, or at least tasks that do not need attention. Gaps between the other pairs of rating dimensions were also not examined, because those, such as the gap between frequency and difficulty, do not disclose any meaningful information.

Two major activities were undertaken: gaps of interest were identified and their significance determined. "Significance" can take on several meanings including traditional statistical significance, based on t-tests or F-tests; classification of gaps according to their size, so that a large gap is more significant than a small gap; and use of multiple measures, so that significance is declared if a task has gaps on more than one of the measures of interest. (Note that different kinds of gap analysis can occur in the same study. The identification of significant differences in responses across various demographic characteristics, e.g. differences by geographic area, is a form of gap analysis employed in this report. To keep things simple, the term "gap analysis" as used in this report is reserved for the study of satisfaction-consequence and satisfaction-difficulty gaps.)

Gaps were calculated by subtracting consequence from satisfaction ratings (S-C), and difficulty from satisfaction ratings (S-D). In addition, gaps by certain demographic breakouts were calculated. Emphasis was placed on investigating cases in which both the gaps between satisfaction and consequence and satisfaction and difficulty are negative; thus, two negative results becomes the definition of "significance" for this analysis.

The results of the gap analyses are discussed in Section 3.3.1.2.

2.3.1.3 Analysis of Cross-Walk Rankings

Cross-walks of the duty-level rankings were examined to determine which duty areas are most commonly performed by which positions based on "time-smoothed averages" (the frequency times time rankings). To the extent possible, this analysis was extended to the results of the previous JTA.

2.3.2 Uses of Survey Data in Functional Allocation and Job Design

The results of the quantitative analyses of the survey data were used to guide the analysis effort for the functional allocation/re-engineering task. Initial issues regarding functional allocation were drawn directly from the rating and ranking data. In addition, as described in Section 2.3.3, focus groups were conducted to explore these findings, particularly with respect to "best practices" based on exploration of geographical variations and gaps. Recommendations for both functional allocation and job design, then, were obtained from the focus group participants. Finally, focus group and quantitative data were synthesized in reaching final recommendations on functional allocation and job design. The data from the previous JTA was also used in reaching final recommendations.

In this section, the uses of the survey data both for direct quantitative assessment and to inform focus group design are documented.

2.3.2.1 Direct Use of Survey Data in Recommending Functional Allocation

As described in Section 2.3.1.3 above, the cross-walks of the duty-level ratings were examined to determine which duty areas are most commonly performed by which positions based on time-smoothed averages. These time-smoothed averages were used directly to assign functions (at the duty area level) to positions. (Some duty areas exist for only one position; these are assumed to be appropriately performed by that position and were not examined further.) This assignment of functions included the five positions analyzed previously, to the extent practical.

For duty areas that exist for multiple positions, several screens were employed to determine the most appropriate position(s) to perform the duty. First, based on their knowledge of the positions (gathered in previous stages of the project), LANL analysts made a determination about the necessity that the duty be performed by people in multiple positions.

If a duty was deemed by the LANL analysts to not require multiple actors or to require fewer than the current number of actors, an assessment was made regarding the most appropriate position(s) to perform the

duty. This assessment was based on time-smoothed averages, with the assumption that the position(s) that perform the duty most frequently over time are, at first estimation, the best fit.

Task-level cross-walks (of the tasks themselves, not their ratings or rankings) were also examined at this point. Note that, in some cases, it is appropriate that several positions perform activities within a duty area, especially when examination of the associated tasks shows that the actual work being performed varies depending on the position. If neither the time-smoothed averages nor the task-level data provided a clear view of the appropriate position to perform a particular duty area, a "locus of work" principle was adopted. By this principle, the position closest to the work to be performed assumes all duties associated with that work.

For duties that are deemed to require participation by people in more than one position, an attempt was made (again, based on analytical judgment using the time-smoothed averages) to determine whether one position can be deemed the "position of primary responsibility" with the other positions assuming a "collateral" role with respect to the duty area. When such a judgment could not be reached, the duty was deemed "shared."

The designation of a collateral duty is also possible when only one position performs a duty, but the time-smoothed average shows it to be in the lower portion of the rankings for that position.

The output of these analyses was a set of duties/tasks that were candidates for re-design or re-distribution, based solely on the quantitative data. These tasks are discussed in Section 3.3.2.1.

2.3.2.2 Use of Survey Data in Structuring Focus Group Activities

In designing focus group activities, rating data from the survey was used to help determine which areas required SME input to understand sources of variation so that more informed job design recommendations could be made. In deciding which areas to cover in the focus groups, priority was placed on those activities where the same tasks appeared to be performed by multiple positions, where the ratings indicated that the tasks were performed differently by people in different positions or in different geographic areas, and on activities having disparate ratings of consequence and difficulty vs

satisfaction (negative S-C and S-D gaps).

2.3.3 SME Input on Functional Allocation and Job Design -

SME opinions on functional allocation and job design were collected using a series of structured focus group activities, as outlined below. As discussed in the previous JTA report (Hahn and Morzinski, 1997), a combination of large- (involving SMEs from all three positions) and small-group (involving SMEs from only one position at a time) sessions were used, depending upon the topic to be explored.

Rating data was used to identify a few major topical areas to be used in these discussion groups. For each of these areas, a set of open-ended questions and structured exercises intended to provide in-depth information about patterns revealed in the quantitative data were designed.

Focus group design also considered appropriate participants for each activity. For example, if a task appeared to be performed by people in multiple positions, representatives from all affected positions were present. If, however, the point of the exercise was to explore geographic differences in task performance by people in a particular position, only that position was represented. This allowed for free exchange of ideas among people having pertinent information, without distractions by others who may not truly be SMEs for the discussion at hand.

Facilitators led the groups through the discussions, each of which followed the same standard format. First, general information about the topic was shared, including the working methods for exploring that area. Working methods included brainstorming, *process mapping*, root cause analysis, and prioritization using the interrelationship digraph technique (which systematically and exhaustively asks the question of whether one item -- usually a root cause -- influences or is influenced by the others; the root cause most often seen as the influencer becomes the highest priority item for which countermeasures need to be determined).

Second, a specific observation from the quantitative data analysis was shared with the participants. Such observations included geographically-based differences in ratings among members of a particular position, positionally-based differences in ratings for duties/tasks

that are common across positions, and gaps between difficulty and consequence ratings and satisfaction.

Next, a series of questions was asked to probe underlying issues relevant to the observation. If appropriate to the observation being explored, participants were asked to speculate as to why the observed differences were obtained or, in the case of identified gaps, what the root causes of the observation are and what countermeasures could be taken to combat them; whether they think it is reasonable that any observed differences existed (i.e., if two positions perform the same task but one does it more frequently, is that to be expected?); and whether there are preferred methods or locations for performing the tasks.

This observation/questioning process was repeated until all observations of interest were explored. Where appropriate, SMEs were asked to factor the results of the previous JTA into their deliberations.

Finally, an exercise aimed at identifying the most significant general sources of dissatisfaction and possible countermeasures for them was conducted. Here, respondents were asked what they would do to redesign their own jobs if they were "king (or queen) for a day:"

- If you could change one thing about your job, what would it be?
- Why did you choose that particular thing?
- What would it look like after being fixed by your magic wand?

The output of each session was a set of notes that reflects SME views on appropriate functional allocation of tasks, best practices, and root causes and solutions for identified gaps. SMEs who participated in the sessions were given the opportunity to check the notes for accuracy before the results were used to make functional allocation or job design recommendations. The results of these sessions are described in Section 3.3.3.

2.3.4 Combining Quantitative and Qualitative Analyses to Produce Final Functional Allocation and Job Design Recommendations

The functional allocation recommendations based on the quantitative analyses were combined with the data from the focus groups conducted with SMEs to determine the optimal position for performing various duties and to identify methods of enhancing efficiency and effectiveness in performing tasks, as appropriate. In making these determinations, there were two implicit assumptions:

- (1) that, in the absence of information (such as SME input) to the contrary, the position currently performing a duty or task most frequently over time is the position that should perform the duty/task; said another way, quantitative data will be the sole source of the final functional allocation recommendations in cases where there are no contradictory qualitative data, and
- (2) that SME opinions about efficiency/effectiveness enhancements are the most credible source of information from which to glean suggested job design improvements, as the SMEs are most knowledgeable about how tasks are currently performed and the problems encountered in that performance.

3 RESULTS

Results of the initial project tasks involving task list development and obtaining task ratings form a common foundation from which training and functional allocation/job design analyses and recommendations are drawn. As such, they will be discussed together in this section.

3.1 Task Lists and Task Ratings

3.1.1 Validated Task Lists

The output of the first project task was a set of validated task lists, one for each position being analyzed. These task lists are shown in Appendix E.

Several observations about these lists are worth noting. First, the LA and PM lists show considerable differences when compared to the preliminary task lists that served as the starting point for the focus group activities. (Recall that there was no "straw" task list for PDs.) In the case of the PMs, this is not surprising for at least two reasons. First, source documents often convey the authors' view of what "should be" while the completed task lists are intended to provide a representation of what "is." Further, by their nature, source documents do not address many of the tasks and subtasks that refer to how an activity is performed. This result is more problematic for the LAs, however, in light of the fact that a previously developed task list was one of the inputs to this process.

Second, as has been alluded to in the Method section (specifically, in the discussion of crosswalks in Section 2.1.2.2), similar activities may appear with slightly different wording, at a different level within the task hierarchy, or at a different level of elaboration with respect to the detail provided (usually reflected in the number of subtasks) in the task lists for the different positions. In this case, seeming overlaps are evident in the PM and PD lists, less so in the LA versus either the PM or PD lists. Again, this seeming overlap is to be expected, as it reflects differences in how people in the various positions experience their day-to-day activities. For example, it is reasonable to assume that PMs might be required to provide input or prepare materials for meetings and other interactions that their superiors (i.e., the PDs) actually attend. Hence, when speaking of these

interactions, one would expect PMs to use verbs such as *prepare* or *provide*. In speaking of the same interactions, the PDs might use language more like *attend* or *participate*. These types of differences are indeed observable in the task lists. Rating data interpreted in light of cross-walks of the task lists as well as SME focus groups were used to determine whether similar-appearing tasks are in fact the same or different.

Third, each focus group added a duty area that had not been captured in the preliminary task list. Groups used slightly different wording to title the duty area, but the general flavor can be captured as "Perform administrative activities." Again, the fact that this duty area was not derived from the source documents is not unusual, as they contain little of the flavor of the operational aspects of the positions.

Fourth, comparison of the PM and PD task lists to those developed in the regional DRP JTA reveals a number of seeming overlaps with respect to activities related to the evaluation of licensee performance. LANL analysts monitored these seeming overlaps in much the same way as was described above regarding overlaps among positions within this JTA, and, where overlaps were found to exist, explored those topics at the focus group meetings described in Section 3.3.3..

Fifth, at subsequent focus group meetings to develop KSAs and LOs, there was considerable pressure from the SMEs to change the task lists. This was partly because we had different sets of SMEs at these meetings, and partly because things were perceived differently from when the original task lists were developed. After consultation with the NRC technical monitor for this project, it was agreed that the only changes that could be made were those that did not affect the numerical data analysis, which was based on the survey returns and the original task lists. All task lists in this report reflect the agreed-upon changes.

Finally, although the reader may not agree that the language in the task lists accurately or completely captures the positions, it should be remembered that the validation process has ensured that these task lists do accurately describe these positions in the language used by the SMEs.

3.1.2 Survey Analysis (Data Common to Training and Job Allocation/Functional Design Objectives)

Survey return rates were excellent: 80% (8 of 10) each for LA and PD, and 74% (61 of 82) for PM.

The LA returns showed a mix of experience. All had been with the NRC for 7 or more years; for time in position, one person reported less than a year, and the rest were evenly spread at 4 years or more. There was an even split regarding division: 4 from the East and 4 from the West.

PM returns indicated 11 from Region I, 13 from Region II, 19 from Region III, and 11 from Region IV. There were 50 PMs with an assigned plant, and 11 without. PM statistics on years of experience in various categories are shown in Table 3-1 below.

Number of PMs reporting					
	Time (years)				
Time in:	< 1	1-3	4-6	7-9	>=10
Current position	6	7	16	14	18
Other position with inspection function	30	9	4	3	2
Other position with technical review function	26	14	8	3	2
NRC	2	0	6	17	35
Commercial Nuclear Power Industry	14	8	2	8	19
Nuclear Navy	22	3	11	4	1

Table 3-1: PM Demographics

PD experience-based demographics are shown in Table 3-2 below. In addition, there were 2 each from Regions I and II, 3 from Region III, and 1 from Region IV.

Number of PDs reporting					
	Time (years)				
Time in:	< 1	1-3	4-6	7-9	>=10
Current position	1	2	0	2	3
Other NRC management position	1	1	0	1	5
NRR project manager	3	3	1	0	1
Other position with inspection function	6	0	1	1	0
NRC	0	0	0	0	8
Commercial Nuclear Power Industry	4	1	0	0	3
Nuclear Navy	5	0	1	1	1

Table 3-2: PD Demographics

Appendix F shows average ratings for frequency, time spent, difficulty, consequence, and satisfaction for each of the three positions. The last column in each of these tables is the training recommendation (see Section 3.2.1). The average ratings, in themselves, are not very informative; differences by the various demographic variables are more meaningful. We discuss these differences in Section 3.3.1.1.

3.2 Training Requirements

3.2.1 Training Recommendations

Training recommendations were derived for subtasks and tasks that don't have subtasks using the method described in Section 2.2.1. At subsequent meetings to validate KSAs and LOs, SMEs determined that some of these recommendations were not valid and proposed changes. The most common change was to "downgrade" a recommendation from CT to T or from T to NT. In all cases, the changes were agreed to after a detailed discussion of the nature of the task. A more general justification for making any changes follows from the method of deriving the recommendations. Recall from

Section 2.2.2 that a conservative approach was used in recommending tasks for training; the "downgrading" that occurred can be seen as a correction for that conservatism. For PDs and PMs, the result of the changes was a small decrease in the number of tasks receiving a CT recommendation, offset by a small increase in the number of tasks receiving a T recommendation, so that there was virtually no change to the total number of tasks requiring training (either T or CT). For LAs, the numbers went down for both CT and T recommendations, from an original total of 151 to the revised total of 114 tasks requiring training.

Findings for PD and PM are completely in line with previous JTAs, with most tasks requiring training (89% for PD, 79% for PM), and more tasks requiring CT than T. LA findings are somewhat surprising, with relatively fewer tasks requiring training, and more tasks rated T than CT. One reason for this may be that LAs generally included more detail in their task list, and so the tasks may be somewhat diluted in that respect.

Appendix F shows the original training recommendations. The lists of KSAs and LOs (Appendices G and H) show the revised training recommendations that came out of the validation meetings. The statistics on training recommendations are shown below in Table 3-3. In this table, we show the revised numbers and percentages of activities that received either Train or Continuous Train recommendations.

Job	No. of Activities	Train		Continuous Train	
		No.	Percent	No.	Percent
LA	173	74	43%	40	23%
PM	197	50	25%	106	54%
PD	127	19	15%	94	74%

Table 3-3: Training Recommendation Statistics

3.2.2 Knowledge, Skills, and Abilities for Tasks Requiring Training

The focus group meetings with SMEs from each of the three positions resulted in position-specific lists of KSAs that reflect what people must know or be able to do in

order to successfully perform the task. The lists also show initial conditions, i.e. what circumstances or tools are required to begin task performance, and performance criteria, which are the minimum requirements for acceptable performance. These lists are shown in Appendix G.

For all three lists, KSAs, initial conditions, and performance criteria are specified at the highest level that applies. So, e.g., when an initial condition is stated at the duty level, it applies to all tasks and subtasks of that duty area, unless a different initial condition is specified. Similarly, skills stated at the task level apply to all subtasks of that task, and so on. There are some cases in which the knowledge (or skill, etc.) is repeated at the task or subtask level. In those cases, the SMEs felt that it was worth repeating the entry in order to emphasize its importance.

The LA list is a study in contrasts. There is only one initial condition, "access to all documents, office letters, and guidance," which applies to all duties, tasks, and subtasks. Performance criteria, on the other hand, are specified at the task or subtask level. The reason for this disparity is that SMEs didn't feel it was meaningful to try to be any more specific regarding initial conditions, but felt the task statements did imply a fairly detailed list of performance criteria. KSAs are generally specified at the duty or task level, with specific entries made when appropriate.

The PM and PD lists are consistent with the previous regional JTA in the sense that the initial conditions, performance criteria, and KSAs are pretty well spread across duties, tasks, and subtasks. The PM list had many similarities, especially at the subtask level. When one entry would have been identical to another, that is indicated by saying "Same as (ID#)." Some items are referenced to others that are similar, but not identical; that is indicated by saying "See (ID#)."

3.2.3 Learning Objectives and Training Settings

LANL analysts used the lists of KSAs that were created previously (see Section 3.2.2) to develop proposed LOs for tasks requiring training. Two types of LOs were written. TLOs refer to behavior that trainees are expected to demonstrate to accomplish certain tasks. ELOs refer to behaviors that must be learned in support of the TLOs. In general, TLOs are written at the task

level and ELOs at the subtask level, so that ELOs support TLOs just as subtasks support tasks. These lists are shown in Appendix H.

In all three groups, in addition to reviewing and modifying the LOs, there were recommendations for changes to the task lists. After consulting with the NRC technical monitor, it was agreed that the only changes that would be made were those that did not drastically alter the task list, so that the quantitative data from the survey would not be invalidated. The lists of LOs incorporate those changes, and other changes (e.g., to the original task lists) were made accordingly.

Specifying criteria for successful performance turned out to be a challenging assignment. For most LOs there is no explicitly stated criterion, it being understood that the behavior must be acceptable to peers and superiors. When performance criteria were able to be drawn out, they tended to be something along the lines of "in accordance with current guidance." The fact that explicit performance criteria are hard to come by is an indication of the nature of the duties of these three positions.

The LA list is fairly straightforward. For all tasks requiring training, the training setting recommendation is combined OJT and self-paced. Classroom training is more appropriate for a set of "generic" areas (shown at the end of the LA list of LOs) that are not explicitly part of the task list. Training in those areas can help acquire and maintain skills needed throughout all facets of the LA's job.

For tasks and subtasks with a training recommendation, the PM list shows training settings immediately after the task description. (Recall that tasks with subtasks do not get a training recommendation.) The training setting for tasks with subtasks that require training can be derived from the individual subtask training settings. There are many subtasks with similarities. When the similarity was strong enough so that the LOs would be identical, that is indicated by an entry that says "Same as (ID #)." When the similarity is not so strong, the similar task is referred to with a "See (ID #)."

For PDs, as with LAs, it was determined that the only appropriate training settings were OJT and self-paced, and that they applied equally to all tasks requiring training.

3.2.4 Combined Analysis of Training Requirements

Most tasks require training, either initial (T) or initial plus refresher (CT). The numbers for PM and PD are consistent with the training analysis of the regional positions: more tasks require CT than T. Fewer LA tasks require CT than T, in part because of the dilution effect mentioned in 3.2.1, but also because LA tasks tend to be more routine than tasks of other positions, and just don't require as much refresher training.

When developing lists of KSAs (Appendix G), it was assumed that the technical prerequisites (e.g., technical editing, reactor engineering, project management) were already specified for these positions. Thus, the requirements speak primarily to NRC-specific knowledge, which is largely process- and procedure-oriented. Similarly, the LOs (Appendix H) focus on job-specific requirements. Training programs should build from the foundation of KSAs and LOs, matching and combining the KSAs with LOs to tailor effective training programs for these positions.

When training is developed for these positions, it should be sequenced according to task performance, so that new employees are trained first for tasks they are expected to perform first.

Because most of the requirements are process- and procedure-oriented, much of the training emphasis must be on finding resources (guidance), and should cover the ability to identify and use those resources. As processes and procedures change, the training necessarily must change. Innovative use of training resources and varied training settings will be necessary if the training is to be kept current. One method of meeting refresher training requirements is through distributed training (also called distance learning), which can range from low-tech (send paper documents to be filled out and returned) to high-tech (complete a refresher quiz on-line, via the web).

Performance criteria are included in KSA lists, but they are not very specific. The implied standard for many tasks is "in accordance with current guidance," or "meet management expectations." When developing training, considerable effort should be devoted to finding clear, measurable expectations to use as training performance criteria.

OJT is recommended as the training setting for all tasks

on the LA and PD lists, and for most tasks on the PM list. It must be made clear that OJT means more than learning by doing the job. OJT, to really be called training, must be formal, supervised and evaluated.

Finally, even though the KSAs focus on NRC-specific requirements, they can be used for job selection as well as for developing and selecting training programs.

3.3 Functional Allocation and Job Design

3.3.1 Survey Analysis (Data Specific to Functional Allocation and Job Design)

3.3.1.1 Demographic Analysis

The ratings have been sorted to show differences by the various demographic variables. Appendix I, exhibit 1, shows LA differences by division (East or West). Seven duty areas show significant differences in LA responses by division; each of those duty areas is broken down to the task level to show which tasks are contributors to the difference. Reasons for these differences were explored at the focus group meetings (see Section 3.3.3.2). The other demographic breakdown for LA is by time in current position (Appendix I, exhibit 2). Here there are not many differences, with only two duty areas showing significant differences. Note that there were five possible responses to the "time in current position" question, but in order to have a minimum of three respondents in each category, we could only show two broad categories, "less than 7 years" and "7 years or more."

Exhibits 3 through 9 of Appendix I show PM differences broken out by the applicable demographic variables. Differences in all of the applicable response categories are shown, because there were sufficiently many PM responses. In addition to indicating significant differences among the means, the last column of these tables shows which pairs of means are different from one another. It is possible to have significant differences among all five means yet not have any pairs that are significantly different, because the test for pair-wise difference is a little more strict than the test for difference among all means. For example, in exhibit 8, "Project Manager Differences by Time in Current Position," there is a significant difference among all means for the ratings for duty area 2.0 Time, but no significant pairwise differences. In the same table, duty area 2.0 Difficulty has significant differences, and

response categories 3 (4-6 years) and 5 (≥ 10 years) are different from one another. There were relatively few significant differences, and time with the NRC had the most (6). These and other differences were explored in focus group meetings (see Section 3.3.3.3). Note that there were no significant differences by Project Directorate, but the table of means is shown in exhibit 14 for completeness.

Exhibits 10 through 14 of Appendix I show PD differences by, respectively, time in current position, other NRC management experience, experience as NRR project manager, experience in the commercial nuclear power industry, and time in the nuclear Navy. There were relatively few significant differences in these ratings, with differences by time in nuclear Navy having the most (6 at the duty level). The significance of these and other differences were explored in the focus group meetings (see Section 3.3.3.4). As with LAs, the responses had to be combined into broad classes (e.g. "less than 10 years" and "10 years or more" for other NRC management experience) in order to have enough responses in each category. Additionally, all PDs indicated 10 years or more time with NRC, so no breakout is shown for that variable.

Appendix J shows ranks based on average ratings for duty areas on frequency, time spent, and (F_xT) in an attempt to get a time-smoothed estimate of the magnitude of task performance. Subtask ratings were averaged to obtain mean task ratings, which were in turn averaged to produce mean duty area ratings. For PMs, we added another variable. We determined the number of respondents that reported performing each task, and divided by the total number of respondents to get the ratio of PMs that performed each task. We then calculated frequency times time spent times ratio (F_xT_xR) for each task to get an estimate of the magnitude of task performance for all PMs as a group. We did not perform this analysis for LAs or PDs, because of the small number of respondents. The task or duty area having the highest rating of frequency, time spent, or frequency times time spent is assigned the rank of 1 for that rating category. (Note that it is possible for a particular duty area to be assigned widely different rankings on these three indicators.) Ties, if there are any, are handled by assigning the same rank to all duty areas having the same rating with the next duty area being assigned a rank as if there were no preceding ties (so, if there are two duty areas assigned a rank of 1, the next rank assigned will be 3).

These rankings show that for PM, duty area 7.0 "Perform Routine PM Duties" is ranked highest in both the FxT and FxTxR metrics. That duty area has 4 of the 5 highest ranking tasks in the FxTxR metric. Duty Area 5.0 "Perform Special Assignments" drops from a ranking of 3 in FxT to a ranking of 7 in FxTxR. For PD, surprisingly, the duty area ranked highest in the FxT metric is 10.0 "Participate in Personal Development Programs." One reason for this may be that the PD task list had more duty areas than the other job titles, which "spread out" the other duties, so that participation in personal development programs seems bigger in comparison. The LA rankings appear to be reasonable, with 1.0 "Perform Document and Action Review" being ranked highest, followed by 4.0 "Perform Administrative Activities."

3.3.1.2 Gap Analysis

Gap analysis tables are shown in Appendix K. For each position, all gaps were calculated, and duties, tasks, or subtasks with significant gaps (both S-D and S-D negative) are flagged in the last column of the table. In addition, gaps by certain demographic breakouts were calculated.

For LAs, there was only one task with negative S-D and S-C gaps. Therefore, we used the "Differences by Division" results from the demographic analysis as the basis for the job design focus group meetings with LAs. Both PDs and PMs show a considerable number of negative S-D and S-C gaps, which were used to guide discussions during the job design focus group meetings. We broke the PM gaps out by region and concentrated on tasks that show negative S-D and S-C gaps in two or more regions. We also looked at gaps for PMs broken down by those who did versus those who did not have an assigned plant. Those results show areas of difference that were explored at the job design focus group meetings (see Section 3.3.3).

3.3.1.3 Analysis of Cross-Walks

Appendix L is a comprehensive cross-walk. It shows similarities in tasks among the three positions that are the subject of this JTA and also shows similar tasks from the positions analyzed in the regional JTA.

For the HQ positions, most of the similarities occur between PM and PD, but there are similar-sounding LA duties as well. Most of the similarities between LA and

the other two HQ positions occur in the duty areas "Prepare Licensing Actions" and "Prepare Licensing Activities." This is not a surprise, because of the nature of LA duties. In addition, though some tasks sound similar, the nature of activities performed by the three positions is different, so there may not be as much overlap as the cross-walk seems to indicate.

When we include the five positions previously analyzed, we find most of the similarities in the following two areas.

1. Evaluate Licensee Performance: PMs and PDs have some involvement in PPR, systematic assessment of licensee performance (SALP), and Senior Management Meeting (SMM), but take a back seat to regional involvement. (The FxT numbers look as if regional involvement is less than for HQ, but those numbers are misleading; see 3.3.2.1).

2. Participate in Allegations, Investigations, and Enforcement Actions: generally, the region (or OI, in the case of investigations) has the lead on these activities, and PM/PD involvement is secondary.

3.3.2 Analysis of Survey Data for Functional Allocation and Job Design

3.3.2.1 Survey Data to Recommend Functional Allocation

We examined the cross-walks of duty-level ratings to determine which duty areas are most commonly performed by which positions. It turns out that there are not many overlapping duty areas, so we extended the search down to the task level. Table 3-4 shows duties and tasks that these positions have in common, and gives the FxT rating as an indicator of total effort devoted to the task by each position. Some tasks are also common to regional positions; the FxT numbers in the "Region" column are an average of the regional positions that perform the task. We did not include tasks that are administrative in nature, such as "Participate in Personal Development Programs."

The reason for gathering the data in Table 3-4 is to determine if some shared functions should be assigned to only one position. In trying to allocate functions to positions, the first question to ask is "Should this function

Task	PM	PD	LA	Region
SALP	6.2	8.1		3.6
PPR	6.8	6.9		5.5
SMM	6.0	6.6		5.3
Enforcement	5.4	7.2		5.5
Investigations	4.2	6.0		4.6
Allegations	3.7	5.8		4.9
Licensing Actions (e.g., Reliefs, Orders, Exemptions Amendments,)	5.2	5.6	5.0	
Licensing Activities (e.g., MPA, TIA)	7.1	6.0	5.8	
Controlled Correspondence	4.7	10.8	6.3	
Read Inspection Reports and docketed inputs	8.8	14.1		
Interface with and support Regions	9.4	6.75		
Licensee drop-in visits	5.1	6.3		

Table 3-4: Shared Duties/Tasks with FxT Scores.

be performed by only one position, or is it appropriately shared?" If the FxT ratings give a valid measure of total time devoted to a task, one argument would be that the position that spends the most time on a certain task should be assigned that task. That argument is valid in many cases, e.g., when analyzing similar positions that are geographically dispersed, or positions in a fairly flat organization. That argument loses its validity for the three HQ positions for two reasons. First, because each PD has 7 or 8 PMs reporting to him/her, there is a "multiplier" effect. For every time a PM does a certain task, the PD will see that multiplied by 7 or 8. This had a cumulative distorting effect on the FxT scores. Second, the normal flow of work for most tasks means that all three positions have some part in accomplishing each

task, and it does not make sense to single one position out as "owning" a particular task. Note that the FxT rankings are still useful for comparing workload within each position, but they are not useful for comparing workload across the HQ positions.

3.3.2.2 Survey Data to Structure Focus Group Topics

In this section we discuss the process of identifying topics to be addressed at the focus group meetings to explore functional allocation and job design. Results of these meetings are presented in Section 3.3.3.

We analyzed survey results to identify topics for further clarification and discussion. Our goals were to provide recommendations on the optimal distribution (across duty areas and positions) for performing each task, activity, and/or function, and to identify methods of enhancing efficiency and effectiveness in performing tasks, activities, and/or functions.

For each position, we examined relevant survey data to identify differences due to demographics (e.g., time in position) and also looked for significant S-C and S-D gaps. Topics were formulated from this information and questions were generated for each topic. Specific topical areas were defined by the composite groups of associated questions.

We devoted a separate day to the topic of shared duties. Using the cross-walk listing (Table 3-4), tasks/duties in common between these three HQ positions and the regional positions were identified, and the nature of the relationship between those tasks and positions was explored.

3.3.3 SME Input on Functional Allocation and Job Design

In this section we describe results of focus group meetings. Comments and any recommendations in this section are from the SMEs who attended these meetings; comments and recommendations from LANL analysts appear in Section 3.3.4. In addition to the topical areas generated from the analysis of the survey returns, each position was asked the "King for a Day" question: If you could change one thing about your job, what would you choose, why, and what would it look like after being changed?

3.3.3.1 Shared Duties

A special topical area was developed to assess the relationships between each position as demonstrated by the cross-walk analysis. The tasks listed in Table 3-4 above were discussed at these meetings in an attempt to determine if those tasks were rightly shared by more than one position, or if they should be performed by only one position. The questions we asked on all shared tasks were: Are shared duties and responsibilities thoroughly defined and understood in terms of "who does what?" Are the overlapping responsibilities supportive or duplicated?

Some of these tasks are performed by one or more of the HQ positions and one or more of the regional positions. Two "representatives" from the regions were on hand to give their perspective on these shared tasks.

1. SALP, PPR, SMM: The PM generates supporting data, and PM and PD are both in a supporting role to the Region. Authority and responsibility are clearly defined for these tasks.

2. Enforcement actions: The Region has the lead, but may have to defer to Office of Enforcement (OE). PM and PD are at times both involved in enforcement panel, and the PD is asked to concur on escalated enforcement action. Licensing assistant (LA) performs administrative review. In some cases, PM and PD are both involved in enforcement conference, and seem to have the same role. Workload distribution between HQ and region seems appropriate, and lines of authority and responsibility are clear.

3. Investigations: Office of Investigations (OI) has the lead and issues a report, PM and PD comment on the report. LA may review and/or coach PM on the process.

4. Allegations: Most allegations go directly to region. When HQ is involved, PD assigns to PM.

5. Licensing actions/activities (e.g., amendments, reliefs, exemptions, task interface agreement (TIA), etc.): In general, the PD assigns something to a PM (except that many requests from the licensee go directly to the PM), the PM works on it, the LA reviews it, and it goes back to the PD for concurrence or approval. There is overlap in the sense that each position does something on the same task, but their involvement on the task is fundamentally different.

6. Maintain awareness of inspection reports, docketed inputs; interface with and support regions: PM and PD are involved, but at different levels; no significant duplication of effort.

7. Licensee drop-in visits: PM is heavily involved. This is a short-notice, ill-defined process. LA reviews the briefing package.

3.3.3.2 Licensing Assistants

Licensing Assistant Demographic Differences. The following significant differences in survey data were discussed.

1. Finding: On 21 tasks, all roughly classed as "check/review" tasks, ratings from East division were significantly higher for consequence (there were no tasks where West division was higher).

Discussion: LAs feel accountable to themselves for doing a good job, and don't feel that there are grave consequences (from a safety perspective) from making a mistake. The consequences would range from having to write a correction letter, to the image/PR problem that would ensue. As far as the difference between East and West, there were more "problem plants" in the East, which could have resulted in East LAs feeling that mistakes would have higher consequences. Another contributor, potentially greater, was that senior management in the East made some LAs feel that there were some "problem PMs" in the division, and that they (the LA) had to double check the PM's work. So the combination of problem plants and "problem PMs" would have led to increased sensitivity among East LAs.

2. Finding: On 8 tasks, ratings from East division were significantly higher for time spent (there were no tasks where West division was higher).

Discussion: LAs could not point to any specific reasons, other than to suggest that greater time may be correlated to the sense of heightened sensitivity that was the likely reason for higher consequence ratings in the East.

3. Finding: On 3 tasks involving controlled correspondence, ratings from East division were significantly higher for satisfaction.

Discussion: East LAs handle more controlled correspondence, and so are more comfortable (satisfied) with that task.

4. Finding: On 13 tasks, ratings from LAs with more

than 7 years experience were significantly lower for satisfaction.

Discussion: LAs with more than 7 years experience have had more time to see areas where improvement is needed, such as:

(a) Dependable guidance, delivered in a timely and uniform manner to all concerned parties. It's hard to keep up with all the changes. The verbal guidance received sometimes seems to be hit and miss. Often it comes when some issue is "hot" but then fades away.

(b) A "living" (regularly updated) LA handbook. The distribution list has notes appended that are, in effect, informal guidance. This list is kept up by two LAs in the East, but there is no record of why things are added or deleted.

Licensing Assistant Gap Analysis. The only significant gap was in the East division for the task "Coordinate response to Freedom of Information Act (FOIA) requests." There were no reasons for there being a gap there.

King for a Day: LA responses follow.

1. Grade and responsibility: Restore grade (potentially up to 14) and responsibility to the position. It has eroded to a job that depends on individual effort. LAs could take on some of the administrative duties the PM currently does, e.g., workload information and scheduling program (WISP) inputs.

2. Guidance: LAs would like to know what the rules are and how they apply. Broad guidance often is not useful; they want clear, specific, consistent guidance, especially at/from the division level; LAs aren't always sure who they're working for. A LA handbook that is kept current would be good.

3. PM accountability: Some LAs would like to have PMs held more accountable, in the sense that the LA often doesn't know if a PM has read something or not, and the LA review may be redundant. Some time is spent bringing PM up to speed, reminding them of what they have to do.

4. Pace of work: There are too many requests for "I need this now." A slower pace would be nice, and would allow LAs to research things a little more thoroughly.

5. Communication: More interaction among LAs to discuss procedures, guidance, etc., would be good.

3.3.3.3 Project Managers

Project Manager Demographic Differences. The following significant differences in survey data were discussed.

1. Finding: In general, PMs with more time as PM had higher ratings for time spent on the task "Process multi-plant action/activity (MPA), generic safety issue (GSI), unsolved safety issue (USI) per lead PM direction."

Discussion: No difference in complexity of assignments based on experience was identified. PMs suggested that the differences may be due to technology familiarization. That is, younger PMs are more adaptable to learning new technology that is required for their job. First year PMs were an anomaly in that they spent more time on the task than all other groups. Perhaps the one year group is on a more demanding learning curve to learn how to do it the first time.

2. Finding: PMs with more time in previous positions that were primarily inspection-oriented spent more time on the duty area "Process Licensing Activities."

Discussion: Focus group members did not, themselves, have much inspection experience. Thus, there was little basis for comment. There are probably not many PMs with a great deal of inspection experience, so the data may be anomalous. People with regional (hence, inspection) experience may see the need for greater care (and spend more time) than those without.

3. Finding: PMs with less time with the NRC handle relief requests more often than those with more time.

Discussion: PMs with more years experience are more likely to be assigned a plant. Relief requests are typically plant-specific and done by the PM assigned to that plant. PMs with less experience (and without an assigned plant) are likely to be asked to pitch in to help as needed, and thus actually work on relief requests more often.

4. Finding: There were differences in frequency of performing certain duties according to whether or not the PM was assigned a plant. The duties "Evaluate Licensee Performance" and "Perform Routine PM Duties" were performed more frequently by PMs who were assigned a plant, while the duty "Perform Special Assignments" had a higher frequency rating by PMs who were not assigned a plant.

Discussion: Some results were not surprising to the PMs. Since assigned PMs are most familiar with the subject plant, it makes sense that they evaluate licensee

performance more frequently than those not assigned a plant. Conversely, since evaluation tasks are time consuming, it makes sense that PMs not assigned to a plant perform special assignments more frequently than those assigned a plant. An explanation for the task to perform routine PM duties was less obvious. The PMs felt that some subtasks could be better handled by those assigned a plant (e.g., fee data). For other subtasks, the choice for assigned or unassigned PMs could go either way.

Project Manager Workload Distribution. We ranked PM tasks according to the FxTxR metric to get a feeling for workload distribution. The top ten tasks were as follows:

- Maintain regular interface with RI and region
- Perform backup PM duties
- Review inspection reports and be cognizant of significant aspects and potential problems
- Participate in staff meetings
- Maintain management information systems (PM report, WISP, etc.)
- Process amendments
- Perform general focal point activities
- Perform administrative tasks (travel arrangements, time and attendance, etc.)
- Process MPAs, GSIs, and USIs per lead PM direction
- Attend training

Finding: Seven of the top ten tasks were under Duty Area 7.0, "Perform Routine PM Duties." The remaining three tasks involved reviewing inspection reports and processing amendments and multi-plant actions. We were interested in workload distribution: does it seem right that total effort devoted by PMs comes out heavily weighted to routine things such as administrative tasks, meetings, and interfacing with other NRC entities? Should greater effort be directed toward specific licensing activities/issues?

Discussion: PMs felt this allocation of workload to routine tasks made sense. Their experience validates that they spend lots of time on routine duties. However, the high ranking for the task "Perform backup PM duties" was less obvious. Although PMs perform backup PM duties, the perceived time and frequency they spend on this task was not intuitively apparent. The task "Attend training" also seemed to be ranked too high. PMs have few formal training programs. An explanation might be that PMs take training classes not specific to their jobs

(e.g., probabilistic risk assessment (PRA) training).

Many of the other tasks on the top ten list are related to maintaining awareness of everything that goes on at the plant. PMs are in a constant mode of maintaining communications. They are typically in parallel communication at all times with other PMs, regional contacts (e.g., BCs and SRIs), HQ-NRR management (e.g., PD, DDs), and licensee management. The PMs operate under a senior management expectation that the people at their level already know about anything that will come to the attention of those above them. No one wants to be surprised, so PMs spend a lot of time staying in the loop. This involves lots of time communicating between levels in order to get consistency on a particular issue. The need for communication is also driven by licensing activities, for which an overall knowledge of licensee performance is required. A question was raised as to whether it is a reasonable assumption for PMs to understand (in real time) everything that is going on with their assigned plant. The question remains open on this issue. However, the PMs recommended that there are ways communications could be improved across all NRC entities. For example, quick daily status calls between region and PMs were recommended as long as: (1) they can be kept short and to the point (½ hour or less), and (2) actually replace other communications.

Two other items on the list are amendments and MPA. PMs feel the amendment process is fairly well documented, but there are glitches outside their control. For example, interfacing with the Office of General Counsel (OGC) seems like reinventing the wheel - there's no consistency in OGC responses. On MPAs, there's not a good idea of the desired end state when they start the questioning process. It would be advantageous to develop written guidance and a data reporting structure before sending out the generic letter.

Project Manager Gap Analysis. Survey returns were analyzed, and significant S-C and S-D gaps were found in the following areas.

1. Gap: Assist in resolution of issues regarding operability/nonconforming conditions (e.g. operability determinations).

Discussion: PMs feel they do not have a clear-cut procedure with a beginning, a process, and an end for handling operability/nonconforming issues. It is often difficult to frame the question. Even when the question is posed with sufficient clarity, a clear answer is not

always forthcoming. This usually stems from uncertainty regarding the boundaries of the safety envelope. In addition, there is no single decision-maker or designated person who can (or is willing to) make a final determination on issues. Clear lines of authority are not evident. For example, the region may ask HQ for a decision, but HQ is not the decision-maker. In other instances, it's hard to obtain priority in getting the right technical people involved. Decision-making is typically done by large group consensus; there is no single individual in charge. The institutional problem of not having a decision-maker is compounded by the complexity of the issue. That is, operability/nonconforming conditions are generally high stakes. A final decision can affect whether a plant is shut down or stays operating. In other cases, there's no safety significance, but a lot of time is spent on issues that don't improve safety or regulatory clarity. It appears that personnel are reluctant to drop an issue once it's been raised, even if it turns out to be unimportant (i.e., more focus on compliance than on safety).

2. Gap: Conduct 10 CFR 50.59 review.

Discussion: PMs lack effective concrete guidance for performing 50.59 reviews. A great deal of interpretation is involved, and PMs with varying technical backgrounds will make different interpretations, based on their background. Commission policy for suitable guidance is unclear and still in flux. Interim guidance is available, but PMs don't even know what the governing documents are. This situation (unclear guidance) has persisted for years due to impasses between NRC and industry and between NRR and OGC. Senior managers consider the vagueness good, but PMs don't agree. Without guidance, PMs don't feel confident in their experience to perform these inspections in a way that would allow them to stand up to a challenge from the licensee. Failure to fully understand the 50.59 process can have high consequences, as undetected deficiencies can be directly linked to plant safety. PMs expressed a need for additional training in this area. Training is needed on the policy and "how to" guidance. The training should also be supplemented with examples that delineate what's right and wrong with respect to a 50.59 finding. Note: Lack of practical training is a generic issue for PMs.

3. Gap: Process 10 CFR 2.206 petitions.

Discussion: PMs find it satisfying to finish a petition, but it's an enormous amount of work and can drag out over years. The petition process is plagued by a high cost-

benefit ratio. The "bring me a rock" syndrome is prevalent. PMs have to guess where senior managers and OGC want to go. A new petition process is in place and has helped with the ambiguity. NRR is the decision-maker and there is good documentation (management directive) on what to do. However, people don't always take the time to read it. Petitions are usually done in a just-in-time mode, and there are lots of pitfalls (such as skipping the public involvement requirements). Overall, the new process is complex and there are many steps that a PM could trip up on. PDs are unfamiliar with the new process and don't furnish oversight over PMs as they execute these steps. Petitions are also subject to high visibility at the top of the agency. But outside of schedule demands, detailed instructions are not translated to lower levels. A comprehensive training program is not feasible since petitions are not performed frequently enough to make more than overview training worthwhile.

4. Gap: Manage improved technical specifications conversions.

Discussion: PMs view improved tech specs as a long and arduous task. They hope to only have to do this once in their career.

5. Gap: Manage backfit actions.

Discussion: PMs reported that good guidance was available for managing backfits, but they come up rarely. If the PM should encounter a backfit, there's no one who can help (i.e., PDs and technical DDs). Failure to effectively manage a backfit action can have high consequences.

6. Gap: Perform and/or coordinate special technical evaluations of topical reports and participate in hearing process.

Discussion: It was felt that the reason for these gaps (as well as for some of the gaps above) is lack of clear, readily available guidance. PMs believe that PDs don't have much knowledge of existing guidance on these tasks, so not much help from management is available. The written guidance that is available is not well codified. The current PM handbook falls short in this area. The handbook is too big, always changing, and not easily accessible. The handbook will point to an NRR Office Letter, but the letter is often irretrievable. Guidance, in the form of these letters, is often in conflict. Oftentimes, the PMs can only rely on each other or an LA for help.

King for a Day Question: The PM responses were as follows.

1. Change Signature Authority: Throughout the agency, there is a disparity between responsibility and authority. PMs can't write a memo to their own file without concurrence (all of East is this way; some West, too). PMs reported frustration in having someone noodling with their work. This is a divisional difference (e.g., some PMs don't even need concurrence on things going to licensee, while others do). It is understood that PDs can delegate guidance on signature authority.

PMs would like to either (1) have signature authority commensurate with their responsibility, so they don't need concurrence to release documents, or (2) raise the level of signature authority and let that person deal with the questions.

2. Improve Communications with Regions: There is a lack of understanding in the agency about what the PM contributes to the NRC mission. A lack of respect and appreciation for PMs is most prevalent in the regions. In some cases, PM contributions regarding an assessment are ignored by the region. If regions won't feed information back to the PM, the PM can't function. The lack of respect that is felt by the PMs is not personal. It is perceived as an organizational issue, especially because everyone is dealing with different issues.

PMs think NRR Projects needs a PR campaign regarding what the PM does, what the value is. Awareness is needed at the highest agency levels (inside first). Job swapping over an extended period with regional staff might be a solution.

3. Improve "How To" Procedures for PMs: NRR Projects doesn't have adequate procedures governing the processes for getting work done. Assignment leads, rather than follows, establishment of processes. The PM Handbook was written without management buy-in and is not routinely used by PMs as a check that activities are performed correctly. An updated version was loaded on the NRC internal homepage in May 1997, but it still lacks formal change control processes and has yet to receive full endorsement from management.

Due to these limitations with the handbook, current philosophy is management by memo, and PMs have to know that the memo exists. Email memos are now used to update handbook guidance, but these aren't

systematically entered into the handbook itself. Management by memo processes collapse when the particular person who's executing them leaves (e.g., TIA). In the absence of formal procedures, processes are not institutionalized, providing for numerous opportunities to go down the primrose path.

PMs would like to see procedures codified. With proper codification, processes wouldn't have phantom changes that some people knew about and others didn't. All procedures should be sanctioned by management. There should also be a known control infrastructure for creating and changing procedures. Under this framework, tasks could be assigned with a clearly defined pathway on what needs to be done.

4. Implement Formal Training Program and Relevant Performance Standards: No formal basic training program exists. Training is by experience (getting things to do). PM performance is not measured against anything tangible. Success depends on being able to figure it out for yourself. This ad-hoc approach is not very efficient and sometimes not very effective.

The recommendation here is to implement fundamentals training from law, to regulations, to what's important to the PM and why. Also provide office guidance on satisfying requirements of the applicable regulations. Initiate refresher training as required. In addition, implement performance standards that are meaningful.

5. Professional Development: PMs want to do the best job they can, but they expressed a need for greater support from supervisors. In certain cases, managers haven't done the PM's job and therefore don't know it. There is no career path either into or out of Projects.

PMs would like to see a progression path to PD through PM. This way, PMs would work for someone who's done their job and who knows the job. They would also like to see a progression path for PM (both into and out of PM position).

In addition, PMs feel their job title is a misnomer, i.e., not much project management gets done. PMs should have latitude to get a task, assign its priority, provide a resolution path, and determine a due date.

One way to do this would be to instill cooperation and greater empowerment between PM, regional interfaces, and own management. Link accountability of the

technical staff deliverables to the PM tasks through a system of common performance standards (practice what we preach).

3.3.3.4 Project Directors

Project Director Demographic Differences. There were no significant PD demographic differences.

Project Director Gap Analysis. The following tasks had significant S-C and S-D gaps in the indicated division (E or W).

1. GAP: SALP and SMM activities (W).

Discussion: Regional differences exist for SALP and SMM, e.g., in Region I, PD only has input to safety assessment and quality verification, not to any of the functional areas. In Region IV, there is greater input and responsibility. In some regions, board members do their own legwork and administrative work. The result of the differences is that some PDs feel there is a relatively great amount of work with little potential for effect on the product. It's not clear why there should be gaps in the West and not in the East.

2. Gap: Activities related to enforcement (E).

Discussion: In the East, PD (and PM) only attend enforcement conference if it's really important. At one time, there was more emphasis on enforcement, but that seems to be changing.

3. Gap: Review regulatory impact (W).

Discussion: There were no reasons for this gap.

4. Gap: Input to the PIM (W).

Discussion: There is no specific guidance on how NRR input gets to PIM. When PDs do have input, it may not be valued by the region.

5. Gap: Input to Regional Appraisals (E).

Discussion: The general perception is "Don't bother saying anything negative," because the threshold for keeping negative comments in the appraisal is very high. This is basically a love-in. It's not a real smart idea to have one of two groups that are supposed to be partners evaluate the other.

6. Gap: Controlled correspondence and briefings for congressional staff (W).

Discussion: These are high visibility, short turn-around, adversarial, high-frustration tasks. PDs feel they do

engineering well, politics not so well, and these tend to be political. There is micro-management: the typical guidance PDs get from senior management is "for appropriate action." It's often apparent that better guidance could have been given, because after something is submitted it often gets sent back to be fixed. A solution would be to have this tasking sent to PDs through the same chain it has to go up, so that guidance could be issued ahead of time.

7. Gap: Represent NRC at public meetings (E); Serve as point of contact to individual member of public (W).

Discussion: PDs feel these are no-win situations, with no way to satisfy either the public or some self-appointed crusader.

8. Gap: Serve on special panels and task forces (W).

Discussion: In recent past, West DD appointed task forces much more readily than East, so there was higher impact on the West.

9. Gap: Interface with Human Resources/Labor on personnel problems (E & W).

Discussion: People problems are not what PDs want to handle. Any employee problem results in lots of work.

10. Gap: Evaluation and development of personnel (E).

Discussion: The performance appraisal system is broken: appraisals are too long, take too much time, there is pressure to give lower ratings. This seems to be in both East and West.

11. Gap: TIA (W).

Discussion: These usually go OK, but occasionally an issue is dumped on NRR because the region doesn't want to deal with it.

12. Gap: Receive and follow-up allegations (E).

Discussion: Allegations tend to be plant and region-specific, but potentially another no-win situation. Not many allegations are viewed as having merit. Often, someone will re-submit the same allegation, slightly changed; there's no finality to the task. Some comments get elevated to allegation status when that was not intended. The present administration views allegations as part of performance assessment.

13. Gap: Duty officer (E).

Discussion: There is inequity in who gets the duty and how often. Some PDs are not on the list. PDs question the need for a duty officer, feel the role is ill-defined, and

don't think there's as much need as there was 15 years ago. It's seen as high-risk duty, in that a poor decision has high consequences, and there's no reward for making good decisions. -

Project Director Workload Distribution. The following duty areas were ranked one through four in the FxT metric, and we asked if that represented an appropriate effort.

- Personal development activities
- Evaluate licensee performance
- Administrative activities
- Interface with and support regions

Discussion: With the exception of the first item on the list, PDs felt this was a reasonable depiction of how they spend their time. The reason personal development activities ranked high for PDs may be because of the relatively high number of duty areas overall (more than for the other positions), which can have the effect of artificially emphasizing certain areas (see Section 3.3.1.1).

King for a Day: PD responses to this question were as follows.

1. Performance Appraisal Process: It takes too much time, the appraisals are too long. PDs would like to have something closer to what exists for Senior Executive Service, i.e., about 3 pages or less. This has been expressed to senior management before, but nothing has been done. Consider placing a quota system on appraisals, where you mandate the percentage of appraisals that are allowed in any rating group. This would give real differentiation and a sense of fairness. De-couple performance appraisals from decisions about who deserves to get awards.

2. Is it a safety issue? Be more realistic in time spent on stuff that will have no effect on safety. Just say no, that's not a safety issue, or that's not in the NRC mandate, to many allegations, 2.206 petitions, and other correspondence.

3.3.4 Combined Analysis for Functional Allocation and Job Design Recommendations

This section presents a combined analysis of the survey

data and the focus group data to produce final recommendations for functional allocation and job design. First, four common themes are presented, themes that pervaded all of the focus group meetings. Those themes are followed by a discussion of the tasks that are shared by the three HQ positions and by regional positions. Following that are detailed recommendations for each position.

3.3.4.1 Common Themes

1. Finding: There is inadequate guidance at all levels.

Discussion: All three positions maintain that appropriate guidance for many tasks is hard to find. Appropriate guidance refers to both formal procedures and policies, and to clear management statements of expectations. The assertions are backed by survey data, in that lack of guidance was cited as the reason for many of the negative S-C and S-D gaps. While it is probably impossible to avoid all instances of informal guidance, the data suggests that there are too many cases where there is either no guidance or what exists is poorly defined.

2. Finding: There is limited organizational cohesion and communication between HQ and the regions.

Discussion: There are strong feelings that HQ contributions in certain areas are unappreciated and unwanted by the regions, especially in the area of evaluating licensee performance. HQ involvement in that area is seen to be diminishing, and both PMs and PDs feel that is a mistake.

3. Finding: The regulatory process is sometimes unrelated to safety.

Discussion: Certain processes, e.g., responding to allegations, consume resources way out of proportion to any possible safety benefit. Too many cases are blindly allowed to proceed through the system without any screening for potential merit.

4. Finding: Roles and expectations are not clearly defined.

Discussion: There is wide variation in authority (e.g., signature authority for PMs) and expectations (e.g., level of review done by LAs).

5. Finding: Professional standing and career growth opportunities are in question.

Discussion: LAs and PMs feel undervalued and somewhat underutilized, and see very limited opportunity for professional growth. Lack of relevant training

contributes to the feeling of limited growth opportunity.

3.3.4.2 Shared Duties

Shared Tasks Among HQ Positions

Shared tasks among PD, PM, and LA positions were evaluated to determine what the optimal distribution of effort should be for each task, and to detect the presence (if any) of redundant activities between positions.

A collegial approach toward handling tasks was often claimed between positions. In the most general terms, these HQ positions adhere to a "it takes a village" philosophy. That is, they all work to accomplish some goal via a group effort between PDs, PMs, and LAs. These processes are difficult to codify, as they vary not only by task, but also according to special circumstances surrounding each task. In short, the fluidity of this working relationship did not point to a definitive breakdown of individual roles and responsibilities. A generic framework is presented below.

The PD assigns a task to a PM (except that many licensing issues go directly to the PM).

The PM takes the task, and either performs the work, or hands it over to a member of the technical staff. The PM then takes the finished product and gives it to an LA for review.

LA reviews are typically done at various levels, depending upon the task. In some instances, the LA provides only an editorial level review. At other times, the LA will check the final product against an established process to ensure that it meets established requirements (i.e., a QA level review).

After the LA reviews the product, it is handed back to the PD for final concurrence, or signature approval.

Due to the collaborative nature of the work performed by these three positions, it is not possible to assign certain tasks to one position and other tasks to another. Therefore, no recommendations for functional allocation are provided.

Shared Tasks Between Regions and HQ

HQ is generally responsible for all matters pertaining to issuance and modification to a plant's license. Regions

assess performance against the license. Within this broad understanding, the following working relationships were most often noted.

Region takes the lead on some tasks and relegates oversight/review functions to either PDs or PMs. On other tasks, HQ takes the lead and engages the region as necessary.

Management Directives and/or Regional Instructions provide the basis for establishing a delineation of responsibilities. With the aid of this guidance, the lead organization (i.e., region or HQ) requests help from the other as needed depending upon the nature and scope of the individual task.

Regional differences affect the degree and nature of involvement on each task. At times, HQ's contribution to regional-directed tasks is not seen as value added. This observation was particularly true in cases where a third party was involved (e.g., Enforcement Office, Office of Investigations).

PMs/PDs admit to having some overlap in the conduct of shared tasks. However, it was felt that the overlap was beneficial in that these common efforts enhance the overall quality of the finished product.

Focus group discussions verified that both region and HQ know their roles and responsibilities with respect to the licensing process. That is, HQ issues the license, and the region checks performance against the license. Some duplication of effort was noted in that PMs and PDs do consider that evaluating licensee performance is part of their job, but they understand that their role in that task is secondary to that of the regions.

Based on these findings, no recommendations for functional allocation or optimal distribution of tasks are provided. It should be noted, however, that some effort should be expended in fostering greater awareness in the regions of the collaborative support and resource potential available from HQ.

3.3.4.3 Licensing Assistants

Specific findings and recommendations for LAs are as follows.

1. Finding: Formal guidance is inadequate. Current guidance is neither uniform nor documented.

Recommendation: Adopt an LA Handbook that provides clear consistent guidance in a uniform manner. The Handbook should be a "living document" that includes current policy and best management practices. The LA Handbook should also be integrated with the PM Handbook to ensure that the conduct of activities between the positions is seamless and thoroughly coordinated.

2. Finding: The professional stature and expectations of the LA position are not well-defined. Some LAs would like to take on additional duties, such as some of the administrative work PMs currently do, and would like to see an increase in grade to go along with increased responsibilities. Others feel pressured to "double-check" the work of PMs, and don't think adding more duties is a good idea.

Recommendation: The agency needs to decide what it expects of LAs. Based on material in the task lists (and KSAs and LOs), it appears inappropriate to expect LAs to perform technical checks of a PM's work. It is not out of the question, though, for an LA to take over some of the more mundane tasks PMs now perform, such as coordinating meetings and visits, and maintaining management information systems (specialized training would be needed). In any event, the job description for LAs needs to be consistent with actual job requirements and expectations.

3. Finding: Focus group meetings raised several areas where LAs from one division were surprised at some of the tasks performed by LAs in the other division. In addition, LAs in the East reported significantly higher consequences and time spent on certain tasks when compared to LAs in the West. This points out that things are not done consistently across the agency, and also that communication among LAs is lacking.

Recommendation: Institute a forum for LAs to communicate professionally with one another on a regular basis. Regular meetings would, at a minimum, have the benefit of keeping LAs current on what was going on in other parts of the agency. They would also have the potential of alleviating some of the other problems mentioned above, e.g., changes to current policies or guidance could be announced and discussed at these meetings.

3.3.4.4 Project Managers

Specific findings and recommendations for PMs are as follows.

1. Finding: Existing training for PMs does not adequately address job requirements.

Recommendation: Building on the training program recommended in 3.2.4, PMs should receive training structured according to the hierarchy of job requirements. At the top would be applicable laws and regulations, followed by issues relevant to these laws and regulations, and why they have importance to the PM's job. Two additional areas should be covered. First, focus group findings suggest that PMs would benefit from courses that emphasize computerized tools for managing technical information and producing final products. Second, PMs should be cross-trained to some minimum level of competence in a regional inspector's duties and responsibilities. This training would be accomplished in the field by requiring PMs to participate occasionally in actual inspections. The potential benefits go both ways: PMs and regions would gain a greater understanding of what the other's job is, and from greater understanding would flow greater respect and efficiency in working together.

2. Finding: Guidance for many tasks is unavailable or poorly defined. Guidance that does exist is typically in the form of email, memos, or verbal instruction.

Recommendation: Guidance necessary for successful job performance should be formally codified, easily accessible to users, and kept current. Formal guidance minimizes management by memo and the need to find somebody who has the right answers. The PM Handbook could become such guidance provided it gains the endorsement of cognizant managers, and a system of change control is implemented.

3. Finding: Senior management expects PMs to be aware of activities at their plants, but communication with the regions does not fully support that goal.

Recommendation: Implement daily status calls between region and PM with strict protocols for keeping the calls short and on the subject. Hold periodic site visits, on the order of one per month, to aid information exchange. (This could be accomplished in conjunction with the cross-training recommendation in Finding no. 1 above.) Obtain from senior management a concise description of expectations regarding maintaining real-time plant knowledge.

4. Finding: PMs not assigned to a plant perform a different set of tasks from those assigned to a plant.

Recommendation: The number of PMs not assigned a plant should be kept to the minimum needed to handle

special assignments. This number could be as small as four, with a maximum equal to the number of PDs. The job description for PMs not assigned a plant should explicitly acknowledge that their duties are different from PMs assigned to a plant. The path to plant assignment should be clearly stated.

5. Finding: Professional identity and development potential are inadequate. There is no established career path into or out of the PM position.

Recommendation: Define a path (minimum qualifications) leading to the PM position, and develop the opportunity for qualified PMs to be selected for the PD position. Give PMs the authority to follow through with task assignments (e.g., assign priorities, determine corrective actions and due date).

6. Finding: There is a disconnect between responsibility, performance standards, and authority.

Recommendation: Implement performance standards that link PM accountability with authority (don't demand accountability without giving appropriate authority) and support (acknowledge that PM performance often depends on support organizations, e.g., technical staff deliverables).

7. Finding: Tasks that scored high in the FxT metric and/or had negative S-C and S-D gaps should be changed to make them less cumbersome and time-consuming. Task-specific issues and recommendations follow.

a. Process amendments: There's a perceived lack of consistency in OGC responses to seemingly similar issues.

Recommendation: Develop guidance for interfacing with OGC, using OGC guidelines for responses to various issues.

b. Process MPAs: There's not a good idea of the desired end state when the questioning process is started.

Recommendation: Implement a Standard Review Plan and data reporting structure for handling MPAs.

c. Assist in resolution of issues regarding operability/nonconforming conditions: There is not a clear-cut procedure with a beginning, a process, and an end for handling these issues.

Recommendation: Implement a program that clearly defines the procedures and best practices for resolving operability/nonconforming conditions. Key points of the program should include: (1) a designated final decision

maker; (2) instructions for framing the questions surrounding the issues; (3) establishing clear lines of authority; and (4) criteria for screening out issues that are not safety significant and don't provide regulatory clarity.

d. Conduct 10CFR 50.59 Reviews: A great deal of interpretation is involved in performing these reviews.

Recommendation: Develop concrete guidance and a training program that addresses policy for performing 10 CFR 50.59 reviews. Supplement the training with case examples.

e. Process 10CFR 2.206 Petitions: The new petition process is better than what existed before, but is still complex and not well-defined. Oversight from PDs tends to be in the nature of schedule demands, rather than detailed instructions on what should be done.

Recommendation: Develop a series of job aids that step PMs through the process. The job aids should be of sufficient detail to minimize the pitfalls associated with missing a step in the process.

f. Manage Improved Tech Specs Conversions: Managing improved tech specs is a long and difficult task.

Recommendation: (1) Compile "lessons learned" and a regulatory compliance document for managing improved tech specs. (2) Conduct formal training on guidance and methods for managing improved tech specs.

3.3.4.5 Project Directors

Specific findings and recommendations for PDs are as follows.

1. Finding: The level of involvement in SALP and SMM activities varies by region.

Recommendation: Seek closure and resolution concerning best approaches for coordinating SALP and SMM activities between regions. Establish interfaces and deliverables concerning SALP and SMM input for the regions.

2. Finding: There is no specific guidance on how PIM input is supplied to the region.

Recommendation: Establish a formal mechanism for providing PIM input from NRR to the regions.

3. Finding: There is a set of high visibility, short turn-around, adversarial, high frustration tasks (e.g., controlled correspondence, briefings for congressional staff,

represent NRC at public meetings) for which senior management expectations are not clear. Typical guidance up front is “for appropriate action,” but “after-the-fact” guidance tends toward micro-management.

Recommendation: Seek clarification from senior management on the expectations for these tasks, and formulate a detailed plan for integrating those expectations into the task from the beginning.

4. Finding: Allegations are perceived as a no-win situation. Allegations are often submitted and followed through, even though the potential for safety significance is close to zero.

Recommendation: Implement a screening criteria for ruling out issues that, with absolute certainty, have no relevance to safety. This will free up resources for tasks that provide greater payback to the agency and the public.

5. Finding: The current process for performance appraisals is perceived as a bureaucratic nightmare.

Recommendation: Revise the appraisal process. Model the revised process on an approach similar to SES appraisals (i.e., about three pages in length). If there is an overriding reason why appraisals cannot be shortened, work with PDs to streamline the process. Consider placing a quota system on all future appraisals.

6. Finding: The task to provide input to regional appraisals is viewed by the PDs as a “love in,” in that negative comments are almost never allowed.

Recommendation: If PDs are supposed to foster a partnership with the regions, then having PDs appraise the region’s performance represents a conflict of interest, and PDs should not be asked to do it.

7. Finding: PDs report that the requirement to act as Duty Officer is unevenly applied, and that the need for a Duty Officer is questionable.

Recommendation: Re-evaluate whether there is a real need for a Duty Officer. If there is, ensure that the opportunity to serve is evenly spread across all PDs.

3.3.4.6 Summary

These concluding remarks are drawn from the common themes and detailed recommendations discussed previously. They outline the key points derived from the recommendations, and lend focus for prioritizing a plan of action to implement them.

Training

Implement a formal training program for the PM, PD, and LA positions. Base it on the KSAs and LOs, sequence the training to match the order of task performance, and emphasize tasks that yielded high workload and/or significant gaps.

Management Systems

Implement guidance (standards, policies, administrative controls) for carrying out assigned tasks. Keep the guidance current and ensure that the procedural practices presented in the guidance are approved by management.

Communications

Improve communications both internally (e.g., so that LAs in one division know what LAs in the other division do) and with the regions, to promote collaborative working relationships between NRR-HQ and the regions. Identify areas where the regions can best take advantage of resources provided by NRR-HQ.

Safety First

Reexamine the nature of regulatory activities to avoid unnecessary actions that have no direct bearing on nuclear safety. Minimize the process and focus on the end product. Implement a screening tool that eliminates issues with no safety significance from follow-on consideration, allowing for attention to issues that truly affect safety.

Authority and Responsibility

Set clear expectations for all employees. If possible, standardize levels of authority and review across the agency, so that all PMs, for example, have consistent signature authority. When it is not possible to standardize those levels, ensure that roles and authorities are clearly understood by everyone.

Professional Standing/Career Growth

Define a clear path into (identify minimum qualifications) and out of the PM position (with reasonable opportunity to the PD position). Decide what functions LAs are expected to fulfill, and determine if a grade increase is warranted as part of any increase in responsibility.

4 REFERENCES

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APPENDIX A GLOSSARY

GLOSSARY

Ability	A specific perceptual, cognitive, affective, or psychomotor requirement
Consequence	The effect of improper performance of the activity, ranging from "negligible" to "extreme"; often used interchangeably with the term <i>importance</i>
Continuous train	In addition to initial entry-level training, periodic retraining is necessary
Criteria for acceptable performance	How well an entry-level person is expected to perform
Detail level knowledge	A level of knowledge indicating the capability to develop new techniques or contribute new information in subject areas
Difficulty	An aggregate rating that represents both the degree of both mental effort required to perform an activity and the complexity of that activity; can range from "very easy" which means that the activity has low complexity and required low mental effort to "extremely difficult" which indicates that the task is very complex and requires a medium-to-high degree of mental effort
Duty area	Highest level of task list specification used in this analysis; can be thought of as a collection of tasks which, when performed together, contribute to an area of responsibility imposed by one's position; used interchangeably with the term <i>function</i>
Enabling learning objective	Behaviors that must be learned prior to the behaviors to be demonstrated as the terminal learning objective
Familiarity	A level of knowledge indicating awareness of techniques/subject areas
Frequency	Approximately how often an activity is performed; can range from "never" to "more frequently than once a week"
Function	See <i>Duty Area</i>
Functional analysis	Analytical method used to allocate functions to system components, which may either be persons or technologies
Gap analysis	Analytical method used to identify disparities in "as is" versus "should be" conditions surrounding task performance
Importance	See <i>Consequence</i>
Initial conditions	The situation, circumstances, and tools required to begin task performance
Job task analysis	Analytical method used to understand performance requirements for successful completion of a set of work activities
Knowledge	A requirement to correctly recognize/recall information, facts, concepts, situations, relationships, locations, or procedures
Knowledge, skills, and abilities	Those things that a person must know and be capable of doing in order to successfully perform a task at entry-level proficiency (see also <i>Knowledge, Skill, Ability</i>)
No train	Previous education or experience provides sufficient background for task performance to be learned without formal training
Process mapping	Analytical method used to develop a common understanding at a high level of how a process (a set of interrelated work activities characterized by a set of specific inputs, value-added tasks, and outputs) is currently operating and how major work groups within the process interact
Satisfaction	Degree to which it is perceived that an activity is designed and performed in a manner that is appropriate for accomplishing its objective
Skill	A requirement to properly perform a series of actions
Task	Intermediate level of task specification in this analysis; can be thought of as a piece of work to be done, often within a constrained time period, rather than the discrete actions that must be taken to complete that piece of work

Terminal learning objective		Behaviors that trainees are expected to demonstrate to fulfill on-the-job tasks
Time spent		Average amount of time taken to perform a task each time it is performed
Train	-	Formal training is needed
Working level knowledge		A level of knowledge indicating the capability to implement techniques/ subject areas

APPENDIX B
SOURCE DOCUMENTS USED TO CREATE TASK LISTS

SOURCE DOCUMENTS USED TO CREATE TASK LISTS

Project Manager

- Operating Reactor Project Manager's Handbook (1997)
- Management Expectations for Divisions of Reactor Projects West
- Senior Project Manager Position Description (1987)
- Project Manager Training Qualification List
- Inspection Manual Chapter 1245, Reactor Technical Specialist/Team Member Inspector Qualification Journal (1997)

Licensing Assistant

- Master Task List
- Memo on Possible Reorganization of Licensing Assistants (April, 1996)
- Licensing Assistant's Handbook (1997)

Project Director

- Expectations for Project Directors Management of Project Directorates
- Sample Project Director Senior Executive Service Performance Plan and Appraisal

APPENDIX C
DECISION TREE FOR TRAINING RECOMMENDATIONS

DECISION TREE FOR TRAINING RECOMMENDATIONS

*Note: Time spent can be substituted for frequency

APPENDIX D
KNOWLEDGE, SKILLS, AND ABILITIES DEFINITIONS AND
TRAINING SETTING GUIDELINES

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KNOWLEDGE, SKILLS, AND ABILITIES DEFINITIONS AND
TRAINING SETTING GUIDELINES

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EXHIBIT 1: KNOWLEDGE, SKILLS, AND ABILITIES DEFINITIONS

Knowledge

Familiarity

knowledge about a subject

Working-level knowledge

the ability to implement or apply relevant aspects of a subject

Detailed knowledge

the ability to develop new methods or apply existing methods in new ways

Skills

1. Analysis

to separate the whole into its constituent parts for study

2. Communication

to exchange thoughts, messages, etc., by speech or writing

3. Decision-making

to pass judgment or reach a conclusion

4. Evaluation

to examine, appraise, or establish value

5. Integration

to blend or form together into a whole

6. Investigation

to inspect systematically and in detail

7. Observation

to note a phenomenon and record it

8. Organization

to arrange in an orderly, functional manner; to systematize

9. Planning

to develop a scheme, program, or method beforehand for the accomplishment of an objective

10. Presentation

oral and written delivery of information, usually more formal than communication

11. Supervision

to oversee and guide others' work

Abilities

1. Compare and contrast

to examine and identify similarities and differences

2. Conceptualize

to form concepts or theories, or to generalize from particulars

3. Extracting

to draw out meaning or information from given data

4. Inductive reasoning

to form general conclusions from diverse information

5. Oral comprehension

to understand spoken English

6. Oral expression

to speak English so others will understand

7. Originality

to produce new, unusual, or clever ideas about a given subject

8. Problem sensitivity

to tell when something is wrong or likely to go wrong

9. Receptivity

to willingly receive and consider new ideas

10. Self-initiative

to begin and carry out a task, with little or no supervision

11. Speed of closure

to quickly finish the task at hand

12. Written comprehension

to understand written English

13. Written expression

to use English in writing so others will understand

EXHIBIT 2: TRAINING SETTING GUIDELINES

If the task or training has these characteristics	Consider this training setting
Training does not require close supervision. New personnel are not required to perform the task immediately. Conditions can be provided in training materials or made available in the facility. Task does not require a great deal of time or effort for mastery.	Self-paced <i>Self-paced implies no instructor but does require feedback. It includes reading, tapes, computer-aided instruction, etc.</i>
Small groups of trainees need training at one time. There are no critical resource constraints (e.g. personnel shortages). Actual job performance must be demonstrated.	OJT <i>OJT is formal, supervised, and evaluated.</i>
Similarity to actual tasks is required. Performance under stress is a considerable part of the task. Teamwork is an important part of the task. Physical performance and/or system interaction components require a fair amount of practice.	Simulator <i>A simulator duplicates the appearance, operability, and environment of the actual work conditions.</i>
Tasks and skills require hands-on practice. OJT is not practicable. Interaction with system components or other people is an important element.	Simulation <i>Less fidelity than a simulator, this includes role-playing and other workshop-like activities.</i>
Many trainees will be trained at one time. A great deal of information, or very technically difficult information will be presented. Everything required for training can be provided in a classroom.	Classroom <i>Good for presentation of basic knowledge, where discussion and debate are important.</i>

APPENDIX E TASK LISTS

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TASK LISTS

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NOTES ON TASK LISTS

The output of the first project task was a set of validated task lists, one for each position being analyzed. The two columns of these tables show task ID numbers and task descriptions.

TASK LIST
EXHIBIT 1: LICENSING ASSISTANT

Task ID	Licensing Assistant Duty/Task/Subtask
1.0	Perform document and action review (license amendments)
1.1	Review licensing actions
1.1.1	Ensure required non-technical safety, environmental, & administrative data are present
1.1.2	Ensure the licensing action is in conformance with 10 CFR, office letters, & all internal guidance issued by staff (via memo/e-mail)
1.1.3	Ensure application is signed and dated
1.1.4	Check if application is submitted under oath or affirmation
1.1.5	Determine if documents have been through the regulatory information distribution system (RIDS) and are available in the public document room (PDR)
1.1.6	Determine if licensee previously requested a notice of enforcement discretion (NOED), and if a NOED has been issued
1.1.7	Ascertain if the NOED or other documentation contains proprietary information
1.2	Read incoming and any related documents
1.2.1	Determine what the application is requesting (amendment, denial, withdrawal, proprietary)
1.2.2	Determine if the application satisfies the requirements of agency regulations
1.2.3	Review bases changes
1.3	Review environmental evaluation
1.3.1	Determine if amendment falls into a categorical exclusion (10 Code of Federal Regulations [CFR] 51.22(c))
1.3.2	Review environmental assessment (EA) [outgoing]
1.3.3	Prepare/review cover letter and notice of EA, following guidance from Office of General Counsel (OGC) (radiological and non-radiological)
1.3.4	Check for other standard information and concurrences, have published in the Federal Register (FR), and confirm publication
1.3.5	Make sure the EA is done in a timely manner to enable issuance of amendments within the schedule deadline
1.4	Review amendment application
1.4.1	Check that all technical specifications (TSs) are included with the application that they are changing and discuss discrepancies with project manager (PM)
1.4.2	Determine if supplemental information is needed (from licensee)
1.4.3	Check if licensee has requested a specific implementation date in its application
1.4.4	Determine if a specific implementation date on TSs is needed
1.4.5	Check if supplement has oath and affirmation

Task ID	Licensing Assistant Duty/Task/Subtask
1.4.6	Assist in determining type of initial notice
1.5	Review notice of consideration
1.5.1	Check application dates, all supplemental letters, technical assignment control system (TACS), distribution, concurrences, units, signature authority, and if secretary/PM are using the correct master
1.5.2	Ensure no significant hazards consideration determination (NSHCD) is correct
1.5.3	Ensure publication in FR
1.6	Review amendment
1.6.1	Check application dates, supplemental letters, TACS, distribution, concurrences, units, service lists, signature authority, and if secretary/PM are using the correct master
1.6.2	Check latest management guidance regarding the need to get specific concurrences on certain types of amendments and to address certain items in amendments
1.6.3	Proof license condition (LC) changes against the incoming application and authority file
1.6.4	Change the words in the amendment to show that it is changing the LC and the TS or the LC only
1.6.5	Plan, coordinate, and direct the administrative processing of license amendment packages, noting each is at a different stage of completeness, and to integrate a variety of information
1.6.6	Ensure that all topical reports, analyses, references, and proprietary determination letters that are used to make the basis in the safety evaluation (SE) are approved, issued and addressed correctly
1.6.7	Ensure that the latest OGC guidance has been followed on use of certain words, e.g., model SE words to relocate TS to updated final safety analysis report (FSAR)
1.6.8	Ensure supplemental letters do not change the original NSHCD and are under oath and affirmation
1.6.9	Ensure the SE discusses each item of the initial notice
1.6.10	Determine if a withdrawal or denial is necessary or if an item will be addressed in another amendment
1.6.11	Determine if a final finding is necessary
1.6.12	Check what type of initial notice was done
1.6.13	Check if a hearing was requested
1.6.14	Determine if exigent or emergency (EX/EM) circumstances and/or NOEDs are addressed in SE
1.6.15	Check if all comments (state, interveners, public) have been addressed
1.6.16	Ensure that when circumstances have changed, the amendment has been changed to address EX/EM
1.6.17	Ensure that the environmental paragraph is correct
1.6.18	Ensure that the amendment addresses the proper categorical exclusion (10 CFR 51.22(c)) and where necessary an EA has been prepared (10 CFR 51.21) and published
1.6.19	Ensure that the EA citation has been added or the amendment put on hold if not yet published.
1.6.20	If the surveillance requirements have been changed, change the words in the SE to reflect that

Task ID	Licensing Assistant Duty/Task/Subtask
1.6.21	Ensure unique amendments (e.g., re-rack, power uprate) contain special wording and appropriate signatures
1.7	Review TSs
1.7.1	Check changes against licensee's evaluation; if not discussed in the analysis, discuss with PM to determine if a supplement is necessary
1.7.2	Check against any outstanding amendments in concurrence that might change the same pages and against all issued amendments that are not in the authority file (AF), if there are common pages, ensure they are reflected in the new amendment
1.7.3	Check licensee's TS changes in the application against licensee's photo-ready copies and the AF verbatim, and check that the previous amendment changes that are barred in the AF are on the photo-readies
1.7.4	Review errata sheet and page numbering against AF and make any necessary corrections
1.7.5	Add overleaves from the AF for TS that are back to back
1.7.6	Make TS change (type or provide to secretary for typing)
1.7.7	Add the amendment history
1.7.8	Establish an order in which to issue the amendments to eliminate confusion of the TS
1.7.9	If the TS pages in the AF have a future implementation date, make sure that the new amendment does not reflect that future change if this amendment is to be implemented before that future implementation date
1.8	Review notice of issuance of amendment
1.8.1	Determine the type of notice to be used according to what type of initial notice was issued and if a hearing was requested
1.8.2	Check if circumstances (EX/EM) have changed since the issuance of the initial notice; if so, make appropriate changes
1.8.3	Check all dates, citations, TACS, distribution, concurrences, units; address all items that were addressed in initial notice and in the amendment
1.8.4	Discuss state or public comments received, if any
1.8.5	Specify if a LC or TS was changed
1.8.6	Check if a partial denial or withdrawal was issued with the amendment
1.9	Issue amendment
1.9.1	When amendment is ready for issuance and notice has expired (comments/hearing), call the Office of the Secretary of the Commission for petitions and the Office of Administration for comments
1.9.2	Check that PM called the state and PM and project director (PD) checked stakeholders
1.9.3	Assign number and date
1.9.4	Perform quality assurance on the package after secretary has numbered and dated
1.9.5	If a hearing was requested, send form to the chairman per management guidance that the amendment is ready to issue

Task ID	Licensing Assistant Duty/Task/Subtask
1.9.6	Ensure notice is published in FR
1.10	Prepare/review correction letters
1.10.1	Review all background to understand what the PM is trying to correct
1.10.2	Determine if proposed correction is consistent with background and OGC guidelines
2.0	Perform other licensing actions
2.1	Check that allegations, enforcement actions, and Office of Investigations reports are marked properly for sensitive handling and limited distribution
2.2	Prepare/review bases page changes
2.2.1	Ensure that, when bases change pages are issued as an enclosure to a transmittal letter, the words "revised by letter (date)" are recorded on the bottom, right-hand side of the page
2.2.2	Ensure pages reflect recently issued amendments and correct distribution is made for filing in the AF
2.2.3	Ensure that bases pages not involving an unresolved safety question (USQ) are forwarded to the AF with no staff review
2.3	Prepare/review board notifications (BN)
2.3.1	Obtain BN number
2.3.2	Obtain accession number
2.3.3	Obtain mailing labels to sitting adjudicatory bodies from OGC
2.3.4	Check that the secretary has prepared mailing labels for the addressee and persons listed on the service list and distribution
2.3.5	Verify that the secretary sends original concurrence copy, Nuclear Regulatory Commission (NRC) form 20, and mailing labels to the mail room
2.4	Review confirmatory action letters: find the most recent example and learn what needs to be done to issue it
2.5	Review Commission papers in accordance with guidance
2.6	Ensure that the secretarial staff transmits a copy of the environmental reports along with NRC form 21 to appropriate agency contacts
2.7	Prepare/review EAs and findings of no significant impact
2.7.1	Assist in preparing the EA and transmittal letter
2.7.2	Ensure that the appropriate Environmental Protection Agency regional coordinator is added to the service list
2.7.3	Verify that a state official has been informed
2.7.4	Ensure that the secretarial staff transmits the original signed EA and required copies and forms for publication
2.7.5	Ensure that the secretarial staff transmits the original signed letter and copy of the EA to licensee with copies to the service list

Task ID	Licensing Assistant Duty/Task/Subtask
2.7.6	Make appropriate entry of published EA in licensing assistant (LA) logbook
2.8	Prepare/review exemptions
2.8.1	Research guidance, check for previous one issued for special instructions (e.g., exemption denials, revocations, extensions, amendments, and referrals)
2.8.2	Prepare/review EAs and findings of no significant impact
2.8.3	Assist in preparing the exemption and transmittal letter
2.8.4	Be sure that the FR citation for the EA is in the exemption before issuing it, and log in LA logbook
2.8.5	After the exemption is signed, ensure that secretarial staff submits for publication
2.8.6	Ensure that the secretarial staff transmits the original signed letter and the other signed original of the exemption to the licensee and sends copies of both to the service list
2.9	Coordinate response to Freedom of Information Act (FOIA) requests
2.9.1	Perform a comprehensive, prompt search of required files
2.9.2	Ensure reply is complete and submitted to the Office of Nuclear Reactor Regulation (NRR) FOIA coordinator on time
2.10	Assist lead PM with generic communications and multi-plant actions
2.11	Ensure that internal notes and memoranda are docketed and distributed
2.12	Review justification for continued operation (JCO) letters: find the most recent example and learn what needs to be done to issue it
2.13	For meeting notices, meeting summaries, miscellaneous letters to licensees and SEs, check the format and distribution to ensure they are sent to the licensee and service list, with internal copies and enclosures sent according to the current distribution list
2.14	Review meeting notices to ensure they contain appropriate language for meetings presenting proprietary or safeguards information
2.15	Be prepared to discuss procedural matters during meetings with licensee
2.16	Review meeting summaries to ensure that any proprietary material distributed at meeting is addressed appropriately in summary and that licensee submits affidavit and justification for withholding from public disclosure
2.17	Review NOEDs
2.17.1	Ensure appropriate region and Associate Director for Technology division director are on concurrence
2.17.2	Ensure NOED guidance has been strictly adhered to
2.17.3	Obtain a NOED tracking number from the Divisions of Reactor Projects East technical assistant
2.18	Review office letters: find the most recent example and learn what needs to be done to issue it
2.19	Review orders
2.19.1	Ensure that secretarial staff submits for publication
2.19.2	Ensure that secretarial staff transmits the letter and second signed copy of the order to the licensee with copies to the service list

Task ID	Licensing Assistant Duty/Task/Subtask
2.19.3	Ensure-publication in FR
2.20	Prepare/review proprietary information letters
2.20.1	Assist in preparation of appropriate letter relating to withholding of the proprietary information from the public disclosure
2.20.2	Assist in preparing letter requesting additional clarification or justification for withholding the information from public disclosure
2.20.3	Assist in preparing letter of denial
2.21	Prepare/review reliefs (10 CFR 50.55a)
2.21.1	Verify that all reliefs in application are addressed (granted, denied, etc.)
2.21.2	Verify correct part of the rule, concurrence and signatures
2.22	Review safety evaluation reports (SER) and supplements
2.22.1	Obtain NUREG number
2.22.2	Submit title and other required information
2.22.3	Check document content according to administrative requirements and organizational provisions
2.22.4	Send SER to technical editor for review
2.22.5	Using the technical editor's mark-up, recheck corrected SER prior to sending to printer
2.22.6	Prepare labels and other required forms for distribution before submitting for printing
2.22.7	Assist PM in preparing letter to licensee, transmitting SER with copies to service list and distribution
2.23	Review security and safeguards letters for correct marking (handling and distribution)
2.24	Review task interface agreements or technical assistance requests to ensure that format and distribution are according to procedures
2.25	Review utility visits with Executive Director for Operations/Commission briefing packages according to procedures
2.26	Forward FSAR update changes that reflect the most recent plant design to the AF
3.0	Review controlled correspondence
3.1	Provide current guidance on any changes to administrative procedures affecting controlled correspondence
3.2	Review documents for correct format, signature authority, distribution, concurrence, and continuity of thought
3.3	Review each modification made after Tech Editor concurrence to ensure accuracy of changes and integrity of the response
3.4	Ensure that document is dispatched in a timely manner and in accordance with NRR policies and procedures
3.5	Ensure administrative accuracy by verifying that the required non-technical data are present, complete, accurate, and in conformance with guidance

Task ID	Licensing Assistant Duty/Task/Subtask
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4.0	Perform administrative activities
4.1	Ensure 10 CFR 50.12, 51.21, 51.22 (exemptions & EAs vs environmental categorical exclusions) are addressed correctly
4.2	Review revisions to NRC rules, regulations, procedures, and internal guidance to determine procedural effects on the licensing process and to devise administrative methods of implementing new requirements
4.3	Serve as focal point in the project directorate as most knowledgeable person on administrative/legal aspects of NRC rules, regulations, and procedures applicable to the licensing process
4.4	Incorporate into the license documentation all provisions, requirements, conditions, limitations in technical, financial, procedural, or organizational areas required by NRC regulations for operation of the nuclear facility
4.5	Ensure PD, PM, and secretaries follow procedures and guidelines
4.6	Consult with OGC and other NRC personnel, as well as licensees, to resolve administrative issues that arise
4.7	Prepare personnel actions and provide orientation to PD staff on related procedural and organizational requirements
4.8	Maintain and keep current LA log book (amendments, exemptions, EAs, orders, relief requests [10 CFR 50.55a])
4.9	Maintain and keep current LA sample book (for format and wordage reference)
4.10	Maintain and keep current directorate boilerplate, forms, and masters
4.11	Update service lists per licensee request, and send updated lists to appropriate contacts
4.12	Send undocketed incoming correspondence to document control desk for processing
4.13	Track controlled correspondence
4.14	Maintain NRC rules and regulations
4.15	Backup other LAs, fill in for each other during absences, assist each other during time of extremely heavy workloads
4.16	Plan, coordinate, and direct the administrative processing of license amendment packages, noting each is at a different stage of completeness, and to integrate a variety of information
4.17	Manage and schedule review of applications to coincide with PM/licensee schedule (for shutdown, refueling, etc.)
4.18	Keep records to track applications, proposed NSHCD, expiration dates for intervention or comment on proposed NSHCD, responses received, and amendments issued and withdrawals or partial withdrawals and denials issued
5.0	Perform special assignments
5.1	Perform surveys

Task ID	Licensing Assistant Duty/Task/Subtask
5.1.1	Perform quality assurance on TS LCs
5.1.2	Research LA logs for license exemptions
5.1.3	Obtain (and verify) list of plant security managers, service lists, and Chief Executive Officer titles
5.1.4	Provide written response(s) to inquiries regarding LA workload activities, time spent on activities, historical data more than once for the division
5.1.5	Respond to congressional questions
5.1.6	Provide number of EAs issued
5.1.7	Perform other miscellaneous surveys
5.2	Provide coordination
5.2.1	Update and provide for senior management meetings (SMM)/executive visits
5.2.2	Provide regional appraisal inputs
5.2.3	Coordinate training of secretarial personnel
5.2.4	Provide appraisal input for secretaries and self
5.2.5	Maintain and keep current LA handbook
5.2.6	Maintain and keep current roster of utilities
5.2.7	Assign Combined Federal campaign and Savings Bond campaign key workers
5.2.8	Maintain and keep current project directorate calendar
5.2.9	Participate on PM/PD advisory panel for PM handbook review
5.2.10	Participate in special team efforts (e.g., AF/TS electronic communication pilot program, review of "RIDS Codes and Patterns")
5.2.11	Perform records inventory for PD; coordinate totals for PD
5.2.12	Upon request, perform NRC documents searches for PM/PD
5.2.13	Track 10 CFR 2.206 updates for NRCWEB and send guidance to LAs for 10 CFR 2.206 management directive coordinator
5.2.14	Determine how to get updates, revisions, etc., to any type of guidance
5.2.15	Maintain and keep current the biweekly schedule
5.2.16	Perform miscellaneous coordination activities
5.3	Prepare biweekly report to FR
5.3.1	Review all notices and prepare them for the biweekly publication
5.3.2	Work with secretary to prepare the biweekly report
5.3.3	Make sure all notices appear under correct headings, are correctly formatted, and get printed on schedule

TASK LIST
EXHIBIT 2: PROJECT MANAGER

Task ID	Project Manager Duty/Task/Subtask
1.0	Prepare Licensing Actions
1.1	Process amendments
1.1.1	Review licensee request/open Technical Assignment Control (TAC)
1.1.2	Assign review responsibility for safety evaluation (SE)
1.1.3	Prepare the Federal Register (FR) notice
1.1.4	Determine if environmental assessment (EA) is required and initiate action as appropriate
1.1.5	Perform technical review and prepare safety evaluation
1.1.6	Resolve comments and questions (request for additional information [RAI], conference calls, hearings, etc.)
1.1.7	Assemble amendment package
1.1.8	Prepare FR notice of issuance
1.1.9	Obtain concurrences (staff, state, etc.)
1.1.10	Issue amendment
1.1.11	Verify implementation/close TAC
1.2	Process exemptions
1.2.1	Review licensee request/open TAC
1.2.2	Assign responsibility for safety review and EA
1.2.3	Publish EA (prior to issuing exemption)
1.2.4	Resolve comments and questions (RAI, conference calls, hearings, etc.)
1.2.5	Perform technical review and prepare exemption/safety evaluation
1.2.6	Assemble exemption package
1.2.7	Obtain concurrences
1.2.8	Issue exemption/close TAC
1.3	Process relief requests
1.3.1	Review licensee request/open TAC
1.3.2	Assign responsibility for SE
1.3.3	Resolve comments and questions (RAI, conference calls, etc.)
1.3.4	Perform technical review and prepare relief/safety evaluation
1.3.5	Assemble relief package
1.3.6	Obtain concurrences
1.3.7	Issue relief/close TAC
1.4	Process orders

Task ID	Project Manager Duty/Task/Subtask
1.4.1	Determine need for and type of order/open TAC
1.4.2	Review precedents/consult with Office of the General Counsel
1.4.3	Assemble order package
1.4.4	Obtain concurrences
1.4.5	Issue order/close TAC
1.5	Process notice of enforcement discretion (NOED) requests
1.5.1	Review request/open TAC
1.5.2	Verify licensee assertions and compensatory measures
1.5.3	Coordinate action with region and tech staff
1.5.4	Prepare letter of approval or denial for project director (PD) signature
1.5.5	Process follow-up license amendment/close TAC
1.6	Participate in hearing process
2.0	Process Licensing Activities
2.1	Process multiplant actions (MPA), generic safety issues (GSI), and unresolved safety issues (USI) per lead project manager (PM) direction
2.2	Process 10 Code of Federal Regulations (CFR) 2.206 petitions
2.2.1	Serve as petition manager
2.2.2	Prepare notice of petition receipt and actions (issue letter, notify petitioner, participate in review board meeting)
2.2.3	Determine if public hearing will be held, notify appropriate parties
2.2.4	Coordinate technical review, prepare task interface agreement (TIA) to request inspection support if required, determine if Office of Investigation (OI) or Office of the Inspector General (OIG) referral is warranted, provide input to 10 CFR 2.206 status report
2.2.5	Prepare and issue director's decision
2.3	Process TIA
2.3.1	Review request/open TAC
2.3.2	Assign review responsibilities
2.3.3	Resolve comments and questions
2.3.4	Issue response/close TAC
2.4	Process other licensing activities (e.g. quality assurance plan changes, security plan changes)
2.5	Process final safety analysis report (FSAR) updates
2.5.1	Maintain an up-to-date copy of the licensee's updated FSAR for reference and review purposes
2.5.2	Incorporate UFSAR revisions into your copy of the UFSAR within 30 days
2.5.3	Ensure changes that required prior Nuclear Regulatory Commission (NRC) approval actually were NRC approved

Task ID	Project Manager Duty/Task/Subtask
2.5.4	Ensure that selected 10 CFR 50.59 evaluations associated with items that the licensee changed unilaterally were appropriate
2.5.5	Document results of the review
3.0	Evaluate Licensee Performance
3.1	Review all inspection reports and be cognizant of their significant aspects and potential problems generated by these reports
3.2	Conduct 10 CFR 50.59 review
3.2.1	Conduct on site review per inspection procedure 37001
3.2.2	Review periodic 10 CFR 50.59 report and document results
3.2.3	Prepare input for inspection report
3.3	Participate in plant performance review (PPR)
3.3.1	Coordinate with region to provide input to PPR package
3.3.2	Participate in PPR meeting
3.3.3	Provide accurate insights and interpretations
3.4	Participate in systematic assessment of licensee performance (SALP)
3.4.1	Support board members in developing the SALP report
3.4.2	Work with senior resident inspector to advise the SALP board of views taken from daily contact with the licensee
3.4.3	Serve as functional area coordinator for the area assigned to the Office of Nuclear Reactor Regulation (NRR) board member
3.4.4	Prior to SALP board meeting, coordinate inputs & gather information for area assigned to NRR
3.4.5	Coordinate the development of NRR input on all functional areas for which you have oversight, and provide the inputs to the regional office
3.4.6	Attend SALP board meetings, participate in the discussions, and provide opinions on the assessment results
3.4.7	Following issuance of report, attend and participate in (as appropriate) the public meeting where the SALP report is presented to licensee management
3.5	Participate in Senior Management Meeting (SMM) process
3.5.1	As requested, provide input to a screening meeting held prior to a SMM
3.5.2	As requested, provide accurate interpretations and insights during the screening meeting based on first-hand knowledge of licensee performance
3.5.3	In preparation for SMM, compile data and prepare briefing material as necessary
3.5.4	In preparation for the Commission meeting, prepare briefing material as necessary
4.0	Review Events and Issues

Task ID	Project Manager Duty/Task/Subtask
4.1	Review licensee reports
4.1.1	Identify safety issues related to the current licensing basis and items that might require licensing action or that have an effect on a licensing action in process
4.1.2	Discuss potential or actual problems with the resident inspector (RI), regional staff, and NRR technical staff, as appropriate
4.1.3	Immediately notify the project director and, if appropriate, other NRR senior management (e.g. through daily/director's highlights) of significant issues
4.1.4	Provide additional information as requested (by operations center, Office for Analysis and Evaluation of Operational Data (AEOD) staff, Events Assessment and Generic Communications Branch, etc.)
4.1.5	Coordinate event follow-up activities between other headquarters (HQ) staff, regional staff, and the licensee
4.1.6	As necessary, provide feedback to NRR divisions of significant or potentially significant safety and environmental information
4.1.7	Stay abreast of actions being taken by the regional office and NRR staff in response to events
4.1.8	Support staff in gathering and evaluating data necessary to make abnormal occurrence determinations
4.1.9	Document the results of the review by memo to file, if required
4.2	Review Part 21 reports and coordinate appropriate action
4.3	Support incident response
4.3.1	Provide plant specific insight to the reactor safety team or otherwise participate in drills or agency response to actual events
4.3.2	Contribute to, participate in, and support incident response investigation
4.4	Take action for NRR as necessary to assist in resolution of issues regarding operability/nonconforming conditions (e.g. operability determinations)
5.0	Perform Special Assignments
5.1	Perform lead PM tasks for MPAs, GSIs, and USIs
5.1.1	Prepare written instructions to individual plant PMs on how a particular MPA is to be processed
5.1.2	Obtain a TAC number through workload information and scheduling program (WISP) for the plants affected by the MPA
5.1.3	Assist in the development of a generic communication, documenting the staff's concerns and need for licensee actions, and requesting a review and response by the affected licensees
5.1.4	Monitor all incoming responses, and ensure that the responses are provided to technical reviewers and that the technical review is proceeding on schedule
5.1.5	Monitor the reports regarding MPAs and verify the accuracy and consistency of the listings in the safety issues management system

Task ID	Project Manager Duty/Task/Subtask
5.1.6	Coordinate activities with the lead reviewer, individual plant PMs, and region personnel, as necessary
5.1.7	Participate in quarterly review meeting on MPAs
5.1.8	Periodically evaluate the status and closeout approach of the MPA
5.1.9	Monitor the preparation and distribution of plant-specific safety evaluations, and if appropriate, develop general safety evaluations
5.1.10	Ensure that any action required by safety evaluations or technical evaluation reports is completed
5.1.11	Develop the close-out verification plan
5.1.12	Ensure that individual plant PMs issue closeout letters to their licensees when appropriate
5.1.13	Prepare a closeout memo for the MPA when the issue has been closed at all affected plants
5.2	Perform lead PM tasks for independent spent fuel storage installation (ISFSI)
5.2.1	Maintain working knowledge of current policies and agreements on the division of responsibilities related to ISFSIs and spent fuel
5.2.2	Respond to correspondence or otherwise serve as the public interface for ISFSIs at reactor sites
5.3	Manage ISFSI activities (plant-specific PMs)
5.3.1	Maintain working knowledge of policies, issues, and status of ISFSI at assigned facility
5.3.2	Coordinate response to correspondence or other inquiries related to ISFSIs at reactor sites
5.3.3	Coordinate resolution of reactor safety issues related to ISFSIs (e.g., control of heavy loads)
5.3.4	Participate in inspections, 10 CFR 50.59 reviews, audits, or other assessments of ISFSI construction or operation at reactor sites
5.4	Manage improved technical specifications conversions
5.5	Manage decommissioning and license terminations until the responsibility has been transferred from the Associate Director for Projects (ADP)
5.5.1	Ensure effective communications on decommissioning activities occur among HQ, the region, and the licensee
5.5.2	Coordinate all public meetings, communications, and site visits
5.5.3	Coordinate the review of the preliminary decommissioning plan to ensure cost estimate is reasonable
5.5.4	Coordinate the review of the proposed decommissioning to ensure that all proposed operations can be performed safely and within the constraints of 10 CFR 50.82 and other regulations
5.5.5	Prepare an order containing any necessary conditions or limitations to allow the licensee to commence decommissioning
5.5.6	Process a request to amend the license to possession-only status
5.6	Participate as a member of an inspection team
5.6.1	Prepare for inspection
5.6.2	Perform inspection

Task ID	Project Manager Duty/Task/Subtask
5.6.3	Document inspection
5.7	Participate and contribute to ad hoc committees and task forces
5.8	Manage power updates
5.9	Assist interns in all activities associated with the plant or "shadowing" the PM. Be accessible and help the intern understand the process and the functions of being a PM
5.10	Perform and/or coordinate special technical evaluations of topical reports
6.0	Perform Occasional Duties
6.1	Serve as acting Project Director (PD) in the absence of the PD
6.2	Prepare responses to principal/controlled correspondence, (Congressional sources, state and local officials, the general public, etc. - yellow/green tickets) for assigned projects
6.2.1	Meet supervisor and the ADP to outline response
6.2.2	Prepare the response (determine who will sign the outgoing letter using NRR office letter 101)
6.2.3	Request approval for an extension if due date cannot be met
6.2.4	If response is delayed, determine if interim reply is required and if so, prepare it
6.2.5	Prepare response to the controlled correspondence and make sure it meets format and guidelines of NRC management directive 3.57
6.2.6	Obtain technical editor review if response signed by NRR director or above, and submit response for concurrence and approval
6.3	Respond to freedom of information act (FOIA) requests
6.3.1	Perform preliminary record search (determine record availability, estimate time required) and inform FOIA coordinator of results
6.3.2	Complete records search & categorize records (identify applicable records in public document room [PDR], recommend documents to be released or withheld)
6.3.3	Furnish response to FOIA coordinator in 5 days
6.4	Process unsolicited information (UI) requests
6.4.1	Review information to understand purpose of UI, the technical details, and what regulatory actions are being requested or may be required
6.4.2	Screen to determine if the UI concerns operations, maintenance, or design, or if it contains safety issues that require follow-up (if so process as a "green ticket")
6.4.3	Document all conversations through a phone log; place all UI received via e-mail/facsimile and not sensitive on a docket and in the PDR in accordance with management directive 3.50, part I
6.5	Manage media inquiries/speeches, papers, and journal articles
6.5.1	Coordinate with public affairs
6.5.2	Provide any information that is publicly available
6.5.3	Obtain approval (speeches, papers, and journal articles) in accordance with the instructions in NRC management directive 3.9 and NRR office letter 700

Task ID	Project Manager Duty/Task/Subtask
6.6	Process allegations
6.6.1	Upon receipt of allegation, document details, deliver to office allegation coordinator (OAC) within 5 days, and notify OAC promptly of allegations/wrongdoing
6.6.2	Provide support to allegation review board (ARB) (provide briefing package and status to OAC before initial and follow-up ARB meetings)
6.6.3	Monitor/lead investigation; assess & report new safety & wrongdoing information to OAC; draft close-out report and letter to allegor
6.6.4	Draft letter of receipt from allegor; document verbal information from allegor
6.6.5	Coordinate with OI: draft formal OI notifications, keep abreast of ongoing investigations, notify the director, NRR, in case of substantive disagreement with the conclusions of the report, etc.
6.7	Participate in Advisory Committee on Reactor Safeguards (ACRS)
6.7.1	Prepare for the ACRS meeting (obtain technical branch support, get copies of pertinent safety evaluation and other material, etc.)
6.7.2	Attend subcommittee meetings and make presentation if requested
6.7.3	Attend full committee meeting and make presentation if requested
6.8	Review investigation reports
6.8.1	Perform initial screening and documentation check
6.8.2	Document results of review, noting agreement or disagreement (if you disagree with report conclusions, prepare memo from Division Director to Director NRR stating reasons)
6.9	Support enforcement process
6.9.1	Notify management of potential escalated enforcement action (obtain all information from reports; regional assistance required)
6.9.2	Participate in the enforcement panel meeting and determine who else should participate
6.9.3	Participate in pre-decisional enforcement conference; arrange for technical staff if needed
6.9.4	Participate in enforcement caucus; brief NRR management on results of caucus
6.9.5	Convey NRR view on enforcement package to Office of Enforcement
6.10	Coordinate licensee drop-in visits
6.10.1	Prepare briefing package
6.10.2	Coordinate the briefing package with the regional office and then forward it to the appropriate commissioner
6.10.3	Attend the drop-in visit if requested
6.10.4	Determine the specific purpose of the licensee's visit, and determine if involvement from NRR Director is warranted
6.11	Visit the site
6.11.1	Conduct plant walkdowns with the RI
6.11.2	Attend morning meetings and safety review meetings (onsite and offsite)

Task ID	Project Manager Duty/Task/Subtask
6.11.3	Visit control room
6.11.4	Conduct informal interviews with licensed & auxiliary operators, maintenance workers, etc.
6.11.5	Tour various plant areas to become familiar with plant
6.11.6	Attend entrance and exit meetings for team inspections at the site if possible
6.11.7	Provide a post-visit assessment to the PD, noting accomplishments & general observations
6.11.8	Arrange for site-visits by other NRR and NRC personnel as requested
6.11.9	Follow-up on any outstanding issues resulting from the visit
6.12	Prepare 10 CFR 50.54(f) letters
6.12.1	Draft 10 CFR 50.54(f) letter including the developing of justification for the information request
6.12.2	Determine whether the information request must have Office of Management and Budget clearance, and if necessary, prepare a clearance statement
6.12.3	Route the 10 CFR 50.54(f) letter for review and approval
6.13	Manage backfit actions
6.13.1	Ensure that actions are properly evaluated for backfit implications
6.13.2	Coordinate all activities related to any plant-specific backfit
6.13.3	Ensure that all correspondence related to plant-specific backfits is prepared in accordance with the office letter and associated reference documents
6.13.4	Ensure that proper determinations of regulatory analyses or documented evaluations are forwarded for management review
6.14	Provide site coverage
6.15	Participate in differing professional opinion and differing professional view process
7.0	Perform Routine PM Duties
7.1	Review licensing fee data
7.2	Coordinate meetings, visits, and public interaction
7.2.1	Determine whether the meeting should be open or closed to public
7.2.2	Plan the meeting (agenda, time, location, attendees, etc.)
7.2.3	Notify appropriate parties (issue meeting announcement and related materials as required)
7.2.4	Conduct the meeting
7.2.5	Perform follow-up activities (action items, meeting summary, letter to licensee with conclusions, etc.)
7.2.6	Conduct meetings with industry groups (ensure meetings are limited to information)
7.3	Maintain management information systems (project manager report, WISP, etc.)
7.4	Participate in staff meetings
7.5	Attend training
7.5.1	Attend mandatory training

Task ID	Project Manager Duty/Task/Subtask
7.5.2	Attend discretionary training
7.6	Perform backup PM duties
7.7	Maintain regular interface with RI and region
7.8	Perform administrative tasks (travel arrangements, time and attendance, etc.)
7.9	Develop performance appraisal inputs
7.9.1	Provide input for your own appraisal
7.9.2	Appraise regional performance
7.9.3	Provide input for managers' performance appraisal
7.9.4	Provide appraisal input for interns assigned to you
7.10	Review routine information (e.g., Inside NRC, media monitors, routed information, network announcements)
7.11	Perform general focal point activities (e.g., research NRC policies or positions for licensee or regional staff, routine discussions with licensee, etc.)
7.11.1	Hold routine discussions with licensee regarding plant status, licensing issues, etc.
7.11.2	Respond to licensee inquiries regarding NRC policies or positions
7.11.3	Hold routine discussions with regional staff regarding plant status, licensing or inspection issues, etc.
7.11.4	Respond to regional inquiries (other than TIAs) regarding NRR positions
7.11.5	Respond to general inquiries or surveys from other NRC HQ organizations requesting information on plant design features or licensee operating practices
8.0	Perform Non-related PM Activities
8.1	Participate in agency committees (partnering, equal employment opportunity, etc.)
8.2	Participate in union actions and activities
8.3	Attend agency sponsored functions (award ceremonies, all-hands meeting, fire-side chats, etc.)
9.0	Process proprietary information
9.1	Make proprietary determinations as necessary

TASK LIST
EXHIBIT 3: PROJECT DIRECTOR

Task ID	Project Director Duty/Task/Subtask
1.0	Evaluate Licensee Performance
1.1	Collect and evaluate docketed inputs (licensee submittals, licensee events reports, violations, inspection reports, etc. from project managers [PM], on-site inspectors, regional inspectors, regional counterparts, external sources, etc.)
1.2	Judge quality of licensee submittals
1.2.1	Review "Sholly" notice
1.2.2	Review for timeliness and completeness
1.2.3	Review requests for additional information
1.2.4	Provide feedback to licensee
1.3	Participate in plant performance reviews (PPR) and review inputs
1.3.1	Oversee PM input to PPR meeting
1.3.2	Participate in PPR meetings
1.3.3	Provide views on the master inspection plan
1.4	Prepare for senior management meetings (SMM)
1.4.1	Rank plants (within regions)
1.4.2	Oversee PM input to region
1.4.3	Review region's input, Office for Analysis and Evaluation of Operational Data (AEOD) input, human performance data
1.4.4	Participate in SMM screening meeting
1.4.5	Follow-up on screening meeting results (including proposing discussion plants)
1.5	Participate in the systematic assessment of licensee performance (SALP)
1.5.1	Prepare visit plan
1.5.2	Conduct site visit activities (e.g., interviews, document reviews) within assigned functional area
1.5.3	Conduct site visit activities in other functional areas
1.5.4	Prepare input (talking points) for board meetings
1.5.5	Participate in board meetings as voting member
1.5.6	Prepare SALP report
1.5.7	Participate in meeting with licensee to discuss SALP results
1.6	Receive and react to regulatory impact input
1.7	Participate in enforcement conferences with licensee
1.8	Participate in restart/oversight panels

Task ID	Project Director Duty/Task/Subtask
1.9	Participate in meetings and visits with licensee
1.10	Ensure PM is evaluating licensee performance
1.10.1	Evaluate plan for site visits
1.10.2	Ensure PM is tracking inspection findings
1.10.3	Ensure PM is interfacing with licensee, and resident and regional staff
1.10.4	Review trip reports and meeting summaries, and debrief with PM
2.0	Conduct Licensing Activity
2.1	Oversee the license amendment process
2.1.1	Decide if amendment is emergency/exigent
2.1.2	Decide if a notice of enforcement discretion is needed
2.1.3	Review amendment packages for adequacy
2.1.4	Monitor performance of licensing assistant and secretary
2.2	Serve as lead project director (PD) for multi-plant activities (MPA)
2.2.1	Assign lead PM
2.2.2	Provide policy and technical guidance
2.2.3	Balance MPA and other workloads
2.2.4	Interact with lead technical branch on policy matters
2.3	Oversee PM activities
2.3.1	Establish risk-based priorities
2.3.2	Assign resources for licensing activities
2.3.3	Review technical work requests
2.4	Generate demands for information, orders to licensees, confirmatory action letters
3.0	Respond to Emergency and other Plant Events
3.1	Assign resources for event response
3.2	Oversee response activities of staff
3.2.1	Assess scope/focus
3.2.2	Assess burden on licensee
3.2.3	Ensure communication with Nuclear Regulatory Commission (NRC) management and state/local offices
3.2.4	Review input to inspection plan
3.3	Respond to emergency events
4.0	Respond to Allegations

Task ID	Project Director Duty/Task/Subtask
4.1	Receive allegation
4.2	Assign resources to deal with allegation
4.3	Develop resolution plan
4.4	Participate in allegation review board meeting
4.5	Determine need for follow-up activities
4.6	Oversee staff activities related to allegations
4.6.1	Ensure documentation is complete
4.6.2	Ensure resolution plan/follow-up is implemented
4.6.3	Ensure proper controls are in place to protect alleged's identity
4.6.4	Ensure PMs are aware of open allegations at assigned plants
5.0	Provide Administrative Direction
5.1	Perform activities related to the evaluation and development of personnel
5.1.1	Tailor elements and standards to position and individual
5.1.2	Evaluate performance of PMs
5.1.3	Recommend awards
5.1.4	Approve/manage training
5.1.5	Participate in intern program
5.1.6	Approve rotational assignments
5.1.7	Serve as a mentor
5.2	Perform activities related to management and reporting of time (attendance) and effort (of subordinates)
5.2.1	Authorize work schedules/leave
5.2.2	Certify time and attendance
5.2.3	Review PM reports
5.2.4	Resolve resource utilization disputes
5.2.5	Certify workload information scheduling program (WISP) inputs
5.2.6	Solicit ad hoc assistance
5.3	Conduct selection and hiring process
5.3.1	Review application (conduct qualifications investigation)
5.3.2	Recommend candidates to be interviewed
5.3.3	Interview candidates
5.3.4	Organize selection panel
5.4	Serve on selection panels
5.5	Interface with human resources and labor relations on personnel problems

Task ID	Project Director Duty/Task/Subtask
5.5.1	Handle grievances
5.5.2	Handle fitness for duty issues
5.5.3	Participate in Office of Inspector General (OIG) audits and investigations
5.5.4	Take needed disciplinary actions
5.6	Perform routine administrative management functions
5.6.1	Authorize travel
5.6.2	Assign work space
5.6.3	Authorize special requests (Federal Express, small purchase)
6.0	Interface with and Support Regions
6.1	Participate in morning calls
6.2	Support regional or HQ inspections (augmented inspection teams, diagnostic evaluation teams, special evaluation teams) when needed
6.2.1	Lead special inspections
6.2.2	Assign resources to support special inspections
6.3	Cooperate with region on enforcement actions
6.3.1	Participate in enforcement panel
6.3.2	Attend pre-decisional enforcement conference
6.3.3	Review final enforcement package
6.4	Provide inputs to plant issues matrix
6.5	Participate in management counterpart meetings (with the licensee)
6.6	Manage task interface agreements
6.7	Attend to special requests (rotational assignments of PMs, regional allegation review board, special technical reviews)
6.8	Participate in resident inspector counterpart meetings
7.0	Interface with other Headquarters Organizations
7.1	Maintain awareness of petitions for rule making
7.2	Provide input on regional appraisals
7.3	Interface with technical divisions on task action plans
7.4	Perform duty officer assignments
7.5	Resolve conflicts and policy issues involving PMs and other personnel on technical matters
7.6	Review OI investigation reports
7.7	Process AEOD requests for review of abnormal occurrence determinations and risk assessment of significant events

Task ID	Project Director Duty/Task/Subtask
7.8	Provide support to EDO
7.8.1	Respond to questions
7.8.2	Proactively inform of significant issues
7.8.3	Provide/review/sign-out briefing papers for utility visits
7.8.4	Provide briefing papers for Commission visits to sites
7.8.5	Brief Commissioners
7.9	Provide budget input (full-time equivalent [personnel] estimates) on request
7.10	Support Committee for Review of Generic Requirements briefings
8.0	Conduct External Interactions (federal, state, local)
8.1	Manage responses to controlled correspondence (10 Code of Federal Regulations [CFR] 2.206 and other ticketed items)
8.2	Meet with state/local officials on assigned plants
8.3	Provide briefings for Congressional staff
8.4	Respond to press inquiries/provide press briefings
8.5	Participate in international programs
8.6	Represent the NRC at public meetings
8.6.1	Chair meeting
8.6.2	Serve as NRC representative
9.0	Participate in Hearings (licensing, 10 CFR 2.206, enforcement)
9.1	Prepare testimony
9.2	Serve as expert witness
9.3	Answer interrogatories
10.0	Participate in Personal Development Programs
10.1	Attend formally required training
10.2	Attend other (discretionary, ad hoc) training
11.0	Conduct Administrative Activities
11.1	Establish/maintain informal networks
11.2	Attend to routine correspondence (phone, email, reports)
11.3	Prepare travel expense reports
11.4	Attend to general requests from licensee
11.5	Respond to drop-in visits

Task ID	Project Director Duty/Task/Subtask
	-
12.0	Perform Collateral Duties
12.1	Respond to OIG reports
12.2	Participate in special panels (e.g., harassment and intimidation), task forces (e.g., South Texas, River Bend, Millstone) or assignments
12.3	Formulate management tools (exemption database, etc.)
12.4	Participate in process improvement panels
12.5	Serve as individual point of contact to a member of the public

APPENDIX F
AVERAGE RATINGS AND TRAINING RECOMMENDATIONS

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AVERAGE RATINGS AND TRAINING RECOMMENDATIONS

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NOTES ON AVERAGE RATINGS AND TRAINING RECOMMENDATIONS

These tables show task ID number, Frequency, Time, Difficulty, Consequence, and Satisfaction and three training recommendations: CT (continuous train), NT (no train), and T (train). CT implies that, in addition to initial entry-level training, periodic retraining is necessary. NT is intended to imply that previous education or experience provides sufficient background for task performance to be learned without formal training. T implies the need for formal training.

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 1: LICENSING ASSISTANT

ID	Freq	Time	Diff	Cons	Sat	Training
1.0	4.27	1.58	2.26	2.82	3.45	
1.1	4.28	1.39	1.95	2.73	3.33	
1.1.1	4.75	1.75	2.63	2.75	3.63	CT
1.1.2	4.25	1.88	2.63	2.63	3.25	CT
1.1.3	4.75	1.00	1.25	2.75	3.63	T
1.1.4	4.75	1.00	1.38	2.75	3.63	T
1.1.5	4.50	1.13	1.38	2.63	3.13	T
1.1.6	2.63	1.38	2.13	2.63	3.00	T
1.1.7	3.75	1.38	2.00	2.88	3.00	T
1.2	4.42	1.63	2.42	2.67	3.33	
1.2.1	4.88	1.25	2.25	2.88	3.50	T
1.2.2	4.50	1.75	2.63	2.75	3.13	CT
1.2.3	3.88	1.88	2.38	2.38	3.38	NT
1.3	4.13	1.83	2.35	2.78	3.40	
1.3.1	4.63	1.63	2.50	2.63	3.38	T
1.3.2	4.25	2.25	2.63	2.75	3.38	CT
1.3.3	3.88	2.00	2.63	2.75	3.38	CT
1.3.4	4.13	1.63	2.13	2.63	3.38	T
1.3.5	3.75	1.63	1.88	3.13	3.50	T
1.4	4.57	1.45	2.02	2.66	3.42	
1.4.1	4.75	2.13	2.88	2.88	3.38	CT
1.4.2	4.33	1.67	2.33	2.67	2.83	T
1.4.3	4.75	1.13	1.50	2.63	3.50	T
1.4.4	4.75	1.25	1.75	2.63	3.50	T
1.4.5	4.25	1.25	1.50	2.63	3.50	T
1.4.6	4.43	1.43	2.43	2.71	3.29	T
1.5	4.75	1.50	2.21	2.67	3.50	
1.5.1	4.75	1.75	2.38	2.63	3.38	T
1.5.2	4.75	1.50	2.63	2.63	3.38	CT
1.5.3	4.75	1.25	1.63	2.75	3.75	T
1.6	4.27	1.57	2.27	2.85	3.41	
1.6.1	4.75	2.00	2.25	2.88	3.63	T
1.6.2	4.50	1.50	2.25	2.63	3.38	T
1.6.3	3.75	2.25	2.50	2.88	3.38	T
1.6.4	4.00	1.38	2.00	2.75	3.63	T
1.6.5	4.63	2.00	2.75	2.88	3.38	CT
1.6.6	4.43	1.71	2.71	2.86	2.86	CT
1.6.7	4.38	2.00	2.63	3.00	3.00	CT
1.6.8	4.38	1.50	2.38	2.88	3.25	T
1.6.9	4.38	1.88	2.88	2.88	3.38	CT
1.6.10	4.29	1.43	2.57	2.86	3.29	CT
1.6.11	4.00	1.29	2.00	2.86	3.14	T
1.6.12	4.38	1.38	1.50	2.50	3.63	T
1.6.13	4.50	1.25	1.63	2.88	3.50	T
1.6.14	3.88	1.50	2.13	2.88	3.50	T
1.6.15	4.50	1.25	1.88	3.13	3.38	T
1.6.16	3.75	1.50	2.25	2.88	3.38	T

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 1: LICENSING ASSISTANT

ID	Freq	Time	Diff	Cons	Sat	Training
1.6.17	4.63	1.38	2.25	2.88	3.50	T
1.6.18	4.50	1.50	2.25	2.88	3.50	T
1.6.19	4.25	1.13	1.75	3.00	3.75	T
1.6.20	4.38	1.25	2.13	2.75	3.50	T
1.6.21	3.63	1.75	3.25	3.00	3.38	CT
1.7	4.10	1.97	2.89	3.04	3.30	
1.7.1	4.25	2.25	3.25	2.88	3.38	CT
1.7.2	4.38	2.00	3.25	3.13	3.13	CT
1.7.3	4.38	2.50	3.38	3.13	3.38	CT
1.7.4	4.38	2.13	2.88	3.13	3.50	CT
1.7.5	4.00	1.75	2.25	3.00	3.38	T
1.7.6	3.86	2.00	2.86	3.00	3.00	CT
1.7.7	4.25	1.88	2.38	2.88	3.25	T
1.7.8	4.25	1.75	2.63	3.13	3.25	CT
1.7.9	3.14	1.43	3.29	3.14	3.29	CT
1.8	4.27	1.51	2.35	2.90	3.59	
1.8.1	4.50	1.38	2.50	3.00	3.50	T
1.8.2	3.88	1.63	2.50	2.88	3.50	T
1.8.3	4.63	1.63	2.25	2.88	3.75	T
1.8.4	3.29	1.57	2.71	3.14	3.57	CT
1.8.5	4.63	1.38	2.13	2.88	3.63	T
1.8.6	4.63	1.50	2.13	2.75	3.50	T
1.9	4.55	1.29	1.40	3.07	3.72	
1.9.1	4.63	1.25	1.50	3.00	3.50	T
1.9.2	4.63	1.25	1.25	3.00	3.75	T
1.9.3	4.63	1.29	1.29	3.00	3.86	T
1.9.4	4.63	1.43	1.57	3.00	3.86	T
1.9.5	3.00	1.67	2.00	2.67	3.67	T
1.9.6	4.75	1.13	1.25	3.13	3.88	T
1.10	3.38	1.69	2.75	2.88	3.50	
1.10.1	3.38	1.88	2.88	2.88	3.63	CT
1.10.2	3.38	1.50	2.63	2.88	3.38	CT
2.0	3.11	1.59	2.07	2.77	3.54	
2.1	3.29	1.29	2.29	3.71	3.71	T
2.2	3.55	1.46	2.05	2.69	3.86	
2.2.1	3.57	1.14	1.71	2.71	4.14	T
2.2.2	3.71	1.57	2.29	2.86	3.71	T
2.2.3	3.40	1.80	2.20	2.60	3.80	T
2.3	1.50	1.50	2.00	3.00	3.00	
2.3.1	1.50	1.50	2.00	3.00	3.00	T
2.3.2	1.50	1.50	2.00	3.00	3.00	T
2.3.3	1.50	1.50	2.00	3.00	3.00	T
2.3.4	1.50	1.50	2.00	3.00	3.00	T
2.3.5	1.50	1.50	2.00	3.00	2.00	T
2.4	1.00	1.67	3.33	3.00	3.33	CT
2.5	2.29	2.29	2.57	2.86	3.71	CT
2.6	2.38	1.38	1.50	2.25	3.38	NT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 1: LICENSING ASSISTANT

ID	Freq	Time	Diff	Cons	Sat	Training
2.7	3.98	1.23	1.61	2.88	3.71	
2.7.1	3.88	2.00	2.88	3.25	3.75	CT
2.7.2	4.00	1.00	1.25	2.75	3.75	T
2.7.3	4.00	1.14	1.43	3.00	3.86	T
2.7.4	4.00	1.13	1.50	2.88	3.63	T
2.7.5	4.00	1.13	1.25	2.88	3.50	T
2.7.6	4.00	1.00	1.38	2.63	3.88	T
2.8	3.50	1.55	2.13	2.79	3.50	
2.8.1	3.50	2.00	2.88	2.75	3.25	CT
2.8.2	3.50	2.00	2.75	3.13	3.63	CT
2.8.3	3.50	2.00	2.75	2.88	3.63	CT
2.8.4	3.50	1.25	1.50	2.50	3.75	T
2.8.5	3.50	1.00	1.50	2.75	3.38	T
2.8.6	3.57	1.00	1.29	2.86	3.43	T
2.9	1.75	2.13	2.88	3.00	2.88	
2.9.1	1.75	2.00	2.75	3.00	2.75	CT
2.9.2	1.75	2.25	3.00	3.00	3.00	CT
2.10	2.50	2.00	2.33	2.17	3.67	NT
2.11	3.71	1.00	1.57	2.57	3.71	T
2.12	1.00	2.00	3.00	1.50	3.00	T
2.13	4.75	1.63	1.75	2.88	3.50	T
2.14	4.63	1.38	1.75	2.88	3.88	T
2.15	2.40	1.40	2.40	3.00	3.80	T
2.16	3.75	1.63	1.88	2.88	3.75	T
2.17	2.50	1.27	1.71	2.67	3.67	
2.17.1	2.50	1.13	1.25	2.50	3.75	T
2.17.2	2.50	1.63	2.63	2.88	3.50	CT
2.17.3	2.67	1.00	1.17	2.83	3.83	T
2.18	1.67	2.50	2.67	2.67	3.33	CT
2.19	2.86	1.05	1.24	2.57	3.24	
2.19.1	2.86	1.14	1.43	2.57	3.14	T
2.19.2	2.86	1.00	1.14	2.57	3.14	T
2.19.3	2.86	1.00	1.14	2.57	3.43	T
2.20	3.13	1.67	2.46	2.92	3.79	
2.20.1	3.75	1.75	2.50	3.00	3.88	T
2.20.2	2.71	1.57	2.43	2.86	3.86	T
2.20.3	2.57	1.57	2.29	2.86	3.86	T
2.21	3.88	1.75	2.88	2.75	3.69	
2.21.1	3.88	1.88	2.88	2.75	3.75	CT
2.21.2	3.88	1.63	2.88	2.75	3.63	CT
2.22	1.00	1.81	1.79	2.30	3.16	
2.22.1	1.00	1.33	1.33	2.67	3.00	T
2.22.2	1.00	1.67	1.67	2.67	3.00	T
2.22.3	1.00	2.60	2.40	2.40	3.00	NT
2.22.4	1.00	1.50	1.75	2.00	3.50	NT
2.22.5	1.00	2.40	2.60	2.60	3.20	CT
2.22.6	1.00	1.75	1.75	2.00	3.00	NT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 1: LICENSING ASSISTANT

ID -	Freq	Time	Diff	Cons	Sat	Training
2.22.7	1.00	1.80	1.60	2.40	3.20	NT
2.23	2.63	1.63	2.25	3.50	3.75	T
2.24	3.75	1.75	2.13	2.25	3.75	NT
2.25	3.63	1.88	2.00	2.75	3.50	T
2.26	3.50	1.50	2.50	3.00	4.00	T
3.0	4.00	1.58	2.10	2.58	3.53	
3.1	3.43	1.71	1.86	3.00	3.57	T
3.2	4.13	1.88	2.50	2.75	3.63	T
3.3	4.00	1.63	2.13	2.25	3.63	NT
3.4	4.00	1.14	1.71	2.57	3.43	T
3.5	4.13	1.63	2.25	2.50	3.50	T
4.0	4.07	1.65	2.22	2.59	3.58	
4.1	4.63	1.50	2.63	2.75	3.75	CT
4.2	3.88	2.00	3.25	2.50	3.63	CT
4.3	4.75	1.75	3.13	2.63	3.88	CT
4.4	4.86	2.00	3.14	2.86	3.57	CT
4.5	5.00	1.75	2.50	2.63	3.38	T
4.6	4.25	1.63	3.00	2.63	3.75	CT
4.7	2.25	2.00	2.25	2.50	3.75	T
4.8	5.00	1.50	1.75	2.63	3.75	T
4.9	3.88	1.50	1.50	2.25	3.63	NT
4.10	3.75	1.75	1.75	2.50	3.38	T
4.11	3.13	1.75	1.75	2.50	3.38	T
4.12	2.63	1.00	1.25	3.00	3.38	T
4.13	3.20	1.00	1.60	2.80	3.60	T
4.14	3.50	1.63	1.50	2.38	3.50	NT
4.15	4.00	1.88	2.25	2.50	3.75	T
4.16	4.50	2.00	2.63	2.75	3.50	CT
4.17	4.33	1.83	2.50	3.00	3.67	T
4.18	4.75	1.50	1.88	2.50	3.63	T
5.0	2.81	1.87	2.03	2.48	3.60	
5.1	2.75	1.79	2.03	2.40	3.53	
5.1.1	3.13	1.50	1.88	2.50	3.50	T
5.1.2	2.88	1.88	2.00	2.25	3.63	NT
5.1.3	2.50	2.00	2.13	2.50	3.63	T
5.1.4	3.17	2.17	2.50	2.50	3.33	T
5.1.5	1.00	2.00	2.75	3.25	3.75	CT
5.1.6	2.25	1.50	1.75	2.38	3.63	NT
5.1.7	3.14	2.00	2.14	2.14	3.43	NT
5.2	2.61	1.76	1.99	2.24	3.30	
5.2.1	3.60	1.80	2.20	2.80	3.80	T
5.2.2	1.67	2.00	2.00	2.67	3.33	T
5.2.3	3.00	1.67	2.33	1.67	3.33	NT
5.2.4	2.13	2.00	2.25	2.13	3.13	NT
5.2.5	2.00	1.25	2.00	2.25	2.75	NT
5.2.6	3.29	1.43	1.71	2.57	3.71	T
5.2.7	1.00	2.20	1.25	1.60	2.60	NT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 1: LICENSING ASSISTANT

ID -	Freq	Time	Diff	Cons	Sat	Training
5.2.8	1.00	1.00	1.00	1.00	2.00	NT
5.2.9	2.00	2.00	3.00	2.50	3.50	CT
5.2.10	1.50	2.75	3.25	2.50	3.75	CT
5.2.11	2.00	2.25	2.00	2.25	3.00	NT
5.2.12	2.38	1.63	2.25	2.13	3.25	NT
5.2.13	2.50	2.00	2.50	3.00	3.25	T
5.2.14	3.86	1.43	1.83	2.67	3.50	T
5.2.15	4.50	2.00	1.50	3.00	4.00	T
5.2.16	3.29	1.71	2.00	2.29	3.43	NT
5.3	3.08	2.04	2.08	2.79	3.96	
5.3.1	3.75	2.13	2.13	2.75	4.00	T
5.3.2	2.75	2.00	2.00	2.75	4.00	T
5.3.3	2.75	2.00	2.13	2.88	3.88	T

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 2: PROJECT MANAGER

ID	Freq	Time	Diff	Cons	Sat	Training
1.0	2.34	2.35	2.56	3.08	3.44	
1.1	3.51	2.15	2.34	2.91	3.48	
1.1.1	3.83	2.02	2.29	2.49	3.76	NT
1.1.2	3.65	1.63	2.11	2.56	3.45	T
1.1.3	3.69	1.98	2.12	3.03	3.52	T
1.1.4	3.02	1.93	2.57	3.30	3.11	CT
1.1.5	3.05	3.56	3.44	3.80	3.90	CT
1.1.6	3.93	2.49	3.00	3.19	3.67	CT
1.1.7	3.52	2.63	2.54	3.02	3.61	CT
1.1.8	3.46	1.58	1.63	2.35	3.55	NT
1.1.9	3.63	2.24	2.32	3.00	3.17	T
1.1.10	3.56	1.88	1.77	3.04	3.73	T
1.1.11	3.37	1.60	1.86	2.25	2.82	NT
1.2	2.28	2.23	2.39	3.00	3.49	
1.2.1	2.34	2.03	2.40	2.66	3.58	T
1.2.2	2.38	1.73	2.13	2.73	3.37	T
1.2.3	2.25	2.46	2.46	3.23	3.40	T
1.2.4	2.46	2.44	2.84	3.18	3.55	CT
1.2.5	2.15	3.31	3.35	3.77	3.73	CT
1.2.6	2.18	2.14	2.18	2.82	3.45	T
1.2.7	2.27	2.29	2.21	3.14	3.31	T
1.2.8	2.21	1.59	1.66	2.82	3.56	T
1.3	2.72	2.01	2.26	2.81	3.51	
1.3.1	2.82	1.89	2.24	2.45	3.55	NT
1.3.2	2.81	1.46	1.89	2.55	3.51	T
1.3.3	2.86	2.22	2.67	3.04	3.58	CT
1.3.4	2.25	2.98	3.20	3.54	3.64	CT
1.3.5	2.77	2.00	2.19	2.65	3.56	T
1.3.6	2.75	2.20	2.25	2.93	3.22	T
1.3.7	2.77	1.50	1.54	2.65	3.59	T
1.4	1.22	2.47	2.82	3.51	3.45	
1.4.1	1.23	2.59	3.24	3.76	3.46	CT
1.4.2	1.21	2.72	3.24	3.55	3.32	CT
1.4.3	1.24	2.59	2.89	3.34	3.39	CT
1.4.4	1.28	2.62	2.93	3.54	3.67	CT
1.4.5	1.17	1.83	1.79	3.31	3.43	T
1.5	1.59	2.57	3.01	3.46	3.40	
1.5.1	1.55	2.22	2.94	3.17	3.45	CT
1.5.2	1.60	2.65	3.26	3.77	3.43	CT
1.5.3	1.65	2.27	2.85	3.43	3.28	CT
1.5.4	1.54	2.59	3.04	3.60	3.42	CT
1.5.5	1.56	3.07	2.91	3.28	3.47	CT
1.6	1.00	4.28	3.94	4.12	3.33	CT
2.0	2.17	2.74	2.62	2.94	3.21	
2.1	2.96	2.98	2.67	3.09	3.36	CT
2.2	1.55	3.32	3.28	3.38	3.19	
2.2.1	1.46	3.66	3.63	3.29	3.13	CT
2.2.2	1.33	2.95	2.90	3.27	3.05	CT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 2: PROJECT MANAGER

ID	Freq	Time	Diff	Cons	Sat	Training
2.2.3	1.29	2.41	2.76	3.38	2.85	CT
2.2.4	1.73	3.42	3.35	3.37	3.28	CT
2.2.5	1.41	3.97	3.73	3.50	3.15	CT
2.3	2.43	2.20	2.39	2.68	3.29	
2.3.1	2.45	1.92	2.17	2.53	3.27	T
2.3.2	2.44	1.86	2.12	2.52	3.31	T
2.3.3	2.45	2.75	3.08	2.98	3.22	CT
2.3.4	2.42	2.27	2.27	2.70	3.38	T
2.4	2.02	2.59	2.53	2.73	3.29	CT
2.5	1.83	2.74	2.37	2.75	2.82	
2.5.1	1.92	2.56	1.75	2.75	2.82	T
2.5.2	1.83	2.91	1.72	2.55	2.87	T
2.5.3	1.83	2.64	3.02	3.06	2.72	CT
2.5.4	1.85	3.19	3.40	3.04	2.83	CT
2.5.5	1.72	2.60	2.55	2.40	2.83	T
3.0	2.70	2.60	2.82	2.72	2.89	
3.1	3.75	2.36	2.80	2.65	3.20	CT
3.2	1.80	3.30	3.30	2.94	2.85	
3.2.1	1.69	3.95	3.71	3.10	2.76	CT
3.2.2	2.00	3.29	3.22	2.93	2.75	CT
3.2.3	1.70	2.90	3.02	2.77	2.93	CT
3.3	2.84	2.41	2.55	2.45	2.79	
3.3.1	2.82	2.43	2.49	2.37	2.73	NT
3.3.2	2.82	2.45	2.43	2.29	2.67	NT
3.3.3	2.88	2.36	2.68	2.63	2.93	CT
3.4	1.91	3.24	2.91	2.79	2.93	
3.4.1	1.90	3.65	3.25	3.00	3.06	CT
3.4.2	1.98	2.81	2.91	2.81	3.02	CT
3.4.3	1.94	3.63	3.06	2.81	2.87	CT
3.4.4	1.92	3.71	3.14	2.86	2.90	CT
3.4.5	1.90	3.30	3.06	2.84	2.86	CT
3.4.6	1.90	3.04	2.92	2.82	2.92	CT
3.4.7	1.89	2.85	2.42	2.55	2.81	T
3.5	2.62	2.29	2.78	2.83	3.01	
3.5.1	2.76	2.41	2.74	2.87	3.00	CT
3.5.2	2.70	1.92	2.85	2.83	3.06	CT
3.5.3	2.70	2.41	2.74	2.73	2.98	CT
3.5.4	2.22	2.72	2.91	3.09	2.97	CT
4.0	2.37	2.44	3.01	3.19	3.29	
4.1	2.86	2.10	2.76	2.93	3.30	
4.1.1	3.29	2.29	3.31	3.44	3.22	CT
4.1.2	3.76	2.09	2.93	3.19	3.50	CT
4.1.3	3.28	1.93	2.75	3.09	3.45	CT
4.1.4	2.78	2.00	2.68	2.68	3.19	CT
4.1.5	2.77	2.43	2.80	2.86	3.20	CT
4.1.6	2.70	2.10	2.73	2.83	3.27	CT
4.1.7	3.34	2.16	2.56	2.74	3.26	CT
4.1.8	1.88	2.04	2.54	2.54	3.04	CT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 2: PROJECT MANAGER

ID	Freq	Time	Diff	Cons	Sat	Training
4.1.9	2.03	2.13	2.53	2.53	3.03	CT
4.2	1.82	2.09	2.61	2.73	2.97	CT
4.3	1.48	2.98	3.20	3.38	3.51	
4.3.1	1.51	2.86	3.16	3.35	3.64	CT
4.3.2	1.35	3.10	3.20	3.37	3.48	CT
4.4	2.74	2.79	3.53	3.57	3.17	CT
5.0	1.85	3.39	3.01	2.92	3.16	
5.1	1.76	2.80	2.60	2.71	2.93	
5.1.1	1.76	2.97	2.92	2.84	3.17	CT
5.1.2	1.58	1.88	1.91	2.27	3.16	NT
5.1.3	1.46	3.46	3.20	3.11	3.18	CT
5.1.4	2.11	3.39	2.66	2.87	3.08	CT
5.1.5	1.71	2.97	2.41	2.59	2.72	T
5.1.6	2.22	2.86	2.57	2.70	3.03	CT
5.1.7	1.88	2.18	2.41	2.29	2.73	NT
5.1.8	2.03	2.46	2.39	2.51	2.68	T
5.1.9	1.83	2.93	2.90	2.77	3.04	CT
5.1.10	1.53	2.80	2.67	2.93	2.86	CT
5.1.11	1.48	3.16	2.88	2.96	3.04	CT
5.1.12	1.82	2.88	2.38	2.77	2.94	T
5.1.13	1.40	2.83	2.63	2.60	2.97	CT
5.2	3.10	2.10	2.40	2.20	2.60	
5.2.1	3.25	2.00	2.50	2.50	2.75	T
5.2.2	3.00	2.40	2.60	2.20	2.40	T
5.3	1.95	2.46	2.64	2.92	3.24	
5.3.1	2.44	2.25	2.50	2.75	3.25	T
5.3.2	2.00	2.27	2.53	3.00	3.20	CT
5.3.3	1.90	2.70	2.90	3.20	3.30	CT
5.3.4	1.64	3.09	3.00	3.18	3.00	CT
5.4	1.62	4.29	3.95	3.67	3.14	CT
5.5	2.45	2.80	2.65	3.23	3.00	
5.5.1	2.50	3.25	3.00	2.75	3.25	CT
5.5.2	2.60	2.80	2.60	3.40	3.00	CT
5.5.3	2.33	3.00	2.67	2.67	3.33	CT
5.5.4	2.67	3.00	2.67	2.67	3.33	CT
5.5.5	1.00	3.00	3.00	2.00	3.00	T
5.5.6	1.00	3.00	3.00	2.00	3.00	T
5.6	1.82	3.59	3.16	3.09	3.25	
5.6.1	1.83	3.43	3.13	2.91	3.23	CT
5.6.2	1.80	3.98	3.37	3.24	3.23	CT
5.6.3	1.83	3.33	2.98	3.13	3.30	CT
5.7	2.03	3.53	3.17	2.78	3.14	CT
5.8	1.18	4.50	4.13	3.63	3.76	CT
5.9	1.75	3.26	2.39	2.46	3.48	NT
5.10	1.63	3.56	3.06	3.13	3.00	CT
6.0	2.08	2.35	2.53	2.70	3.15	
6.1	3.00	2.93	2.93	3.07	3.24	CT
6.2	2.02	2.32	2.59	2.77	2.99	

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 2: PROJECT MANAGER

ID	Freq	Time	Diff	Cons	Sat	Training
6.2.1	2.00	1.94	2.88	2.85	2.98	CT
6.2.2	2.09	2.83	2.96	3.06	3.15	CT
6.2.3	1.90	1.54	1.85	2.42	2.70	NT
6.2.4	1.97	2.34	2.48	2.55	2.54	T
6.2.5	2.26	3.24	3.20	3.10	2.96	CT
6.2.6	2.12	2.08	2.06	2.33	2.86	NT
6.3	2.02	2.00	2.06	2.45	2.72	
6.3.1	2.04	1.89	2.07	2.41	2.68	NT
6.3.2	1.98	2.38	2.28	2.57	2.70	T
6.3.3	2.06	1.76	1.90	2.39	2.82	NT
6.4	1.95	2.03	2.48	2.44	2.65	
6.4.1	2.05	2.10	2.67	2.55	2.76	CT
6.4.2	2.05	2.16	2.74	2.72	2.84	CT
6.4.3	2.00	1.84	2.05	2.39	2.47	NT
6.5	1.76	1.71	2.12	2.73	2.97	
6.5.1	1.78	1.72	2.11	2.61	2.89	T
6.5.2	1.86	1.74	2.06	2.74	2.97	T
6.5.3	1.61	1.67	2.11	2.78	2.65	T
6.6	1.64	2.29	2.66	3.05	2.99	
6.6.1	1.77	2.19	2.70	3.13	2.97	CT
6.6.2	1.70	2.35	2.72	2.94	3.09	CT
6.6.3	1.96	2.65	2.92	3.40	2.88	CT
6.6.4	1.77	2.23	2.48	3.20	3.04	T
6.6.5	1.59	2.17	2.71	3.00	2.78	CT
6.7	1.24	2.70	3.14	2.71	3.01	
6.7.1	1.14	3.14	3.32	2.86	2.95	CT
6.7.2	1.26	2.63	3.26	2.79	3.11	CT
6.7.3	1.24	2.52	3.24	2.86	3.10	CT
6.8	1.64	2.53	2.71	2.86	3.29	
6.8.1	1.62	2.50	2.68	2.74	3.30	CT
6.8.2	1.65	2.59	2.76	3.00	3.27	CT
6.9	2.41	2.26	2.77	2.95	3.22	
6.9.1	2.38	2.15	2.67	2.94	3.26	CT
6.9.2	2.60	2.21	2.83	3.04	3.29	CT
6.9.3	2.39	2.75	2.86	2.98	3.24	CT
6.9.4	2.28	2.18	2.73	2.96	3.12	CT
6.9.5	2.34	2.00	2.68	2.88	3.14	CT
6.10	2.32	2.19	2.34	2.39	2.98	
6.10.1	2.52	2.70	2.56	2.46	2.96	NT
6.10.2	2.47	2.14	2.39	2.43	2.92	NT
6.10.3	2.02	2.07	2.05	2.14	2.98	NT
6.10.4	2.21	1.77	2.21	2.45	2.98	NT
6.11	2.49	2.09	2.32	2.23	3.41	
6.11.1	2.61	2.43	2.43	2.27	3.59	NT
6.11.2	2.70	1.96	2.26	2.05	3.48	NT
6.11.3	2.74	1.77	2.23	2.20	3.52	NT
6.11.4	2.55	2.15	2.74	2.38	3.31	T
6.11.5	2.64	2.33	2.37	2.21	3.53	NT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 2: PROJECT MANAGER

ID	Freq	Time	Diff	Cons	Sat	Training
6.11.6	2.35	2.20	2.27	2.29	3.32	NT
6.11.7	2.37	1.73	2.25	2.22	3.32	NT
6.11.8	2.29	1.85	1.95	2.20	3.19	NT
6.11.9	2.32	2.31	2.68	2.64	3.33	CT
6.12	1.31	2.25	2.47	2.83	2.88	
6.12.1	1.41	2.70	2.89	3.22	2.88	CT
6.12.2	1.17	1.82	2.09	2.64	2.81	T
6.12.3	1.23	2.16	2.24	2.48	2.88	NT
6.13	1.63	2.57	2.86	3.01	3.04	
6.13.1	1.67	2.65	3.00	3.29	3.10	CT
6.13.2	1.50	3.06	2.88	3.00	3.19	CT
6.13.3	1.50	2.56	2.56	2.75	3.00	CT
6.13.4	1.69	2.56	2.63	2.75	3.06	CT
6.14	2.05	3.67	2.95	2.95	3.26	CT
6.15	1.30	3.10	2.90	2.80	2.80	CT
7.0	3.65	1.99	2.05	2.31	3.14	
7.1	3.30	1.40	1.57	2.27	3.25	NT
7.2	2.95	2.02	2.20	2.68	3.35	
7.2.1	2.98	1.33	1.69	2.68	3.24	T
7.2.2	3.09	2.04	2.07	2.54	3.26	T
7.2.3	3.09	1.80	1.75	2.54	3.36	T
7.2.4	3.11	2.30	2.68	2.89	3.50	CT
7.2.5	3.09	2.39	2.57	2.60	3.41	CT
7.2.6	1.92	2.38	2.62	2.92	3.28	CT
7.3	4.36	1.78	1.76	2.19	2.86	NT
7.4	3.93	1.95	1.75	1.75	2.92	NT
7.5	2.73	2.56	2.12	2.03	3.04	
7.5.1	3.02	2.42	1.95	2.07	2.75	NT
7.5.2	2.42	2.71	2.25	1.91	3.35	NT
7.6	3.70	2.54	2.69	2.93	3.29	CT
7.7	4.74	1.98	2.29	2.78	3.47	T
7.8	4.35	1.66	1.55	2.13	3.19	NT
7.9	1.95	2.38	2.43	2.12	2.68	
7.9.1	2.14	2.74	2.49	2.33	2.77	NT
7.9.2	1.81	2.00	2.50	1.92	2.40	NT
7.9.3	1.68	1.79	2.16	2.00	2.79	NT
7.9.4	1.47	2.13	2.00	2.47	3.67	NT
7.10	4.61	1.50	1.48	1.65	3.22	NT
7.11	3.79	1.94	2.62	2.73	3.35	
7.11.1	4.54	1.84	2.53	2.79	3.66	CT
7.11.2	3.71	1.96	2.88	3.02	3.42	CT
7.11.3	4.38	1.66	2.41	2.68	3.49	T
7.11.4	3.28	2.12	2.84	2.77	3.18	CT
7.11.5	3.25	2.02	2.39	2.25	2.93	NT
8.0	2.72	1.97	1.29	1.41	2.96	
8.1	3.75	2.25	1.50	2.00	4.00	NT
8.2	2.50	1.33	1.25	2.17	3.50	NT
8.3	2.70	2.02	1.28	1.28	2.91	NT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 3: PROJECT DIRECTOR

ID	Freq	Time	Diff	Cons	Sat	Training
1.0	3.10	2.46	3.18	3.08	3.26	
1.1	4.29	3.29	3.57	3.14	3.50	CT
1.2	3.66	1.53	2.44	2.69	3.59	
1.2.1	4.43	1.29	1.57	2.29	3.71	NT
1.2.2	4.29	1.43	2.14	2.71	3.14	T
1.2.3	3.43	1.43	2.00	2.14	3.00	NT
1.2.4	3.25	1.75	3.63	3.38	3.88	CT
1.3	2.96	2.33	2.94	2.54	2.71	
1.3.1	3.00	2.14	3.00	3.00	2.86	CT
1.3.2	3.00	3.13	3.25	2.63	2.63	CT
1.3.3	2.88	1.63	2.63	2.25	2.43	T
1.4	2.83	2.34	3.21	2.95	3.04	
1.4.1	2.88	1.88	3.00	2.50	2.63	CT
1.4.2	2.86	2.57	3.14	3.00	3.14	CT
1.4.3	2.88	2.50	3.25	2.88	3.00	CT
1.4.4	2.88	2.88	3.88	3.75	3.50	CT
1.4.5	2.57	1.71	2.86	2.71	2.86	CT
1.5	2.71	2.98	4.00	3.54	3.43	
1.5.1	2.75	2.63	3.00	3.14	4.14	CT
1.5.2	2.75	3.50	4.14	3.57	4.00	CT
1.5.3	2.75	2.50	3.71	3.14	3.57	CT
1.5.4	2.75	3.50	4.29	3.86	3.71	CT
1.5.5	2.75	3.00	4.43	4.00	3.29	CT
1.5.6	2.75	2.88	4.13	3.88	3.38	CT
1.5.7	2.50	2.88	3.63	2.88	3.00	CT
1.6	2.38	1.88	3.25	3.00	3.25	CT
1.7	3.17	2.11	3.20	3.19	3.33	CT
1.8	2.13	3.25	3.75	3.63	3.75	CT
1.9	3.50	2.38	3.25	3.38	3.50	CT
1.10	3.63	1.37	2.04	2.86	3.75	
1.10.1	3.14	1.57	2.43	2.43	3.57	NT
1.10.2	3.67	1.33	1.83	2.50	3.67	T
1.10.3	4.57	1.00	1.71	3.57	4.00	T
1.10.4	3.14	1.57	2.14	2.86	3.86	T
2.0	2.86	1.97	3.21	3.37	3.30	
2.1	3.63	2.00	3.19	3.56	3.75	
2.1.1	2.88	2.00	3.63	3.88	3.63	CT
2.1.2	2.75	2.50	3.88	4.25	3.75	CT
2.1.3	4.25	2.25	3.13	3.38	3.88	CT
2.1.4	4.63	1.25	2.13	2.75	3.75	T
2.2	2.33	1.94	2.94	2.74	2.81	
2.2.1	1.71	1.43	2.14	2.43	3.14	NT
2.2.2	2.38	2.25	3.13	2.75	2.88	CT
2.2.3	2.83	1.83	3.17	2.67	2.50	CT
2.2.4	2.50	2.00	3.25	3.00	2.63	CT
2.3	3.81	1.38	2.48	2.76	3.33	
2.3.1	3.29	1.57	3.00	2.57	2.57	CT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 3: PROJECT DIRECTOR

ID -	Freq	Time	Diff	Cons	Sat	Training
2.3.2	4.14	1.43	2.43	3.29	3.43	T
2.3.3	4.00	1.14	2.00	2.43	4.00	NT
2.4	1.71	2.43	4.43	4.43	3.29	CT
3.0	2.24	2.14	3.32	3.81	3.20	
3.1	2.43	2.00	3.00	3.86	3.14	CT
3.2	2.56	2.00	3.43	3.42	3.24	
3.2.1	2.67	2.17	3.83	3.83	3.33	CT
3.2.2	2.75	1.50	3.00	3.25	3.25	CT
3.2.3	3.40	2.20	3.60	3.60	3.20	CT
3.2.4	2.00	2.00	3.33	3.33	3.33	CT
3.3	1.80	2.60	3.80	4.20	3.40	CT
4.0	3.18	1.82	3.02	3.46	3.42	
4.1	3.29	2.00	3.29	3.29	3.29	CT
4.2	3.00	1.57	2.57	3.43	3.57	CT
4.3	3.00	2.29	3.43	3.57	3.57	CT
4.4	3.29	1.86	3.14	3.43	3.43	CT
4.5	3.29	1.71	3.00	3.57	3.29	CT
4.6	3.21	1.46	2.71	3.46	3.39	
4.6.1	3.00	1.71	2.86	3.14	3.57	CT
4.6.2	3.00	1.86	2.86	3.43	3.57	CT
4.6.3	3.57	1.29	2.43	4.29	3.43	T
4.6.4	3.29	1.00	2.71	3.00	3.00	CT
5.0	2.71	2.14	2.86	3.09	3.35	
5.1	2.30	2.21	2.89	3.03	2.94	
5.1.1	1.80	2.20	2.80	2.60	2.40	CT
5.1.2	2.86	3.00	3.71	3.71	2.14	CT
5.1.3	2.57	2.14	3.14	3.43	2.57	CT
5.1.4	3.29	1.43	2.00	2.57	3.43	T
5.1.5	2.14	2.29	2.86	2.57	3.71	CT
5.1.6	1.71	2.29	2.71	3.14	3.14	CT
5.1.7	1.25	1.50	3.00	2.75	3.50	CT
5.2	3.93	1.45	2.21	2.74	3.38	
5.2.1	4.29	1.00	1.57	2.43	3.86	NT
5.2.2	4.00	1.29	1.57	3.29	4.00	T
5.2.3	3.86	1.57	2.43	2.57	3.29	T
5.2.4	4.00	1.86	3.29	3.14	2.86	CT
5.2.5	4.14	1.14	1.43	2.14	3.57	NT
5.2.6	3.29	1.86	3.00	2.86	2.71	CT
5.3	2.25	2.11	3.10	3.67	3.21	
5.3.1	1.60	2.20	2.80	3.80	2.60	CT
5.3.2	1.80	2.00	3.00	3.20	3.40	CT
5.3.3	3.00	2.17	3.50	4.17	3.67	CT
5.3.4	1.25	2.25	3.25	3.25	3.25	CT
5.4	1.40	3.40	4.20	3.80	3.40	CT
5.5	2.31	2.97	4.00	3.92	3.28	
5.5.1	2.20	3.00	3.80	3.60	3.00	CT
5.5.2	4.00	1.00	4.00	5.00	5.00	CT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 3: PROJECT DIRECTOR

ID -	Freq	Time	Diff	Cons	Sat	Training
5.5.3	2.00	2.75	4.00	4.25	4.00	CT
5.5.4	2.00	3.20	4.20	4.00	3.40	CT
5.6	3.52	1.24	1.52	1.81	3.86	
5.6.1	4.86	1.00	1.29	1.86	4.14	NT
5.6.2	1.67	1.83	2.17	2.00	3.50	NT
5.6.3	3.33	1.00	1.33	1.50	4.17	NT
6.0	3.15	2.15	3.08	3.00	3.24	
6.1	5.00	1.57	2.43	2.57	3.43	T
6.2	2.30	2.20	3.20	3.50	3.30	
6.2.1	1.00	5.00	5.00	5.00	5.00	CT
6.2.2	2.40	1.80	3.00	3.40	3.20	CT
6.3	3.29	2.19	3.24	3.38	3.43	
6.3.1	3.43	2.14	3.14	3.14	3.00	CT
6.3.2	3.29	2.71	3.57	3.57	3.43	CT
6.3.3	3.14	1.71	3.00	3.43	3.86	CT
6.4	3.00	1.83	3.17	3.17	3.00	CT
6.5	2.33	3.00	3.17	2.83	3.33	CT
6.6	3.71	2.00	3.43	3.29	3.00	CT
6.7	2.86	2.00	3.00	2.71	3.29	CT
6.8	1.25	3.00	3.00	2.25	3.00	T
7.0	2.58	2.40	3.48	3.43	3.00	
7.1	1.00	1.50	2.50	3.00	2.00	T
7.2	2.00	2.17	3.33	2.83	2.80	CT
7.3	2.33	2.17	3.33	3.33	3.60	CT
7.4	2.60	3.80	3.20	4.40	3.00	CT
7.5	3.57	2.57	4.29	3.71	3.29	CT
7.6	3.00	2.00	3.14	3.29	3.29	CT
7.7	2.00	1.60	3.00	2.60	3.00	CT
7.8	3.29	2.02	3.30	3.39	3.79	
7.8.1	3.86	1.86	3.29	3.57	4.00	CT
7.8.2	3.67	1.67	3.33	3.83	4.17	CT
7.8.3	3.29	2.29	3.00	3.14	3.57	CT
7.8.4	2.67	2.00	3.17	3.33	3.83	CT
7.8.5	2.67	2.33	4.00	3.50	3.83	CT
7.9	2.33	1.33	2.00	3.00	3.33	T
7.10	3.00	2.00	4.00	4.00	4.00	CT
8.0	2.50	2.39	3.55	3.61	3.57	
8.1	3.43	3.14	3.86	3.71	3.29	CT
8.2	2.50	2.17	3.00	3.17	3.67	CT
8.3	1.75	3.00	4.00	4.00	3.75	CT
8.4	1.86	1.71	3.14	3.71	3.57	CT
8.5	1.00	3.00	3.50	3.00	4.50	CT
8.6	2.83	2.67	4.08	3.92	3.50	
8.6.1	2.40	2.80	4.20	4.00	3.60	CT
8.6.2	3.33	2.50	4.00	3.83	3.50	CT
9.0	1.00	2.00	4.33	4.83	3.83	
9.1	1.00	2.00	4.00	5.00	4.00	CT

AVERAGE RATINGS AND TRAINING RECOMMENDATIONS
EXHIBIT 3: PROJECT DIRECTOR

ID	Freq	Time	Diff	Cons	Sat	Training
9.2	1.00	2.00	4.50	4.50	3.50	CT
9.3	1.00	2.00	4.50	5.00	4.00	CT
10.0	3.07	2.79	2.71	2.43	3.43	
10.1	3.29	3.00	2.71	2.71	3.29	CT
10.2	2.67	2.50	2.67	2.00	4.00	NT
11.0	4.11	1.71	2.36	2.69	3.66	
11.1	4.67	1.67	2.67	2.50	3.50	CT
11.2	5.00	1.86	2.00	2.29	3.71	NT
11.3	4.14	1.14	1.33	2.67	3.86	T
11.4	3.71	1.86	3.14	2.86	3.57	CT
11.5	3.14	2.00	2.57	3.00	3.57	CT
12.0	2.03	3.08	3.86	3.52	3.47	
12.1	2.20	2.20	3.60	3.60	3.40	CT
12.2	1.17	4.83	4.40	4.33	3.50	CT
12.3	2.17	3.00	3.83	3.00	3.67	CT
12.4	2.20	2.80	3.60	2.80	3.80	CT
12.5	2.60	2.20	4.00	4.00	3.20	CT

APPENDIX G
TASK, AND KNOWLEDGE, SKILLS, AND ABILITIES LISTS
BY POSITION

TABLE OF CONTENTS
TASK, AND KNOWLEDGE, SKILLS, AND ABILITIES

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NOTES ON TASK, AND KNOWLEDGE, SKILLS, AND ABILITIES LISTS

The first two columns of these tables show task ID numbers and task descriptions. Column three ("Tr") gives the training recommendations (CT = continuous train, T = train, NT = no train). "Initial Conditions" are conditions assumed to exist in order for the task to be carried out. "Performance Criteria" are usually high-level criteria; for more detailed criteria, refer to the detailed learning objectives. The last columns show the knowledge, skills, and abilities that an incumbent should have in order to successfully complete the task.

TASK, AND KNOWLEDGE, KILLS, AND ABILITIES LIST
EXHIBIT 1: LICENSING ASSISTANT

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.0	Perform document and action review (license amendments)		Access to all documents, office letters, and guidance	Maintain ownership and integrity of the product	Working level knowledge of all directives, 10 CFR, and other guidance such as office letters, memos, etc., pertaining to licensing	Evaluation Integration Observation Analysis	Compare and contrast Extracting Inductive reasoning Problem sensitivity Self-initiative Written comprehension
1.1	Review licensing actions						
1.1.1	Ensure required non-technical safety, environmental, & administrative data are present	CT		All required data present			
1.1.2	Ensure the licensing action is in conformance with 10 CFR, office letters, & all internal guidance issued by staff (via memo/e-mail)	CT		The licensing action conforms to 10 CFR, office letters, & all guidance			
1.1.3	Ensure application is signed and dated	NT		Application is signed and dated			
1.1.4	Check if application is submitted under oath or affirmation	T		Application has been checked			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.1.5	Determine if documents have been through the regulatory information distribution system (RIDS) and are available in the public document room (PDR)	T		Documents in RIDS and in PDR			
1.1.6	Determine if licensee previously requested a notice of enforcement discretion (NOED), and if a NOED has been issued	T		NOED addressed, if previously issued		Communication	
1.1.7	Ascertain if the NOED or other documentation contains proprietary information	T		Letter prepared, if needed			
1.2	Read incoming and any related documents					Communication	
1.2.1	Determine what the application is requesting (amendment, denial, withdrawal, proprietary)	T		Correct determination made			
1.2.2	Determine if the application satisfies the requirements of agency regulations	CT		Correct determination made		Decision - making	
1.2.3	Review bases changes	NT					
1.3	Review environmental evaluation				Working level knowledge of 10 CFR 51 and other relevant guidance		

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.3.1	Determine if amendment falls into a categorical exclusion (10 CFR 51.22c)	T		Correct determination made		Decision - making	
1.3.2	Review environmental assessment (EA) (outgoing)	CT		Reviewed in accordance with regulations and current guidance			
1.3.3	Prepare/review cover letter and notice of EA, following guidance from Office of General Counsel (OGC) (radiological and non-radiological)	CT		Reviewed in accordance with regulations and current guidance			Written comprehension
1.3.4	Check for other standard information and concurrences, have published in the Federal Register (FR), and confirm publication	T		Standard information and concurrences present, and EA published in FR		Supervision	
1.3.5	Make sure the EA is done in a timely manner to enable issuance of amendments within the schedule deadline	T		EA published in FR before amendment issued			Speed of closure
1.4	Review amendment application						
1.4.1	Check that all technical specifications (TSs) are included with the application that they are changing and discuss discrepancies with project manager (PM)	CT		All TSs included and discrepancies resolved		Communication	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.4.2	Determine if supplemental information is needed (from licensee)	T		Correct determination made		Decision-making	
1.4.3	Check if licensee has requested a specific implementation date in its application	T		Correct determination made			
1.4.4	Determine if a specific implementation date on TSs is needed	T		Correct determination made		Investigation	
1.4.5	Check if supplement has oath and affirmation	T		Supplement checked and appropriate action initiated		Communication	
1.4.6	Assist in determining type of initial notice	T		Correct determination made			
1.5	Review notice of consideration						
1.5.1	Check application dates, all supplemental letters, technical assignment control system (TACS), distribution, concurrences, units, signature authority, and if secretary/PM are using the correct master	T		Notice conforms to requirements		Supervision	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.5.2	Ensure no significant hazards consideration determination (NSHCD) is correct	CT		NSHCD is correct	Familiarity with 10 CFR 50.92 NSHCD standards		
1.5.3	Ensure publication in FR	T		Published in FR			
1.6	Review amendment						
1.6.1	Check application dates, supplemental letters, TACS, distribution, concurrences, units, service lists, signature authority, and if secretary/PM are using the correct master	T		Amendment conforms to requirements		Supervision	
1.6.2	Check latest management guidance regarding the need to get specific concurrences on certain types of amendments and to address certain items in amendments	T		Amendment conforms to requirements			
1.6.3	Proof license condition (LC) changes against the incoming application and authority file	T		LC changes match the incoming application			
1.6.4	Change the words in the amendment to show that it is changing the LC and the TS or the LC only	T		Amendment worded correctly			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.6.5	Plan, coordinate, and direct the administrative processing of license amendment packages, noting each is at a different stage of completeness, and to integrate a variety of information	CT		Amendments issued in appropriate order		Planning	
1.6.6	Ensure that all topical reports, analyses, references, and proprietary determination letters that are used to make the basis in the safety evaluation (SE) are approved, issued and addressed correctly	CT		Topical reports, analyses, references, and proprietary determination letters are approved, issued and addressed correctly		Communication	
1.6.7	Ensure that the latest OGC guidance has been followed on use of certain words, e.g., model SE words to relocate TS to updated final safety analysis report (FSAR)	CT		Latest OGC guidance has been followed			
1.6.8	Ensure supplemental letters do not change the original NSHCD and are under oath and affirmation	T		Supplemental letters do not change the original NSHCD and are under oath and affirmation		Communication Decision-making	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.6.9	Ensure the SE discusses each item of the initial notice	CT		SE discusses each item of the initial notice			
1.6.10	Determine if a withdrawal or denial is necessary or if an item will be addressed in another amendment	CT		Correct determination made and appropriate action initiated		Communication Decision-making	
1.6.11	Determine if a final finding is necessary	T		Correct determination made and addressed as necessary	Working level knowledge of 10 CFR 50.91, 50.92		
1.6.12	Check what type of initial notice was done	T		Correct determination made and appropriate items addressed in amendment package	Working level knowledge of 10 CFR 50.91, 50.92		
1.6.13	Check if a hearing was requested	T		Correct determination made and appropriate items addressed in amendment package			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.6.14	Determine if exigent or emergency (EX/EM) circumstances and/or NOEDs are addressed in SE	T		Correct determination made and appropriate items addressed in amendment package			
1.6.15	Check if all comments (state, interveners, public) have been addressed	T		Correct determination made and appropriate items addressed in amendment package			
1.6.16	Ensure that when circumstances have changed, the amendment has been changed to address EX/EM	T		Amendment addresses EX/EM, if applicable			
1.6.17	Ensure that the environmental paragraph is correct	T		Environmental paragraph is correct			
1.6.18	Ensure that the amendment addresses the proper categorical exclusion (10 CFR 51.22c) and where necessary an EA has been prepared (10 CFR 51.21) and published	T		The amendment addresses the correct environmental section			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.6.19	Ensure that the EA citation has been added or the amendment put on hold if not yet published.	T		EA citation has been added			
1.6.20	If the surveillance requirements have been changed, change the words in the SE to reflect that	T		SE reflects surveillance requirement changes			
1.6.21	Ensure unique amendments (e.g., re-rack, power uprate) contain special wording and appropriate signatures	CT		Appropriate wording and signatures are present			
1.7	Review Tech Specs (TS)						
1.7.1	Check changes against licensee's evaluation; if not discussed in the analysis, discuss with PM to determine if a supplement is necessary	CT		Correct determination made		Communication	
1.7.2	Check against any outstanding amendments in concurrence that might change the same pages and against all issued amendments that are not in the authority file (AF), if there are common pages, ensure they are reflected in the new amendment	CT		TS are correct and issued in proper sequence		Organization Planning	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.7.3	Check licensee's TS changes in the application against licensee's photo-ready copies and the AF verbatim, and check that the previous amendment changes that are barred in the AF are on the photo-readies	CT		TS changes match the photo readies and previous changes are reflected			
1.7.4	Review errata sheet and page numbering against AF and make any necessary corrections	CT		Necessary corrections made			
1.7.5	Add overleafs from the AF for TS that are back to back	NT		Overleafs added			
1.7.6	Make TS change (type or provide to secretary for typing)	NT		TS changed			
1.7.7	Add the amendment history	T		Amendment history added			
1.7.8	Establish an order in which to issue the amendments to eliminate confusion of the TS	CT		Amendments issued in proper order		Organization Planning	
1.7.9	If the TS pages in the AF have a future implementation date, make sure that the new amendment does not reflect that future change if this amendment is to be implemented before that future implementation date	CT		Amendment reflects proper implementation date		Communication	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.8	Review notice of issuance of amendment				Working level knowledge of 10 CFR 50.91, 50.92		
1.8.1	Determine the type of notice to be used according to what type of initial notice was issued and if a hearing was requested	T		Correct determination made and appropriate items addressed in notice			
1.8.2	Check if circumstances (EX/EM) have changed since the issuance of the initial notice; if so, make appropriate changes	T		EX/EM changes made, as appropriate			
1.8.3	Check all dates, citations, TACS, distribution, concurrences, units; address all items that were addressed in initial notice and in the amendment	T		Details correct and all items addressed			
1.8.4	Discuss state or public comments received, if any	CT		State or public comments discussed		Communication	
1.8.5	Specify if a LC or TS was changed	T		Notice is worded correctly			
1.8.6	Check if a partial denial or withdrawal was issued with the amendment	T		Notice addresses partial denial or withdrawal, as appropriate			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.9	Issue amendment						
1.9.1	When amendment is ready for issuance and notice has expired (comments/hearing), call the Office of the Secretary of the Commission for petitions and the Office of Administration for comments	T		Both offices called and date recorded			
1.9.2	Check that PM called the state and PM and project director (PD) checked stakeholders	T		State and stakeholders were called			
1.9.3	Assign number and date	NT		Number and date assigned			
1.9.4	Perform quality assurance on the package after secretary has numbered and dated	T		Correctly numbered and dated			
1.9.5	If a hearing was requested, send form to the chairman per management guidance that the amendment is ready to issue	T		Form sent to chairman	Familiarity with specific guidance on processing license amendments when a hearing has been requested		
1.9.6	Ensure notice is published in FR	T		Noticed published in the FR			
1.10	Prepare/review correction letters					Presentation	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
1.10.1	Review all background to understand what the PM is trying to correct	CT		Background information reviewed			
1.10.2	Determine if proposed correction is consistent with background and OGC guidelines	CT		Correction is consistent with background and OGC guidelines			
2.0	Perform other licensing actions		Same as 1.0	Same as 1.0	Same as 1.0	Analysis Evaluation Integration Observation	Compare and contrast Extracting Inductive reasoning Problem sensitivity Self-initiative Written comprehension
2.1	Check that allegations, enforcement actions, and Office of Investigations reports are marked properly for sensitive handling and limited distribution	T		All material marked properly	Working level knowledge of procedures for handling sensitive correspondence		
2.2	Prepare/review bases page changes						

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.2.1	Ensure that, when bases change pages are issued as an enclosure to a transmittal letter, the words "revised by letter (date)" are recorded on the bottom, right-hand side of the page	NT		Revision date recorded correctly			
2.2.2	Ensure pages reflect recently issued amendments and correct distribution is made for filing in the AF	T		Pages reflect recently issued amendments and correct distribution is made		Organization Planning	
2.2.3	Ensure that bases pages not involving an unresolved safety question (USQ) are forwarded to the AF with no staff review	T		Pages not involving a USQ are forwarded to the AF with no staff review			
2.3	Prepare/review board notifications (BN)				Familiarity with guidance (e.g. NRR Office Letter 601) relevant to BN	Communication	
2.3.1	Obtain BN number	NT		BN number obtained			
2.3.2	Obtain accession number	NT		Accession number obtained			
2.3.3	Obtain mailing labels to sitting adjudicatory bodies from OGC	NT		Mailing labels obtained			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.3.4	Check that the secretary has prepared mailing labels for the addressee and persons listed on the service list and distribution	NT		Mailing labels prepared		Supervision	
2.3.5	Verify that the secretary sends original concurrence copy, Nuclear Regulatory Commission (NRC) form 20, and mailing labels to the mail room	NT		Material sent to mailroom		Supervision	
2.4	Review confirmatory action letters: find the most recent example and learn what needs to be done to issue it	CT		Same as 1.3.2	Familiarity with guidance on CAL		
2.5	Review Commission papers in accordance with guidance	CT		Same as 2.4	Familiarity with guidance on Commission papers		
2.6	Ensure that the secretarial staff transmits a copy of the environmental reports along with NRC form 21 to appropriate agency contacts	NT				Supervision	
2.7	Prepare/review EAs and findings of no significant impact				Working level knowledge of 10 CFR 51 and other EA guidance		

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.7.1	Assist in preparing the EA and transmittal letter	CT		EA and letter prepared in accordance with regulations and current guidance			
2.7.2	Ensure that the appropriate Environmental Protection Agency regional coordinator is added to the service list	NT		The appropriate EPA regional coordinator is added to the service list			
2.7.3	Verify that a state official has been informed	T		State official has been informed			
2.7.4	Ensure that the secretarial staff transmits the original signed EA and required copies and forms for publication	NT		EA, copies, and forms are sent		Supervision	
2.7.5	Ensure that the secretarial staff transmits the original signed letter and copy of the EA to licensee with copies to the service list	NT		Letter, EA, and copies are sent		Supervision	
2.7.6	Make appropriate entry of published EA in licensing assistant (LA) logbook	T		Entered in logbook			
2.8	Prepare/review exemptions						

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.8.1	Research guidance, check for previous one issued for special instructions (e.g., exemption denials, revocations, extensions, amendments, and referrals)	CT		EA and findings of no significant impact conform to regulations and guidance	Same as 2.7		
2.8.2	Prepare/review EAs and findings of no significant impact	CT		EA and findings of no significant impact conform to regulations and guidance			
2.8.3	Assist in preparing the exemption and transmittal letter	CT		Letter prepared in accordance with regulations and guidance			
2.8.4	Be sure that the FR citation for the EA is in the exemption before issuing it, and log in LA logbook	NT		FR citation for the EA is in the exemption and logged			
2.8.5	After the exemption is signed, ensure that secretarial staff submits for publication	NT		Exemption is submitted for publication		Supervision	
2.8.6	Ensure that the secretarial staff transmits the original signed letter and the other signed original of the exemption to the licensee and sends copies of both to the service list	NT		Letters and copies sent		Supervision	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.9	Coordinate response to Freedom of Information Act (FOIA) requests				Familiarity with FOIA guidance	Communication	
2.9.1	Perform a comprehensive, prompt search of required files	CT		Comprehensive search accomplished			Speed of closure
2.9.2	Ensure reply is complete and submitted to the Office of Nuclear Reactor Regulation (NRR) FOIA coordinator on time	CT		Reply is complete and submitted to the Office of Nuclear Reactor Regulation (NRR) FOIA coordinator on time			Speed of closure
2.10	Assist lead PM with generic communications and multi-plant actions	NT					
2.11	Ensure that internal notes and memoranda are docketed and distributed	T		Internal notes and memoranda are docketed and distributed			
2.12	Review justification for continued operation (JCO) letters: find the most recent example and learn what needs to be done to issue it	T		JCO letters are issued in accordance with guidance			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.13	For meeting notices, meeting summaries, miscellaneous letters to licensees and SEs, check the format and distribution to ensure they are sent to the licensee and service list, with internal copies and enclosures sent according to the current distribution list	T		Miscellaneous notices and letters are sent according to distribution list			
2.14	Review meeting notices to ensure they contain appropriate language for meetings presenting proprietary or safeguards information	T		Meeting notices contain appropriate language			
2.15	Be prepared to discuss procedural matters during meetings with licensee	T		Knowledgeable about procedural matters		Communication Presentation	
2.16	Review meeting summaries to ensure that any proprietary material distributed at meeting is addressed appropriately in summary and that licensee submits affidavit and justification for withholding from public disclosure	T		Proprietary material is addressed appropriately and licensee affidavit submitted			
2.17	Review NOEDs				Familiarity with guidance on NOEDs		

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.17.1	Ensure appropriate region and Associate Director for Technology division director are on concurrence	T		Appropriate concurrences obtained			
2.17.2	Ensure NOED guidance has been strictly adhered to	CT		NOED guidance adhered to			
2.17.3	Obtain a NOED tracking number from the Divisions of Reactor Projects East technical assistant	NT		NOED tracking number obtained			
2.18	Review office letters: find the most recent example and learn what needs to be done to issue it	CT		Office letters issued in accordance with guidance	Familiarity with guidance on office letters		
2.19	Review orders						
2.19.1	Ensure that secretarial staff submits for publication	NT		Orders submitted for publication		Supervision	
2.19.2	Ensure that secretarial staff transmits the letter and second signed copy of the order to the licensee with copies to the service list	NT		Letter and copies sent		Supervision	
2.19.3	Ensure publication in FR	NT		Published in FR			
2.20	Prepare/review proprietary information letters			Letter prepared in accordance with guidance	Working level knowledge of 10 CFR 2.790		

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.20.1	Assist in preparation of appropriate letter relating to withholding of the proprietary information from the public disclosure	T					
2.20.2	Assist in preparing letter requesting additional clarification or justification for withholding the information from public disclosure	T					
2.20.3	Assist in preparing letter of denial	T					
2.21	Prepare/review reliefs (10 CFR 50.55a)			Reliefs prepared in accordance with regulations and guidance	Working level knowledge of 10 CFR 50.55a and other guidance		
2.21.1	Verify that all reliefs in application are addressed (granted, denied, etc.)	CT					
2.21.2	Verify correct part of the rule, concurrence and signatures	CT					
2.22	Review safety evaluation reports (SER) and supplements						
2.22.1	Obtain NUREG number	NT					
2.22.2	Submit title and other required information	NT					
2.22.3	Check document content according to administrative requirements and organizational provisions	NT					

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.22.4	Send SER to technical editor for review	NT					
2.22.5	Using the technical editor's mark-up, recheck corrected SER prior to sending to printer	NT		SER rechecked before going to printer			
2.22.6	Prepare labels and other required forms for distribution before submitting for printing	NT					
2.22.7	Assist PM in preparing letter to licensee, transmitting SER with copies to service list and distribution	NT					
2.23	Review security and safeguards letters for correct marking (handling and distribution)	T		Letter prepared in accordance with guidance			
2.24	Review task interface agreements or technical assistance requests to ensure that format and distribution are according to procedures	T					
2.25	Review utility visits with Executive Director for Operations/Commission briefing packages according to procedures	T		Packages conform to current guidance			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
2.26	Forward FSAR update changes that reflect the most recent plant design to the AF	NT		FSAR update changes forwarded to the AF			
3.0	Review controlled correspondence		Same as 1.0	Same as 1.0	Working level knowledge of procedures for handling controlled correspondence; e.g. MD 3.57 "Correspondence Management"	Analysis Evaluation Integration Observation	Compare and contrast Extracting Inductive reasoning Problem sensitivity Self-initiative Speed of closure Written comprehension
3.1	Provide current guidance on any changes to administrative procedures affecting controlled correspondence	T		Current guidance is provided		Communication	
3.2	Review documents for correct format, signature authority, distribution, concurrence, and continuity of thought	T		Documents reviewed in accordance with guidance			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
3.3	Review each modification made after Tech Editor concurrence to ensure accuracy of changes and integrity of the response	NT					
3.4	Ensure that document is dispatched in a timely manner and in accordance with NRR policies and procedures	NT		Documents dispatched on time and in accordance with policies and procedures		Supervision	
3.5	Ensure administrative accuracy by verifying that the required non-technical data are present, complete, accurate, and in conformance with guidance	NT		All data are present, complete, and accurate			
4.0	Perform administrative activities		Same as 1.0	Same as 1.0	See task-level statements	Analysis Evaluation Integration Observation	Compare and contrast Extracting Inductive reasoning Problem sensitivity Self-initiative Written comprehension

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
4.1	Ensure 10 CFR 50.12, 51.21, 51.22 (exemptions & EAs vs environmental categorical exclusions) are addressed correctly	CT		Environmental and categorical exclusions are addressed correctly	Working level knowledge of referenced 10 CFR sections		
4.2	Review revisions to NRC rules, regulations, procedures, and internal guidance to determine procedural effects on the licensing process and to devise administrative methods of implementing new requirements	CT		Revisions and guidance reviewed	Working level knowledge of relevant NRC directives	Planning	
4.3	Serve as focal point in the project directorate as most knowledgeable person on administrative/legal aspects of NRC rules, regulations, and procedures applicable to the licensing process	CT		Maintain knowledge of all applicable rules, regulations, and procedures	Working level knowledge of NRC directives relevant to licensing. Familiarity with legal/administrative aspects.	Communication	
4.4	Incorporate into the license documentation all provisions, requirements, conditions, limitations in technical, financial, procedural, or organizational areas required by NRC regulations for operation of the nuclear facility	CT		All areas required by regulations have been incorporated	Same as 1.0		

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
4.5	Ensure PD, PM, and secretaries follow procedures and guidelines	NT		Procedures and guidance followed	Same as 1.0	Communication Supervision	
4.6	Consult with OGC and other NRC personnel, as well as licensees, to resolve administrative issues that arise	CT		Issues resolved	Same as 4.3	Communication	
4.7	Prepare personnel actions and provide orientation to PD staff on related procedural and organizational requirements	T		Personnel actions conform to organizational requirements	Familiarity with the NRC Management Directives System.	Communication	
4.8	Maintain and keep current LA log book (amendments, exemptions, EAs, orders, relief requests [10 CFR 50.55a])	T		Log book maintained	Working level knowledge of the standard practices		
4.9	Maintain and keep current LA sample book (for format and wordage reference)	NT			Working level knowledge of the standard practice for maintaining LA samples		
4.10	Maintain and keep current directorate boilerplate, forms, and masters	T		Boilerplate and masters maintained	Working level knowledge of relevant documentation requirements	Communication	
4.11	Update service lists per licensee request, and send updated lists to appropriate contacts	T		Service lists kept current	Working level knowledge of requirements for distribution of licensing correspondence		

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
4.12	Send undocketed incoming correspondence to document control desk for processing	NT		All correspondence docketed	Working level knowledge of relevant documentation requirements		
4.13	Track controlled correspondence	NT		Controlled correspondence tracked	Familiarity with relevant controlled correspondence requirements		
4.14	Maintain NRC rules and regulations	NT					
4.15	Backup other LAs, fill in for each other during absences, assist each other during time of extremely heavy workloads	NT		Assistance provided, as needed	Familiarity with workload in other directorates		
4.16	Plan, coordinate, and direct the administrative processing of license amendment packages, noting each is at a different stage of completeness, and to integrate a variety of information	CT		License amendment packages processed efficiently	Working level knowledge of schedules and priorities pertaining to license amendments	Organization Planning	
4.17	Manage and schedule review of applications to coincide with PM/licensee schedule (for shutdown, refueling, etc.)	T		Review coincides with appropriate schedules	Working level knowledge of PM and licensee schedules	Communication Planning	

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
4.18	Keep records to track applications, proposed NSHCD, expiration dates for intervention or comment on proposed NSHCD, responses received, and amendments issued and withdrawals or partial withdrawals and denials issued	T		Records maintained	Same as 4.8		
5.0	Perform special assignments		Same as 1.0	Same as 1.0			
5.1	Perform surveys				Working level knowledge of issues	Communication Evaluation Observation Organization	Extracting Self-initiative Speed of closure
5.1.1	Perform quality assurance on TS License Conditions	NT		Correct information provided			
5.1.2	Research LA logs for license exemptions	NT					
5.1.3	Obtain (and verify) list of plant security managers, service lists, and Chief Executive Officer titles	NT		Lists obtained and verified			
5.1.4	Provide written response(s) to inquiries regarding LA workload activities, time spent on activities, historical data more than once for the division	NT		Written response provided			Written expression

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
5.1.5	Respond to congressional questions	NT		Response provided			
5.1.6	Provide number of EAs issued	NT					
5.1.7	Perform other miscellaneous surveys	NT					
5.2	Provide coordination				Working level knowledge of relevant schedules, procedures, guidance, etc.	Communication Evaluation Observation Organization Planning	Problem sensitivity Self-initiative
5.2.1	Update and provide for senior management meetings (SMM) /executive visits	T		SMM/executive visits coordinated			
5.2.2	Provide regional appraisal inputs	T		Regional appraisal inputs provided			
5.2.3	Coordinate training of secretarial personnel	NT				Supervision	
5.2.4	Provide appraisal input for secretaries and self	NT					Written expression
5.2.5	Maintain and keep current LA handbook	NT				Presentation	Written expression
5.2.6	Maintain and keep current roster of utilities	NT		Rosters maintained			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
5.2.7	Assign Combined Federal campaign and Savings Bond campaign key workers	NT					
5.2.8	Maintain and keep current project directorate calendar	NT					
5.2.9	Participate on PM/PD advisory panel for PM handbook review	NT		Participate on the panel			
5.2.10	Participate in special team efforts (e.g., AF/TS electronic communication pilot program, review of "RIDS Codes and Patterns")	NT		Participate in special teams			
5.2.11	Perform records inventory for PD; coordinate totals for PD	NT					
5.2.12	Upon request, perform NRC documents searches for PM/PD	NT			Familiarity with document retrieval system		
5.2.13	Track 10 CFR 2.206 updates for NRCWEB and send guidance to LAs for 10 CFR 2.206 management directive coordinator	T		10 CFR 2.206 updates tracked and guidance sent			
5.2.14	Determine how to get updates, revisions, etc., to any type of guidance	T		Obtain various types of guidance			
5.2.15	Maintain and keep current the biweekly schedule	T		Schedule maintained			

ID	Licensing Assistant Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills	Abilities
5.2.16	Perform miscellaneous coordination activities	NT					
5.3	Prepare biweekly report to FR				Working level knowledge of guidance related to biweekly report	Communication Decision-making Evaluation Integration Organization Supervision	Compare and contrast Problem sensitivity Self-initiative Speed of closure
5.3.1	Review all notices and prepare them for the biweekly publication	T		Notices reviewed and prepared for the biweekly publication			
5.3.2	Work with secretary to prepare the biweekly report	NT		Biweekly report prepared			
5.3.3	Make sure all notices appear under correct headings, are correctly formatted, and get printed on schedule	T		All notices are correct and printed on schedule			

TASK, AND KNOWLEDGE, SKILLS, AND ABILITIES LIST
EXHIBIT 2: PROJECT MANAGER

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.0	Prepare Licensing Actions				Familiarity with processing amendments, exemptions, relief requests, orders, and notice of enforcement discretion (NOED) requests. Familiarity with the hearing process.	
1.1	Process amendments		Initiated by licensee - receive written request for amendment - licensee makes application Note: not all amendments - issued - some denied - withdrawn	Within prescribed schedule - technically correct - does it make sense - pass technical review - without errors - makes sense - understandable to the lay public to the extent possible	Familiarity with: examples of previous amendments (i.e., what's been done before); understanding of what the licensee requested; assignment of priorities; responsibility of technical branches; and technical/legal interfaces among the NRC organizations. Working-level knowledge of rationale and process for establishing a basis for conclusions. Detailed technical knowledge of subject matter relevant to the amendment (i.e., plant systems, structures, and components). Working-level knowledge of search systems for reviewing previous amendment examples, (NUDOCS). Working-level knowledge of the Standard Review Plan. Working-level knowledge of plant Final Safety Analysis Report (FSAR). Working-level knowledge of 10 CFR 51, Categorical Exception. Working-level knowledge of 50.91; review licensee notice.	Skills: Evaluation, Organization, Planning, Decision making, Integration Self-Initiative Abilities: Analysis, Extracting, Inductive Reasoning, (negotiation), Communications, Self Initiative, Written Expression, Written comprehension, Receptivity, Problem Sensitivity

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.1.1	Review licensee request/open Technical Assignment Control (TAC)	T			Detailed knowledge of steps for obtaining a Technical Assignment Control (TAC) through the Workload Information and Scheduling Program (WISP).	
1.1.2	Assign review responsibility for safety evaluation (SE)	T			Working-level knowledge of techniques for coordination of review/comment resolution/concurrence of technical information.	
1.1.3	Prepare the Federal Register (FR) notice	T			Working-level knowledge for preparation of FR notices.	
1.1.4	Determine if environmental assessment (EA) is required and initiate action as appropriate	CT			Detailed knowledge of selection criteria for making Environmental Assessment (EA) determinations. Detailed knowledge of NRC Office Letter No. 906, "Procedural Guidance for Preparing Environmental Assessments and Considering Environmental Issues."	
1.1.5	Perform technical review and prepare safety evaluation	CT			Working-level knowledge of format/content for safety evaluations (SEs)	
1.1.6	Resolve comments and questions (request for additional information [RAI], conference calls, hearings, etc.)	CT			Same as 1.1.2	
1.1.7	Assemble amendment package	CT			Working-level knowledge of amendment format, applicable regulatory guides, and bulletins.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.1.8	Prepare FR notice of issuance	NT				
1.1.9	Obtain concurrences (staff, state, etc.)	T			Working-level knowledge of process for evaluating reviewer inputs for consistency; pulling together reviewer inputs; technical integration; and interfacing with NRC office of general counsel.	
1.1.10	Issue amendment	T			Working-level knowledge of amendment preparation, issuance.	
1.1.11	Verify implementation/close TAC	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.2	Process exemptions		Same as 1.1	Same as 1.1	Familiarity with: examples of previous exemptions (i.e., what's been done before); understanding of what the licensee requested; assignment of priorities; responsibility of technical branches; and technical/legal interfaces among the NRC organizations. Working-level knowledge of rational and process for establishing a basis for conclusions. Detailed technical knowledge of subject matter relevant to the exemption (i.e., plant systems, structures, and components). Working-level knowledge of search systems for reviewing previous exemption examples, (NUDOCS). Working-level knowledge of the Standard Review Plan. Working-level knowledge of plant (FSAR. Familiarity with regulatory requirements related to exemptions contained in 10 CFR50.11.1.2 .	Skills: Evaluation, Organization, Planning, Decision making, Integration Self-Initiative Abilities: Analysis, Extracting, Inductive Reasoning, (negotiation), Communications, Self Initiative, Written Expression, Written comprehension, Receptivity, Problem Sensitivity
1.2.1	Review licensee request/open TAC	T			Detailed knowledge of steps for obtaining a TAC through the WISP.	
1.2.2	Assign responsibility for safety review and EA	T			Working-level knowledge of techniques for coordination of review/comment resolution/concurrence of technical information.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.2.3	Publish EA (prior to issuing exemption)	T			<p>Detailed knowledge of selection criteria for making Environmental Assessment (EA) determinations.</p> <p>Detailed knowledge of NRC Office Letter No. 906, "Procedural Guidance for Preparing Environmental Assessments and Considering Environmental Issues."</p>	
1.2.4	Resolve comments and questions (RAI, conference calls, hearings, etc.)	CT				
1.2.5	Perform technical review and prepare exemption/safety evaluation	CT			Familiarity with process for performing a safety evaluation.	
1.2.6	Assemble exemption package	T			Working-level knowledge of exemption format, applicable regulatory guides, and bulletins.	
1.2.7	Obtain concurrences	T			Working-level knowledge of process for evaluating reviewer inputs for consistency; pulling together reviewer inputs; technical integration; and interfacing with NRC office of general counsel.	
1.2.8	Issue exemption/close TAC	T			<p>See 1.2.1</p> <p>Working-level knowledge of exemption preparation, issuance.</p>	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.3	Process relief requests		Same as 1.1	Same as 1.1	Familiarity with process for handling relief requests: determination if interim relief should be granted, and procedures for resolution (i.e., approval or denial of relief request). Familiarity with: examples of previous relief requests (i.e., what's been done before); understanding of what the licensee requested; assignment of priorities; responsibility of technical branches; and technical/legal interfaces among the NRC organizations. Working-level knowledge of rational and process for establishing a basis for conclusions. Detailed technical knowledge of subject matter relevant to the relief request (i.e., plant systems, structures, and components). Working-level knowledge of search systems for reviewing previous relief examples, (NUDOCS). Working-level knowledge of the Standard Review Plan. Working-level knowledge of plant FSAR. Working-level knowledge of 10 CFR 50.55a.	Skills: Decision-making, Evaluation, Organization, Planning Abilities: Analysis, Extracting
1.3.1	Review licensee request/open TAC	T			Detailed knowledge of steps for obtaining a TAC through WISP.	
1.3.2	Assign responsibility for SE	T			Same As 1.1.2	
1.3.3	Resolve comments and questions (RAI, conference calls, etc.)	CT			Working-level knowledge of techniques for coordination of review/comment resolution/concurrence of technical information.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.3.4	Perform technical review and prepare relief/safety evaluation	CT			Working-level knowledge of format/content for safety evaluations (SEs).	
1.3.5	Assemble relief package	T			Working- level knowledge of relief request format, applicable regulatory guides, and bulletins.	
1.3.6	Obtain concurrences	T			Working-level knowledge of process for evaluating reviewer inputs for consistency; pulling together reviewer inputs; technical integration; and interfacing with NRC office of general counsel.	
1.3.7	Issue relief/close TAC	T			Working-level knowledge of relief preparation, issuance. See 1.3.1	
1.4	Process orders		Safety issue - concern - mergers (50.80)	Process the order within needed schedule - acceptable level of quality	Working-level knowledge of guidance for determining when a confirmatory order should be issued. Working-level knowledge of diverse NRC organizations that may be involved with the order, including points of contact. Detailed technical knowledge of subject matter relevant to the order (i.e., plant systems, structures, and components). Familiarity with regulatory requirements related to Orders, Demand for Information, and Civil Penalties as delineated in 10 CFR 2.202, 2.204, and 2.205 respectively.	Skills: Decision-making, Evaluation, Organization, Planning Abilities: Compare and contrast
1.4.1	Determine need for and type of order/open TAC	T			Detailed knowledge of steps for obtaining a TAC through WISP.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.4.2	Review precedents/consult with Office of the General Counsel	CT			Detailed knowledge of previous precedents, (what's been done before). Working-level knowledge of process for interfacing with NRC office of general counsel.	
1.4.3	Assemble order package	CT			Working-level knowledge of order format, applicable regulatory guides, and bulletins.	
1.4.4	Obtain concurrences	CT			Working -level knowledge of techniques for coordination of review/comment resolution//concurrence of technical information.	
1.4.5	Issue order/close TAC	T			Working-level knowledge of relief preparation, issuance. See 1.4.1	
1.5	Process notice of enforcement discretion (NOED) requests		Request from licensee - condition exists for which the licensee is seeking relief	Process -- issue within schedule as needed by licensee (impact shutdown, etc.)	Detailed knowledge of licensee request, including specific issues for which the licensee is seeking relief. Familiarity with policies and criteria for exercising enforcement discretion as delineated in NRC Administrative Letter 95-05, and NRC Inspection Manual, Part 9900. Familiarity with general statement of policy and procedures for NRC enforcement actions (NUREG-1600).	Skills: Decision-making, Evaluation, Organization, Planning Abilities: Analysis, Inductive reasoning
1.5.1	Review request/open TAC	T			Detailed knowledge of steps for obtaining a TAC through WISP.	
1.5.2	Verify licensee assertions and compensatory measures	CT			Detailed knowledge of subject matter relevant to the notice (i.e., plant systems, structures, and components.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
1.5.3	Coordinate action with region and tech staff	CT			Familiarity with organizational interfaces between HQ and Region.	
1.5.4	Prepare letter of approval or denial for project director (PD) signature	CT			Detailed knowledge of criteria for determining approval or denial of notice.	
1.5.5	Process follow-up license amendment/close TAC	CT			See 1.1 See 1.5.1	
1.6	Participate in hearing process	T	Opportunity (request) for hearing from public, or utility — must be an opportunity for hearing first. And judge rules that a hearing will take place. (no mandatory hearings)	Decision of hearing - when case is closed	Familiarity with subject matter and NRC . Working-level knowledge of officials/news media perspective. Detailed knowledge of the deposition process and attention to details surrounding the scope of the hearing. Detailed knowledge of subject matter relevant to the hearing (i.e., plant systems, structures, and components). Familiarity with process for supporting a public hearing (work planning, preparation of testimony, attend public hearing) as contained in NRR Office Letter 603. Familiarity with regulatory requirements related to notice and conduct of hearings as delineated in 10 CFR Part 2.	Skills: Organization, Planning, Presentation Abilities: Oral comprehension, Oral expression, Problem sensitivity, Receptivity
2.0	Process Licensing Activities				Familiarity with process for: multi plant actions (MPAs); generic safety issues (GSI); unresolved safety issues (USI); 10 CFR 2.206 petitions; task interface agreements (TIAs); FSAR updates; and "other" licensing activities.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
2.1	Process multi plant actions (MPA), generic safety issues (GSI), and unresolved safety issues (USI) per lead project manager (PM) direction.	CT	Process MPAs — issuance of generic communication to the licensee	Closure - resolution of generic communication concerns applicable to the plant	<p>Familiarity with actions that takes place across multiple plants. Working-level knowledge of organizational interfaces and functions among NRC technical staff, utility groups, and other external organizations.</p> <p>(1) Working-level knowledge of the process for coordinating the review and culmination of the Multi-Plant Actions (MPA), including issuing letters to the appropriate facilities that are potentially in need of such an action, scheduling the review effort, reviewing responses, and closing out the Multi-Plant Action (MPA) as contained in NRR Office Letter 500. (2) Working-level knowledge of the process for identification, resolution and documentation of generic safety issues as contained in NRR Office Letter 503 and NRC guidance in "A Prioritization of Generic Safety Issues" (NUREG-0933). (3) Working-level knowledge of the requirements for processing unresolved safety issues.</p>	<p>Skills: Evaluation, Organization, Planning</p> <p>Abilities: Analysis, Extracting, Inductive reasoning</p>

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
2.2	Process 10 Code of Federal Regulations (CFR) 2.206 petitions		Receive the petition from outside the agency	Final directors decision	Working-level knowledge of what the petition is, and how to formulate a recommended course of action. Working-level knowledge of criteria for determining a course of action based on petition content and related technical information. Familiarity with NRC Management Directive 8.11, "Review Process for 10 CFR 2.206 Petitions." Familiarity with regulatory requirements as delineated in 10 CFR 2.206. 2.2 process 10 CFR 2.206. Working-level knowledge of the process for handling public meetings as contained in NRC management Directive 3.5, "Public Attendance at Certain Meetings Involving the NRC Staff"; and NRR Office Letter 903, "Meetings with Applicants/Licensee, Interveners, Vendors, and Other Members of the Public."	Skills: Decision-making, Evaluation, Investigation, Organization Abilities: Analysis, Inductive reasoning, Problem sensitivity, Receptivity
2.2.1	Serve as petition manager	CT			Working-level knowledge of process for coordinating petition activities between petition manager, technical branches and NRC general counsel.	
2.2.2	Prepare notice of petition receipt and actions (issue letter, notify petitioner, participate in review board meeting)	CT			Working-level knowledge of the process for issuing notices of petition receipt and approval; conducting hearings; review/approval/denial of petition; and issuance of petition decision.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
2.2.3	Determine if public hearing will be held, notify appropriate parties	CT			Detailed knowledge of indicators for determining when a public meeting may be appropriate, including perceived benefit. Working-level knowledge of requirements for "public processes."	
2.2.4	Coordinate technical review, prepare task interface agreement (TIA) to request inspection support if required, determine if Office of Investigation (OI) or Office of the Inspector General (OIG) referral is warranted, provide input to 10 CFR 2.206 status report	CT			Familiarity with organizational interfaces between HQ and Region. Detailed knowledge of the process for coordinating, planning, review, and issuance of Task Interface Agreements (TIAs) as contained in NRR Office Letter No. 1201.	
2.2.5	Prepare and issue director's decision	CT				
2.3	Process TIA		Receipt of request from region	Issuance of TIA letter in a timely manner	Same as 2.2.4	Skills: Organization, Planning Abilities: Written expression
2.3.1	Review request/open TAC	T			Detailed knowledge of steps for obtaining a TAC through WISP.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
2.3.2	Assign review responsibilities	T			Working-level knowledge of techniques for coordination of review/comment/resolution/concurrence of technical information.	
2.3.3	Resolve comments and questions	CT			Same as 2.3.2	
2.3.4	Issue response/close TAC	T			See 2.3.1	
2.4	Process other licensing activities (e.g. quality assurance plan changes, security plan changes)	CT	Request from licensee	Issue request in a timely manner	Familiarity with broad range of technical and regulatory matters (e.g., tech spec interpretation - emergency plan - review of special reports - topical reports - emergency plans - administrative - specific plant systems, structures, and components)	Skills: case-by-case Abilities: case-by-case
2.5	Process final safety analysis report (FSAR) updates		Receive update from licensee	Insert pages and documentation of review	Working-level knowledge of licensing activities that have been going on at the specific plant. Working-level knowledge of plant safety analysis and supporting safety documentation. Detailed technical knowledge of plant systems, structures, and components. Familiarity with regulatory requirements as delineated in 10 CFR 50.71 (e).	Skills: Decision-making, Evaluation, Investigation, Organization, Planning Abilities: Analysis, Compare and contrast, Extracting, Inductive reasoning

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
2.5.1	Maintain an up-to-date copy of the licensee's updated FSAR for reference and review purposes	T			Detailed knowledge of the process for handling an updated FSAR.	
2.5.2	Incorporate UFSAR revisions into your copy of the UFSAR within 30 days	T			Detailed knowledge of steps for incorporation of revisions.	
2.5.3	Ensure changes that required prior Nuclear Regulatory Commission (NRC) approval actually were NRC approved	CT			Detailed knowledge of steps for verification that changes were, in fact, approved.	
2.5.4	Ensure that selected 10 CFR 50.59 evaluations associated with items that the licensee changed unilaterally were appropriate	CT			Detailed knowledge of 10 CFR 50.59 processes (50.59 summary report) to verify that evaluations performed by the licensee were appropriate.	
2.5.5	Document results of the review	T			Detailed knowledge of steps for documenting review findings.	
3.0	Evaluate Licensee Performance				Familiarity with review of inspection reports, conducting 10 CFR 50.59 reviews, participation in plant performance reviews (PPRs), participation in systematic assessment of licensee performance (SALP), and participation in Senior Management Meeting (SMM) process.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.1	Review all inspection reports and be cognizant of their significant aspects and potential problems generated by these reports	CT	Receive inspection reports	Insert pages and documentation of review	Working-level knowledge of inspection reports (purpose and scope); and how the inspection report contents feed into the SALP. Familiarity with organizational interfaces between HQ and Region. Working-level knowledge of: inspection report organization and content; techniques for conducting reviews; criteria for identification of problems or significant findings; and procedures for taking corrective action on any documented violations. Working-level knowledge of the inspection manual.	Skills: Decision-making, Evaluation Abilities: Extracting, Inductive reasoning
3.2	Conduct 10 CFR 50.59 review		Master Inspection Plan (MIP) -- elements and standards	Input to inspection report	Familiarity with reactor inspection techniques, standards, and programs for all phases of operation. Working-level knowledge of specific technical area of inspection, and process for technical integration of findings. Detailed knowledge of process for defining the scope of the inspection (purpose of selecting - screening - looking for the big ticket items - sampling of systems). Detailed knowledge of subject matter relevant to the inspection (i.e., plant systems, structures, and components). Familiarity with regulatory requirements as delineated in 10 CFR 50.59. 3.2, Conduct 10 CFR 10 CFR 50.59 Review.	Skills: Communication, Decision-making, Investigation, Organization, Planning, (negotiation), Presentation Abilities: Analysis, Extracting, Compare and contrast, Inductive Reasoning, Speed of closure, Written expression

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.2.1	Conduct on site review per inspection procedure 37001	CT			Working-level knowledge of steps for "Conduct Inspection onsite", to include: how to investigate; fundamentals of inspection course; how to deal w/ licensing interaction; training for site access; rules of conduct; and protocol for dealing with licensee management and staff (e.g., call ahead). Working-level knowledge of 10 CFR 50.59 review process as contained in the NRC Inspection Manual, Inspection Procedure 37001, 10 CFR 50.59 Safety Evaluation Program.	
3.2.2	Review periodic 10 CFR 50.59 report and document results	CT			Working-level knowledge of: criteria for performing 10 CFR 50.59 reviews of licensee reports; protocol for interfacing with licensee on the review process; preparations of feeder reports; and procedures for review of licensees yearly reports.	
3.2.3	Prepare input for Inspection Report	CT			Familiarity of process for writing report in accordance with Inspection Manual 0610.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.3	Participate in plant performance review (PPR)		Participate in review from memo from region	Contribute to PPR as required	Familiarity with licensee and regulatory processes (licensing amendments, plants licensing organization, quality of their applications, exemptions, amendments, licensee management performance, how the plant functions organizationally; identify areas of weakness; follow on inspection activities;. And plant operating history). Working-level knowledge of steps for: summarizing all inspection reports per sit; coordinating inputs from assessment of licensing performance in all the functional areas; issuing letter to licensee to define what inspections are to be performed in the next 6 months; and providing reviews and comments to PPR report. Working-level knowledge of the PPR process to include, identifying the goals and objectives of the PPR; soliciting and coordinating PPR input from NRC staff; attending PPR meetings; and distribution and review of PPR reports. Working-level knowledge of NRC Management Directive 8.13, "Evaluating the Safety Performance of Nuclear Power Reactor Licensees."	Skills: Analysis, Evaluation, Investigation, Organization, Planning Abilities: Compare and Contrast, Extracting, Inductive Reasoning
3.3.1	Coordinate with region to provide input to PPR package	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.3.2	Participate in PPR meeting	NT				
3.3.3	Provide accurate insights and interpretations	CT			Familiarity with licensee and regulatory processes (licensing amendments, plant licensing organization, quality of their applications, exemptions, amendments, licensee management performance, how the plant functions organizationally; identify areas of weakness; follow on inspection activities; and plant operating history).	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.4	Participate in systematic assessment of licensee performance (SALP)		Memo from region establishing schedule — or SALP schedule	Issuance of SALP report and participation in SALP	Familiarity with current activities going on at the plant, and assembling the information into a feeder report. (e.g., morning calls every day with resident and branch, status of equipment, management, union). Working-level knowledge of the SALP process, to include: assessing the last 18 months (nominally) of the licensee's performance; reviewing prior inspection reports for additional detail; and PIM. Working-level knowledge of the steps for: identifying the goals and objectives of the SALP; soliciting and coordinating SALP input from NRC staff; preparing for the SALP Board Meeting; conducting the SALP Board Meeting; and completion and issuance of the SALP report as contained in NRC Management Directive 8.6, "Systematic Assessment of Licensee Performance (SALP)."	Skills: Evaluation, Decision-making, Organization, Planning, Presentation Abilities: Compare and Contrast, Inductive Reasoning, Oral expression Extraction, (negotiation)
3.4.1	Support board members in developing the SALP report	CT			Familiarity with duties of functional area coordinator, to include: gather information (interviews with licensee on functional area, input from resident inspector; plant tours, input from all the managers of the other functional areas); screening and synthesizing information that has been extracted in that area; take inputs to the board; answer specific detailed questions; interface with other functional areas; and defend applicable sections.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.4.2	Work with senior resident inspector to advise the SALP board of views taken from daily contact with the licensee	CT			Same as 3.4.1	
3.4.3	Serve as functional area coordinator for the area assigned to the Office of Nuclear Reactor Regulation (NRR) board member	CT			Same as 3.4.1	
3.4.4	Prior to SALP board meeting, coordinate inputs & gather information for area assigned to NRR	CT			Same as 3.4.1	
3.4.5	Coordinate the development of NRR input on all functional areas for which you have oversight, and provide the inputs to the regional office	CT			Same as 3.4.1	
3.4.6	Attend SALP board meetings, participate in the discussions, and provide opinions on the assessment results	CT			Same as 3.4.1	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.4.7	Following issuance of report, attend and participate in (as appropriate) the public meeting where the SALP report is presented to licensee management	T			Same as 3.4.1	
3.5	Participate in Senior Management Meeting (SMM) process		NRR schedule	Completion of SMM	Same as 3.3.3	Skills: Evaluation , Presentation, Organization, Planning Abilities: Extracting, Inductive Reasoning, Compare and Contrast
3.5.1	As requested, provide input to a screening meeting held prior to a SMM	CT			Working-level knowledge of: criteria for assessing a licensee's operational safety performance (goal: to determine who goes on the watch list); purpose and scope of SMMS; process for preparing value added input and related technical data to support the screening meeting (senior management debrief), SMM, and commission meeting.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
3.5.2	As requested, provide accurate interpretations and insights during the screening meeting based on first-hand knowledge of licensee performance	CT			Same as 3.5.1	
3.5.3	In preparation for SMM, compile data and prepare briefing material as necessary	CT			Same as 3.5.1	
3.5.4	In preparation for the Commission meeting, prepare briefing material as necessary	CT			Same as 3.5.1	
4.0	Review Events and Issues				Familiarity with review of licensee reports, review and coordination of Part 21 reports, supporting incident responses, and issues related to operability/ nonconforming conditions.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
4.1	Review licensee reports		Awareness of initiating event or receipt of report	Case by case basis	Detailed knowledge of subject matter relevant to the report (i.e., plant systems, structures, and components). Familiarity with licensee and regulatory processes (licensing amendments, plants licensing organization, quality of their applications, exemptions, amendments, licensee management performance, how the plant functions organizationally; identify areas of weakness; follow on inspection activities; and plant operating history). Familiarity with regulatory requirements as delineated in 10 CFR 50.36, 10 CFR 50.72, and 10 CFR 40.73.	Skills: Communication, Evaluation, Compare and Contrast Abilities: Analysis, Extracting, Oral Expression, Extracting, Problem Sensitivity, Inductive Reasoning
4.1.1	Identify safety issues related to the current licensing basis and items that might require licensing action or that have an effect on a licensing action in process	CT			Detailed knowledge of technical data for making determinations on the relative importance and significance of the licensee report. Working-level knowledge of criteria for: evaluating Licensing Event Reports (LERs); 50.72 reportable (transients); design problems; tech spec violations and periodic operating reports.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
4.1.2	Discuss potential or actual problems with the resident inspector (RI), regional staff, and NRR technical staff, as appropriate	CT			Same as 4.1.1	
4.1.3	Immediately notify the project director and, if appropriate, other NRR senior management (e.g. through daily/director's highlights) of significant issues	CT			Same as 4.1.1	
4.1.4	Provide additional information as requested (by operations center, Office for Analysis and Evaluation of Operational Data (AEOD) staff, Events Assessment and Generic Communications Branch, etc.)	CT			Same as 4.1.1	
4.1.5	Coordinate event follow-up activities between other headquarters (HQ) staff, regional staff, and the licensee	CT			Same as 4.1.1	
4.1.6	As necessary, provide feedback to NRR divisions of significant or potentially significant safety and environmental information	CT			Same as 4.1.1	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
4.1.7	Stay abreast of actions being taken by the regional office and NRR staff in response to events	CT			Same as 4.1.1	
4.1.8	Support staff in gathering and evaluating data necessary to make abnormal occurrence determinations	CT			Working-level knowledge of procedures for handling the operational safety data reported, developed, or compiled by the NRC, and providing feedback into the licensing, inspection, and safety information programs as contained in NRC Management Directive 8.5 and NRR Office Letter No. 1301, "Analysis and Feedback of Operational Safety Data."	
4.1.9	Document the results of the review by memo to file, if required	CT			Detailed knowledge of steps for writing review findings, and submitting the review results in a memo to file.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
4.2	Review Part 21 reports and coordinate appropriate action	CT	Receive the report	Completion of corrective action from licensee	Detailed technical knowledge of plant systems, structures, and components (i.e., know that its in your plant — evaluate if Part 21 issue is applicable to your plant.) Detailed knowledge of how Part 21 issues (e.g., defective material, analysis) affect the plant. Working-level knowledge of PM responsibilities for notifying appropriate parties and licensee, and following up. Working knowledge of: goals and objectives of 10 CFR Part 21 reports; and procedures for coordinating Part 21 related issues to support the Vendor Inspection Branch (RVIB) as contained in NRR Office Letter 1300, "Procedures for Handling 10 CFR Parts 21, 50.72, 50.73 and 50.55 (e) Notifications of Defects, Failures to Comply, and Construction Deficiencies Related to Nuclear Power Reactors and their Vendors." Familiarity with regulatory requirements as delineated in 10 CFR Part 21. 4.2 Review Part 21 reports and coordinate appropriate action.	Skills: Communication, Evaluation Abilities: Analysis, Extracting, Inductive Reasoning
4.3	Support incident response		Call from Operations Center	Deactivate operations center	Working-level knowledge of regional policy. Working-level knowledge of NRC incident response plan and licensee E-Plan.	Skills: Communication, Evaluation Abilities: Analysis, Extracting, Problem sensitivity, Oral expression

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
4.3.1	Provide plant specific insight to the reactor safety team or otherwise participate in drills or agency response to actual events	CT			Detailed knowledge of operations center routine. Detailed knowledge of plant systems, structures, and components, including emergency and containment features. Detailed knowledge of the plant FSAR.	
4.3.2	Contribute to, participate in, and support incident response investigation	CT			Detailed knowledge of local area and surrounding environment. Working-level knowledge of plant management system.	
4.4	Take action for NRR as necessary to assist in resolution of issues regarding operability/ nonconforming conditions (e.g. operability determinations)	CT	Licensee finding of operability or request for assistance from the RI or region (Question of Operability)	Resolution of operability issue	Detailed knowledge of plant licensing basis, FSAR, and technical specifications and how they are applied. Detailed knowledge of licensee definition of operability as presented in the plant's technical specifications. Working-level knowledge of Generic Letter 91-18 rev 1.	Skills: Decision-making, Evaluation, Investigation Abilities: Analysis, Compare and Contrast, Extracting, Inductive reasoning, Speed of closure

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.0	Perform Special Assignments				Familiarity with processes for handling Multi Plant Actions (MPAs), Generic Safety Issues (GSIs), and Unresolved Safety Issues (USIs). Familiarity with requirements and management activities for independent spent fuel storage installations (ISFSI) Familiarity with improved technical specifications conversions. Familiarity with decommissioning and licensee termination activities. Familiarity with inspection team participation, managing power up rates, and evaluations of generic safety issues.	
5.1	Perform lead PM tasks for MPAs, GSIs, and USIs				See 2.1 Familiarity with lead PM responsibilities and duties, to include: special expertise on specific issues (e.g, motor-operated valves); coordinating technical reviewers; licencing activities associated with an MPA; and liaison/coordination activities with other PMs.	Skills: Communication Abilities: Oral Comprehension, Oral Expression
5.1.1	Prepare written instructions to individual plant PMs on how a particular MPA is to be processed	CT	Perform lead PM — get assignment	Closeout of issue		
5.1.2	Obtain a TAC number through workload information and scheduling program (WISP) for the plants affected by the MPA	T			Detailed knowledge of steps for obtaining a TAC through WISP.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.1.3	Assist in the development of a generic communication, documenting the staff's concerns and need for licensee actions, and requesting a review and response by the affected licensees	CT				
5.1.4	Monitor all incoming responses, and ensure that the responses are provided to technical reviewers and that the technical review is proceeding on schedule	CT				
5.1.5	Monitor the reports regarding MPAs and verify the accuracy and consistency of the listings in the safety issues management system	T				
5.1.6	Coordinate activities with the lead reviewer, individual plant PMs, and region personnel, as necessary	CT				
5.1.7	Participate in quarterly review meeting on MPAs	NT				
5.1.8	Periodically evaluate the status and closeout approach of the MPA	T				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.1.9	Monitor the preparation and distribution of plant-specific safety evaluations, and if appropriate, develop general safety evaluations	CT				
5.1.10	Ensure that any action required by safety evaluations or technical evaluation reports is completed	CT				
5.1.11	Develop the close-out verification plan	CT				
5.1.12	Ensure that individual plant PMs issue closeout letters to their licensees when appropriate	T				
5.1.13	Prepare a closeout memo for the MPA when the issue has been closed at all affected plants	CT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.2	Perform lead PM tasks for independent spent fuel storage installation (ISFSI)				Working-level knowledge of the Nuclear Reactor Regulation (NRR) / Nuclear Materials Safety and Safeguards (NMSS) Memorandum of Understanding (MOU) and the effect it has on day-to-day activities related to the reactor. Working-level knowledge of NRC policies and procedures related to design and licensing of Independent Spent Fuel Storage Installations (ISFSIs) as contained in NRC memorandum, "Activities in Support of Independent Spent Fuel Storage Facility Installations (ISFSIs)." Familiarity with regulatory requirements as delineated in 10 CFR Part 72. See 5.1	Skills: Communication, Evaluation, Organization, Planning Abilities: Analysis, Extracting
5.2.1	Maintain working knowledge of current policies and agreements on the division of responsibilities related to ISFSIs and spent fuel	T				
5.2.2	Respond to correspondence or otherwise serve as the public interface for ISFSIs at reactor sites	T				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.3	Manage ISFSI activities (plant-specific Pms) Note: Merge under 5.1				Working-level knowledge of process for performing 10 CFR 50.59 evaluations. Familiarity with regulatory requirements delineated in 10 CFR 50.59, and 10 CFR 72.48. See 5.1 See 5.2	
5.3.1	Maintain working knowledge of policies, issues, and status of ISFSI at assigned facility	T				
5.3.2	Coordinate response to correspondence or other inquiries related to ISFSIs at reactor sites	CT				
5.3.3	Coordinate resolution of reactor safety issues related to ISFSIs (e.g., control of heavy loads)	CT				
5.3.4	Participate in inspections, 10 CFR 50.59 reviews, audits, or other assessments of ISFSI construction or operation at reactor sites	CT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.4	Manage improved technical specifications conversion	CT	Request received	On schedule, technically correct (pass technical review)	Working-level knowledge of the format and content guidance for Improved Standard Technical Specifications (ISTS). Working-level knowledge of the process for performing conversions from current to improved (TSs). See 1.1	Skills: Evaluation, Integration Abilities: , Analysis, Compare and Contrast

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.5	Manage decommissioning and license terminations until the responsibility has been transferred from the Associate Director for Projects (ADP)		Same as 5.4	Same as 5.4	Working-level knowledge of roles, responsibilities, and organizational interfaces of the Decommissioning Branch. Detailed knowledge of the PMs duties related to decommissioning and licensing terminations, to include: transfer of activities to decommissioning; closing open TACs as a function of an operating reactor; FSAR/TS changes; purpose and scope of decommissioning; license modifications; and shutdown coordination. Working-level knowledge of the Nuclear Reactor Regulation (NRR) / Nuclear Materials Safety and Safeguards (NMSS) Memorandum of Understanding (MOU) and the effect it has on the process for decommissioning and license termination. Working-level knowledge of the licensee's application to terminate its 10 CFR Part 50 license, and decommissioning plan. Working-level knowledge of NRC policies and procedures related to power reactor decommissioning as contained in NRC memorandum, "Realignment of Reactor Decommissioning Program"; and NRC Regulatory Guide 1.86, "Termination of Operating Licenses for Nuclear Reactors." Familiarity with regulatory requirements as delineated in 10 CFR 50.75 and 10 CFR 50.82	Skills: Communication, Evaluation, Organization, Planning Abilities: Analysis, Extracting, Compare and Contrast

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.5.1	Ensure effective communications on decommissioning activities occur among HQ, the region, and the licensee	CT				
5.5.2	Coordinate all public meetings, communications, and site visits	CT				
5.5.3	Coordinate the review of the preliminary decommissioning plan to ensure cost estimate is reasonable	CT				
5.5.4	Coordinate the review of the proposed decommissioning to ensure that all proposed operations can be performed safely and within the constraints of 10 CFR 50.82 and other regulations	CT				
5.5.5	Prepare an order containing any necessary conditions or limitations to allow the licensee to commence decommissioning	T				
5.5.6	Process a request to amend the license to possession-only status	T				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.6	Participate as a member of an inspection team		Receive request to participate	Inspection submit report feeder (contribution to report - to be edited by regional staff)	Detailed knowledge of inspection plan and fundamentals for performing inspections. Working-level knowledge of plant condition, rules and regulations. Working-level knowledge of instruments and equipment related to reactor inspection work. Working-level knowledge of NRC policies, techniques, and standards for facility inspection. Detailed knowledge of radiation/reactor accidents and incidents at assigned sites. Detailed level knowledge of abnormal conditions in power reactors. Working-level knowledge of generic reactor operating problems. Working-level knowledge of safety aspects of the design and operation of reactors. Detailed knowledge in areas that PM is called upon to inspect. Detailed knowledge of licensing process and IFS, TS, FSAR 10 CFR 50.59. Working-level knowledge of NUREG 1600 (Enforcement Policy). Note: also Includes AIT (Augmented Inspection Team)	Skills: Evaluation, Investigation Abilities: , Analysis, Extracting, Compare and Contrast, Inductive Reasoning
5.6.1	Prepare for inspection	CT			Working-level knowledge of steps for "prepare for inspection", to include: Parcel out the jobs; negotiate position on inspection team; interact with region on assignment; looking at procedure changes; and prior inspection activities.	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.6.2	Perform inspection	CT			Working-level knowledge of steps for "perform inspection", to include: how to investigate; fundamentals of inspection course; how to deal w/ licensing interaction; training for site access; rules of conduct; and protocol for dealing with licensee management and staff (e.g., call ahead).	
5.6.3	Document inspection	CT			Detailed knowledge of the procedure for writing inspection reports in NRC IMC 0610, "Inspection Reports."	
5.7	Participate and contribute to ad hoc committees and task forces	CT	Request to participate	Case by case	Familiarity with PM Elements and Standards expected of the PM when conducting special assignments (e.g., task force to review 5 year plan, what would happen if licensee went bankrupt). Note: Knowledge is dependent upon area that PM is asked to serve	Skills: Organization, Planning Abilities: Oral Comprehension
5.8	Manage power uprates	CT			Same as 1.1 (Process Amendments)	
5.9	Assist interns in all activities associated with the plant or "shadowing" the PM. Be accessible and help the intern understand the process and the functions of being a PM	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
5.10	Perform and/or coordinate special technical evaluations of topical reports	CT	Receive a topical report under the plant docket (plant specific topical report)	Issue a safety evaluation	<p>Working-level knowledge of the identification and resolution of generic safety issues. Working-level knowledge of techniques for coordination of review/comment/ resolution/concurrence of technical information. Working-level knowledge of NRC organizational structure and interfaces for obtaining approval of topical reports. Familiarity with licensee and regulatory processes (licensing amendments, plants licensing organization, quality of their applications, exemptions, amendments, licensee management performance, how the plant functions organizationally; identify areas of weakness; follow on inspection activities; and plant operating history). Working-level knowledge of safety aspects of the design and intended operation of reactor systems.</p> <p>See 2.1</p>	<p>Skills: Evaluation</p> <p>Abilities: Integration</p>

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.0	Perform Occasional Duties				Familiarity with roles and responsibilities of Project Director (PD), responses to principles/controlled correspondence, responding to Freedom of Information Act (FOIA) requests, processing Unsolicited Information (UI) requests, media inquiries, handling allegations, participation on Advisory Committee on Reactor Safeguards (ACRS), review of investigation reports, supporting the enforcement process, coordinating licensee drop-in visits, site visits, preparing 10 CFR 50.54(f) letters, managing backfit actions, providing site and regional coverage, and participating in differing professional opinion and differing professional view process.	
6.1	Serve as acting Project Director (PD) in the absence of the PD	CT	Acting memo issued	Return of PD	Familiarity with the roles and responsibilities of the Project Director (PD), to include: approval of technical documents; verification TAC data; time and attendance tracking; participation as SALP member; and employee appraisals.	Skills: Decision-making Abilities: Organization, Planning Oral Comprehension, Oral Expression

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.2	Prepare responses to principal/controlled correspondence, (Congressional sources, state and local officials, the general public, etc. - yellow/green tickets) for assigned projects		Receipt of the assignment from PD	Issuance of the response to the originator or designated recipient	Familiarity with: detailed understanding of what is being requested by the external party; and responsibility of technical branches; and technical/legal interfaces among the NRC organizations. Detailed knowledge of the source of request (e.g., congressional affairs); organizational interfaces; and points of contact within the external organization.	Skills: Organization, Planning Abilities: Oral Comprehension, Oral Expression
6.2.1	Meet supervisor and the ADP to outline response	CT				
6.2.2	Prepare the response (determine who will sign the outgoing letter using NRR office letter 101)	CT			Working-level knowledge of procedures for responding to controlled correspondence, including the steps for outlining and preparing a response, as contained in NRC Management Directive 3.57, "Correspondence Management."	
6.2.3	Request approval for an extension if due date cannot be met	NT				
6.2.4	If response is delayed, determine if interim reply is required and if so, prepare it	T			Working-level knowledge of the steps and allowable time frames for coordinating and organizing a response, and the provisions for handling extensions/delays as contained in NRC Management Directive 3.57, "Correspondence Management."	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.2.5	Prepare response to the controlled correspondence and make sure it meets format and guidelines of NRC management directive 3.57	CT			Same as 6.2.2	
6.2.6	Obtain technical editor review if response signed by NRR director or above, and submit response for concurrence and approval	NT				
6.3	Respond to freedom of information act (FOIA) requests		Request from FIOA coordinator	Response to FIOA coordinator through PD	Familiarity with scope of request, and what is specifically being asked for under the Freedom of Information Act (FOIA). Detailed knowledge of special issues and protocols for handling FOIA requests, to include: grounds/criteria for disposition of information; legal ramifications for release of material; and the formal review cycle. Familiarity with regulatory requirements delineated in 10 CFR Part 9, Subpart A.	Skills: Organization, Planning Abilities: Oral Comprehension, Oral Expression
6.3.1	Perform preliminary record search (determine record availability, estimate time required) and inform FOIA coordinator of results	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.3.2	Complete records search & categorize records (identify applicable records in public document room [PDR], recommend documents to be released or withheld)	T			Working-level knowledge of the steps involved with FOIA requests: including preliminary record search; notification of FOIA coordinator; search and categorization of records; and submitting report to FOIA coordinator as contained in NRR Office Letter 104, "Freedom Of Information Act Requests."	
6.3.3	Furnish response to FOIA coordinator in 5 days	NT				
6.4	Process unsolicited information (UI) requests		Receive information from outside the agency	Case by case	Working-level knowledge on guidance for evaluating Unsolicited Information (UI).	Skills: Decision-making, Evaluation, Organization, Planning Abilities: Analysis, Extracting, Compare and Contrast
6.4.1	Review information to understand purpose of UI, the technical details, and what regulatory actions are being requested or may be required	CT			Working-level knowledge of the process for review of Unsolicited Information (UI), including the steps for review, screening, and documentation of UI as contained in NRR Office Letter No. 107, "Review of Unsolicited or Draft Information."	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.4.2	Screen to determine if the UI concerns operations, maintenance, or design, or if it contains safety issues that require follow-up (if so process as a "green ticket")	CT			Same as 6.4.1	
6.4.3	Document all conversations through a phone log; place all UI received via e-mail/ facsimile and not sensitive on a docket and in the PDR in accordance with management directive 3.50, part I	NT				
6.5	Manage media inquiries/ speeches, papers, and journal articles		Receive inquiry	Case by case	Familiarity with organizational structure and points of contact within the NRC Public Affairs Office. Working-level knowledge of understanding what is specifically being requested from the media. Detailed knowledge of guidance for handling media inquiries, to include: recognition of the sensitivity of the requested material; media relations; treatment of pre-decisional information; and interaction with the Public Affairs Office. Working-level knowledge of the process for responding to media inquiries as contained in NRC Management Directive 5.5, "Public Affairs Program."	Skills: Communication, Organization, Planning Abilities: Oral Comprehension, Inductive Reasoning, Oral Expression, Problem sensitivity, Written Expression

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.5.1	Coordinate with public affairs	T				
6.5.2	Provide any information that is publicly available	T				
6.5.3	Obtain approval (speeches, papers, and journal articles) in accordance with the instructions in NRC management directive 3.9 and NRR office letter 700	T				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.6	Process allegations		Receive allegations or notification of assign to participate	Close out of the allegation	Familiarity with key components of the allegation process, to include: focus of allegation (NRC, licensee, or other); definition of allegation; rights and privacy protection of the person making the allegation; determination of a course of action; criteria for defining whether the allegation is substantiated/unsubstantiated; and preparation of close out letters. Familiarity with technical/legal interfaces within the NRC organization. Working-level knowledge of the steps for handling allegations, including the receipt of allegation, supporting the allegation review board, taking actions to resolve the allegation, controlling document and reports, and interfacing with the Office of Investigations as contained in NRC Management Directive 8.8, "Management of Allegations"; and NRR Office Letter 1003, "Management of Allegations."	Skills: Communication, Decision-making, Evaluation, Organization, Planning Abilities: Analysis, Problem sensitivity, Extracting, Inductive Reasoning
6.6.1	Upon receipt of allegation, document details, deliver to office allegation coordinator (OAC) within 5 days, and notify OAC promptly of allegations/wrongdoing	CT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.6.2	Provide support to allegation review board (ARB) (provide briefing package and status to OAC before initial and follow-up ARB meetings)	CT				
6.6.3	Monitor/lead investigation; assess & report new safety & wrongdoing information to OAC; draft close-out report and letter to allegor	CT				
6.6.4	Draft letter of receipt from allegor; document verbal information from allegor	T				
6.6.5	Coordinate with OI: draft formal OI notifications, keep abreast of ongoing investigations, notify the director, NRR, in case of substantive disagreement with the conclusions of the report, etc.	CT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.7	Participate in Advisory Committee on Reactor Safeguards (ACRS)		Notification of request to participate	Completion of participation (presentation or follow up)	Familiarity with licensee and regulatory processes (licensing amendments, plants licensing organization, quality of their applications, exemptions, amendments, licensee management performance, how the plant functions organizationally; identify areas of weakness; follow on inspection activities; and plant operating history). Working-level knowledge of safety aspects of the design and intended operation of reactor systems. Working-level knowledge of responsibility of technical branches, including specific areas of expertise. Familiarity with the purpose, goals, and objectives of the Advisory Committee on Reactor Safeguards (ACRS) as contained in NRC Manual Chapter 0111, "Organization and Functions, Advisory Committee on Reactor Safeguards." Working-level knowledge of the process for participating on the Advisory Committee on Reactor Safeguards (ACRS), including the steps for meeting preparation, attending subcommittee meetings, and full committee meetings as contained in NRR Office Letter No. 701, "NRR Participation in Reviews Conducted by the Advisory Committee on Reactor Safeguards." Familiarity with regulatory requirements as delineated in 10 CFR Part 7, "Advisory Committees."	Skills: Evaluation Abilities: Analysis, Extracting, Inductive reasoning, Problem sensitivity, Receptivity

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.7.1	Prepare for the ACRS meeting (obtain technical branch support, get copies of pertinent safety evaluation and other material, etc.)	CT				
6.7.2	Attend subcommittee meetings and make presentation if requested	CT				
6.7.3	Attend full committee meeting and make presentation if requested	CT				
6.8	Review investigation reports		Receipt of report	Provide comments and response to Division Director	Familiarity with the basic responsibilities and directions for reviewing investigation reports, to include: verification of technical adequacy; agreement with accuracy of the investigation results; concurrence with conclusions; and sensitivity of materials reviewed (i.e., not for public disclosure). Familiarity with the role of the Office of Investigations (OI).	Skills: Evaluation, Investigation, Organization, Planning Abilities: Analysis, Inductive Reasoning, Problem sensitivity, Speed of closure

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.8.1	Perform initial screening and documentation check	CT			Working-level knowledge of the process for reviewing OI investigation reports, including the steps for receiving and handling reports, review and documentation, and disposition based on agreement/disagreement of the report conclusions as contained in NRR Office Letter No. 1001, "Procedures for the Disposition of Investigation Reports Received from the Office of Investigations."	
6.8.2	Document results of review, noting agreement or disagreement (if you disagree with report conclusions, prepare memo from Division Director to Director NRR stating reasons)	CT			Same as 6.8.1	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.9	Support enforcement process		E-mail notice from regional enforcement coordinator	Resolution of enforcement issue	Familiarity with the roles, goals, and objectives of the NRC Office of Enforcement (OE). Detailed knowledge of technical issues involved with the enforcement action. Working-level knowledge of responsibility of technical branches, including specific areas of expertise. Working-level knowledge of NRC policies and procedures for enforcement actions as contained in NUREG-1600, "General Statement of Policy and Procedure for NRC Enforcement Action", and the NRC Enforcement Manual.	Skills: Communication, Evaluation, Decision-making Abilities: Analysis, Organization, Planning, Receptivity, Extracting Inductive Reasoning
6.9.1	Notify management of potential escalated enforcement action (obtain all information from reports; regional assistance required)	CT			Working-level knowledge of the process for handling escalated enforcement cases, including the steps for notification of potential escalated enforcement action, attending the enforcement board meeting, attending the pre-decisional enforcement conference, participating in the enforcement caucus, and preparing the civil penalty review as contained in NRR Office Letter No. 908, Rev. 2 (draft), "Processing of Escalated Enforcement Cases Involving 10 CFR Part 50 and Part 55 Licensees."	
6.9.2	Participate in the enforcement panel meeting and determine who else should participate	CT			Same as 6.9.1	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.9.3	Participate in pre-decisional enforcement conference; arrange for technical staff if needed	CT			Same as 6.9.1	
6.9.4	Participate in enforcement caucus; brief NRR management on results of caucus	CT			Same as 6.9.1	
6.9.5	Convey NRR view on enforcement package to Office of Enforcement	CT			Same as 6.9.1	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.10	Coordinate licensee drop-in visits		Notification of intended visit	Completion of briefing package and completion of visit	Familiarity with licensee and regulatory processes (licensing amendments, plants licensing organization, quality of their applications, exemptions, amendments, licensee management performance, how the plant functions organizationally; identify areas of weakness; follow on inspection activities; and plant operating history). Detailed knowledge of plant specific information relevant to the visit (i.e., plant systems, structures, and components). Working-level knowledge of the process for supporting licensee drop-in visits including actions for preparation and coordination of briefing packages, and attendance at commissioner meetings as contained in NRC memorandum from H. J. Milhoan to L. Reyues, "Utility Officials' Visits with Commissioners" (April 22, 1994); and memorandum from W. Russell to all NRR staff, "License Drop-In Visits" (July 19, 1996).	Skills: Organization, Decision-making, Planning Abilities: Oral Comprehension, Oral Expression, Written expression
6.10.1	Prepare briefing package	T				
6.10.2	Coordinate the briefing package with the regional office and then forward it to the appropriate commissioner	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.10.3	Attend the drop-in visit if requested	NT				
6.10.4	Determine the specific purpose of the licensee's visit, and determine if involvement from NRR Director is warranted	NT				
6.11	Visit the site		Established need for a visit	Case by case	Familiarity of the purpose and scope of site visits; and type of activities to be conducted at site visits. Detailed knowledge of plant specific systems, structures, and components. Detailed knowledge of site specific procedures, and emergency response actions. Note: subtasks performed infrequently site access refresher training	Skills: Organization, Planning, Investigation Abilities: Oral Comprehension, Oral Expression
6.11.1	Conduct Plant walkdowns with RI	NT				
6.11.2	Attend morning meetings and safety review meetings (onsite and offsite)	NT				
6.11.3	Visit control room	NT				
6.11.4	Conduct informal interviews with licensed & auxiliary operators, maintenance workers, etc.	T				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.11.5	Tour various plant areas to become familiar with plant	NT				
6.11.6	Attend entrance and exit meetings for team inspections at the site if possible	NT				
6.11.7	Provide a post-visit assessment to the PD, noting accomplishments & general observations	NT				
6.11.8	Arrange for site-visits by other NRR and NRC personnel as requested	NT				
6.11.9	Follow-up on any outstanding issues resulting from the visit	CT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.12	Prepare 10 CFR 50.54(f) letters				Familiarity with rational and technical basis for requesting the information contained in the 10 CFR 50.54(f) letter (i.e., why is the information from the licensee being sought ?) Familiarity with regulatory requirements as delineated in 10 CFR 50.54(f).	Skills: Communication, Evaluation, Organization, Planning Abilities: Analysis, Extracting, Inductive Reasoning, Compare and Contrast, Oral Comprehension, Oral Expression, Written expression,
6.12.1	Draft 10 CFR 50.54(f) letter including the developing of justification for the information request	CT			Working-level knowledge of the process for issuing 10 CFR 50.54(f) letters, including steps for preparing the information request, developing justification for the request, and issuance of the 10 CFR 50.54(f) letter as contained in NRR Office Letter 901, "Procedures for Managing Plant-Specific Backfits and 10 CFR 50.54(f) Information Requests."	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.12.2	Determine whether the information request must have Office of Management and Budget clearance, and if necessary, prepare a clearance statement	T			Working-level knowledge of NRR Office Letter 901, "Procedures for Managing Plant-Specific Backfits and 10 CFR 50.54(f) Information Request." Working-level knowledge of NRR Office Letter 901, "Procedures for Managing Plant-Specific Backfits and 10 CFR 50.54(f) Information Request."	
6.12.3	Route the 10 CFR 50.54(f) letter for review and approval	NT				
6.13	Manage backfit actions		Identification of potential backfit	Final backfit decision	Familiarity with key issues involved in managing backfit actions, including: plant specific licensing basis as the plant was designed; new/pending regulatory requirements; regulatory impact with respect to cost-safety benefit analysis; previous interpretations of regulations; and results of inspections. Familiarity with regulatory requirements delineated in 10 CFR 50.109. Note: Assume task applies to plant - specific backfits only. Generic backfitting not included.	Skills: Communication, Evaluation, Organization, Planning, (negotiations) Abilities: Analysis, Compare and Contrast, Extracting, Problem Sensitivity, Inductive Reasoning, (Coordination)

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.13.1	Ensure that actions are properly evaluated for backfit implications	CT			Detailed knowledge of awareness to items raised in a review that could be potentially backfits. Working-level knowledge of the affected plants licensing basis (e.g., Technical Specifications, FSAR, plant license, etc.)	
6.13.2	Coordinate all activities related to any plant-specific backfit	CT			Working-level knowledge of the process for handling staff identified plant-specific backfits, and licensee claims of plant specific backfits as contained in NRR Office Letter No. 901, Procedures for Managing Plant-Specific Backfitting of Nuclear Power Plants; and NRC Manual Chapter 0514, NRC Program for Management of Plant-Specific Backfitting of Nuclear Power Plants.	
6.13.3	Ensure that all correspondence related to plant-specific backfits is prepared in accordance with the office letter and associated reference documents	CT			Same as 6.13.2	
6.13.4	Ensure that proper determinations of regulatory analysis or documented evaluations are forwarded for management review	CT			Same as 6.13.2	

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
6.14	Provide site coverage	CT	Request from region	Exit site	Familiarity with span of control and overall expectations for assigned PMs roles and responsibilities. Working knowledge of Senior Resident responsibilities	
6.15	Participate in differing professional opinion and differing professional view process	NT			Working-level knowledge of the process for handling Differing Professional Views or Opinions (DPVs/DPOs) as contained in NRC Management Directive 10.159, "Differing Professional Views or Opinions."	Skills: Organization, Planning Abilities: Compare and Contrast, Problem Sensitivity
7.0	Perform Routine PM Duties				Familiarity with the process for handling meetings, visits, and public interaction; backup PM duties; and general focal point activities	
7.1	Review licensing fee data	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
7.2	Coordinate meetings, visits, and public interaction		Identify the need for meeting	Create meeting summary	Working-level knowledge of key issues for coordination of meetings, visits, and public interaction. Key issues include: Preparation of meeting minutes; guidance to control and conduct a meeting; and criteria for handling proprietary information and preparation of non-proprietary summary.	Skills: Communication, Evaluation, Organization, Planning, Presentation Abilities: Problem Sensitivity, Receptivity, Speed of closure
7.2.1	Determine whether the meeting should be open or closed to public	T			Working-level knowledge of the process for planning and conducting public meetings as contained in 59 FR 48340, "Staff Meetings Open to the Public; Final Policy Statement"; and in NRC Management Directive 3.5, "Public Attendance at Certain Meetings Involving the NRC Staff."	
7.2.2	Plan the meeting (agenda, time, location, attendees, etc.)	T				
7.2.3	Notify appropriate parties (issue meeting announcement and related materials as required)	T				
7.2.4	Conduct the meeting	CT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
7.2.5	Perform follow-up activities (action items, meeting summary, letter to licensee with conclusions, etc.)	CT				
7.2.6	Conduct meetings with industry groups (ensure meetings are limited to information)	CT				
7.3	Maintain management information systems (project manager report, WISP, etc.)	NT				
7.4	Participate in staff meetings	NT				
7.5	Attend training					
7.5.1	Attend mandatory training	NT				
7.5.2	Attend discretionary training	NT				
7.6	Perform backup PM duties	CT	Absence of assigned PM	Return of assigned PM	Familiarity with roles and responsibilities that would be required to perform backup PM duties. Working-knowledge of specific areas and activities to include: ethics training; integrity training; allegations; individual development plan; routine correspondence, controlled correspondence, how to take care of an emergency, and understanding of assigned backup plant systems, structures, and components.	Skills: Organization, Planning Abilities: Oral Comprehension, Oral Expression

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
7.7	Maintain regular interface with RI and region	T	Continuous	N/A - Continuous	Familiarity with roles, responsibilities, and reporting requirements for the RI position.	Skills: Organization, Planning Abilities: Oral Comprehension, Oral Expression
7.8	Perform administrative tasks (travel arrangements, time and attendance, etc.)	NT				
7.9	Develop performance appraisal inputs					
7.9.1	Provide input for your own appraisal	NT				
7.9.2	Appraise regional performance	NT				
7.9.3	Provide input for managers' performance appraisal	NT				
7.9.4	Provide appraisal input for interns assigned to you	NT				
7.10	Review routine information (e.g., Inside NRC, media monitors, routed information, network announcements)	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
7.11	Perform general focal point activities (e.g., research NRC policies or positions for licensee or regional staff, routine discussions with licensee, etc.)				Working-level knowledge of people and positions. Working-level knowledge of specific subject matter (dependent on general focal point activity) and NRC positions.	Skills: Organization, Planning Abilities: Oral Comprehension, Oral Expression
7.11.1	Hold routine discussions with licensee regarding plant status, licensing issues, etc.	NT				
7.11.2	Respond to licensee inquiries regarding NRC policies or positions	NT				
7.11.3	Hold routine discussions with regional staff regarding plant status, licensing or inspection issues, etc.	NT				
7.11.4	Respond to regional inquiries (other than TIAs) regarding NRR positions	NT				
7.11.5	Respond to general inquiries or surveys from other NRC HQ organizations requesting information on plant design features or licensee operating practices	NT				

ID	Project Manager Duty/Task/Subtask	Tr	Initial Condition	Performance Criteria	Knowledge	Skills and Abilities
8.0	Perform Non-related PM Activities					
8.1	Participate in agency committees (partnering, equal employment opportunity, etc.)	NT				
8.2	Participate in union actions and activities	NT				
8.3	Attend agency sponsored functions (award ceremonies, all-hands meeting, fire-side chats, etc.)	NT				
9.0	Process Proprietary Information					
9.1	Make proprietary determinations as necessary	T	Continuous	Case by case	Familiarity with policies and procedures for making decisions regarding proprietary information.	Skills: Decision-making, Evaluation, Integration Abilities: Analysis, Inductive Reasoning

TASK, AND KNOWLEDGE, SKILLS, AND ABILITIES LIST
EXHIBIT 3: PROJECT DIRECTOR

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
1.0	Evaluate Licensee Performance		Access to all guidance, regulations, complete licensee performance data. Adequate resources (staffing, comm. tools, etc.).	Correctly evaluates licensee performance. Demonstrates recognition of safety as a dominant responsibility in interactions with licensee.	Working level knowledge of NRC permits, licenses, rules, regulations, orders, and other directives pertinent to the protection of the public and safety and to the common defense and security. Working level knowledge of MIPs, and regulatory inspection tracking system (RITS). Working level knowledge of the NRC management directives system. Working level knowledge of regulatory guides. Working level knowledge of 10 Code of Federal Regulations (CFR). Working level knowledge of current reactor technology and radiation/reactor accidents and incidents. Familiarity with SALP, MC 0350. Working level knowledge of regional perspective of licensee performance. Detailed knowledge of events/ issues and plant performance.	Skills: Analysis, communication, decision-making, evaluation, integration, investigation, observation, organization, planning, presentation, supervision. Abilities: Compare and contrast, conceptualize, extracting, inductive reasoning, oral comprehension, oral expression, originality, problem sensitivity, receptivity, self-initiative, speed of closure, written comprehension, written expression.

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
1.1	Collect and evaluate docketed inputs (licensee submittals, licensee events reports, violations, inspection reports, etc. from project managers [PM], on-site inspectors, regional inspectors, regional counterparts, external sources, etc.)	CT			Familiarity with the inspection manual, reactor inspection techniques, standards, enforcement manual, and programs for nuclear reactor plants during the operational phases. Familiarity with acceptable inspector field conduct. Working level knowledge of regional policies, site characteristics, inspection results, SALP evaluation.	Analysis Evaluation Investigation Observation Organization
1.2	Judge quality of licensee submittals				Working level knowledge of the process. Familiarity with subject area.	Decision-making, evaluation, integration
1.2.1	Review "Sholly" notice	NT				
1.2.2	Review for timeliness and completeness	T				Evaluation
1.2.3	Review requests for additional information	NT				Evaluation
1.2.4	Provide feedback to licensee	CT				Communication, presentation
1.3	Participate in plant performance reviews (PPR) and review inputs				Working level knowledge of PPR process. Familiarity with PIM.	Communication, decision-making, evaluation, integration
1.3.1	Oversee PM input to PPR meeting	CT				Supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
1.3.2	Participate in PPR meetings	CT				Communication, decision-making, evaluation, integration
1.3.3	Provide views on the master inspection plan	T				Communication Decision-making
1.4	Prepare for senior management meetings (SMM)				Working level knowledge of SALP, PPR, and PIM. Working level knowledge of performance indicators, enforcement history.	Analysis, communication, decision-making, evaluation, integration, organization, presentation
1.4.1	Rank plants (within regions)	CT				Communication, decision-making
1.4.2	Oversee PM input to region	CT				Supervision
1.4.3	Review region's input, Office for Analysis and Evaluation of Operational Data (AEOD) input, human performance data	CT				Analysis Evaluation
1.4.4	Participate in SMM screening meeting	CT			Working level knowledge of current screening meeting process.	Communication
1.4.5	Follow-up on screening meeting results (including proposing discussion plants)	CT				Communication Evaluation Organization

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
1.5	Participate in the systematic assessment of licensee performance (SALP)				Working level knowledge of the licensee performance during the SALP cycle. Working level knowledge of SALP procedures.	Analysis, communication, decision-making, evaluation, integration, organization, presentation, supervision
1.5.1	Prepare visit plan	CT				Planning
1.5.2	Conduct site visit activities (e.g., interviews, document reviews) within assigned functional area	CT				Communication Observation
1.5.3	Conduct site visit activities in other functional areas	CT				Communication Observation
1.5.4	Prepare input (talking points) for board meetings	CT				Analysis, evaluation, integration, investigation, planning, presentation
1.5.5	Participate in board meetings as voting member	CT				Communication, decision-making, evaluation, integration
1.5.6	Prepare SALP report	CT				Presentation, supervision
1.5.7	Participate in meeting with licensee to discuss SALP results	CT				Planning Presentation
1.6	Receive and react to regulatory impact input	CT			Working level knowledge of guidance related to determination of regulatory impact.	Communication, evaluation, investigation, observation, presentation

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
1.7	Participate in enforcement conferences with licensee	CT			Working level knowledge of NRC Enforcement Policy (NUREG 1600) and process and of the associated issues. Working level knowledge of applicable rules and regulations.	Analysis, communication, decision-making , evaluation, investigation, presentation, supervision
1.8	Participate in restart/oversight panels	CT			Working level knowledge of the issues, and of restart/oversight procedures and process.	Analysis, communication, decision-making, evaluation, integration, investigation, organization, planning, presentation, supervision
1.9	Participate in meetings and visits with licensee	CT			Working level knowledge of people and positions. Working level knowledge of subject matter and NRC positions.	Communication Planning Presentation
1.10	Ensure PM is evaluating licensee performance				Detailed knowledge of PM responsibilities and activities.	Supervision
1.10.1	Evaluate plan for site visits	T				Evaluation, planning
1.10.2	Ensure PM is tracking inspection findings	T				Supervision
1.10.3	Ensure PM is interfacing with licensee, and resident and regional staff	T				Supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
1.10.4	Review trip reports and meeting summaries, and debrief with PM	T				Decision-making, evaluation
2.0	Conduct Licensing Activity		Same as 1.0	Maintain or establish clearly documented licensing basis. Demonstrate ability to direct complex technical programs with an awareness of short- and long-term objectives in the context of safety.	Working level knowledge of NRC permits, licenses, rules, regulations, orders, and other directives pertinent to the protection of the public and safety and to the common defense and security. Working level knowledge of the NRC management directives system. Working level knowledge of regulatory guides. Working level knowledge of 10 Code of Federal Regulations (CFR). Working level knowledge of current reactor technology. Familiarity with SALP, MC 0350. Working level knowledge of licensee performance issues. Working level knowledge of licensee activities and organization.	Same as 1.0
2.1	Oversee the licensee amendment process				Working level knowledge of directives pertaining to license amendments, including work planning, environmental assessment, and safety evaluation.	Decision-making Evaluation Supervision
2.1.1	Decide if amendment is emergency/exigent	CT				Analysis, communication, decision-making, evaluation

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
2.1.2	Decide if a notice of enforcement discretion is needed	CT			Working level knowledge of NOED criteria.	Analysis, communication, decision-making, evaluation
2.1.3	Review amendment packages for adequacy	CT				Analysis, decision-making, evaluation, supervision
2.1.4	Monitor performance of licensing assistant and secretary	T			Working level knowledge of LA/ secretarial duties and responsibilities.	Communication Supervision
2.2	Serve as lead project director (PD) for multi-plant activities (MPA)				Working level knowledge of the issues and requirements regarding MPA.	Communication, decision-making, planning, presentation, supervision
2.2.1	Assign lead PM	NT			Working level knowledge of lead PM duties.	
2.2.2	Provide policy and technical guidance	CT				Integration Presentation
2.2.3	Balance MPA and other workloads	CT			Detailed knowledge of PD priorities.	Analysis, decision-making, evaluation, planning, supervision
2.2.4	Interact with lead technical branch on policy matters	CT			Familiarity with the technical branch priorities.	Communication, decision-making, presentation
2.3	Oversee PM activities				Detailed knowledge of PM duties.	Communication, decision-making, observation, planning, supervision
2.3.1	Establish risk-informed priorities	CT			Familiarity with risk-informed concepts.	Analysis, decision-making, evaluation, planning, supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
2.3.2	Assign resources for licensing activities	T			Detailed knowledge of PD priorities.	Analysis, decision-making, evaluation, planning, supervision
2.3.3	Review technical work requests	T				
2.4	Generate demands for information, orders to licensees, confirmatory action letters	CT				Communication Presentation
3.0	Respond to Emergency and Other Plant Events		Information about plant conditions	Plant restored to safe condition	Working level knowledge of NRC procedures for reportable events. Working level knowledge of NRC emergency response and incident response procedures. Familiarity with licensee emergency response procedures.	Analysis, communication, decision-making, evaluation, integration, investigation, observation, organization, planning, supervision. Abilities: Same as 1.0
3.1	Assign resources for event response	CT			Familiarity with available resources. Familiarity with priorities.	
3.2	Oversee response activities of staff				Familiarity with available resources. Familiarity with priorities.	
3.2.1	Assess scope/focus	CT				
3.2.2	Assess burden on licensee	NT				

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
3.2.3	Ensure communication with Nuclear Regulatory Commission (NRC) management and state/local offices	CT				
3.2.4	Review input to inspection plan	CT				
3.3	Respond to emergency events	CT			Working level knowledge of emergency response procedures.	
4.0	Respond to Allegations		Same as 1.0	ID of alleged not divulged. Satisfactory closeout letter issued.	Working level knowledge of Allegation Management System. Working level knowledge of confidentiality requirements.	Decision-making, evaluation, investigation, planning, presentation, supervision. Abilities: Same as 1.0
4.1	Receive allegation	CT				Evaluation, observation
4.2	Assign resources to deal with allegation	CT			Working level knowledge of the issue and resources.	Communication, decision-making, planning, supervision
4.3	Develop resolution plan	CT				Analysis, decision-making, evaluation, integration, investigation, organization, planning, presentation, supervision
4.4	Participate in allegation review board meeting	CT			Working level knowledge of the allegation plan.	Communication, decision-making, evaluation, presentation, supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
4.5	Determine need for follow-up activities	CT			Working level knowledge of the allegation plan.	Decision-making, evaluation, observation, presentation, supervision
4.6	Oversee staff activities related to allegations				Working level knowledge of the plan, issues, and resources.	Evaluation Supervision
4.6.1	Ensure documentation is complete	CT				Evaluation, supervision
4.6.2	Ensure resolution plan/follow-up is implemented	CT				Evaluation Supervision
4.6.3	Ensure proper controls are in place to protect alleged's identity	T				Evaluation Supervision
4.6.4	Ensure PMs are aware of open allegations at assigned plants	CT				Evaluation Supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
5.0	Provide Administrative Direction		Same as 1.0, plus organizational framework	Manages personnel to maintain required capabilities. Selects a well-qualified, diverse staff; appraises and recognizes them accurately. Supports training and development to enhance organization effectiveness. Assigns work appropriately, establishes effective means of communication and dispute resolution.	Working level knowledge of the NRC Management Directives System, NRR office letters, and other guidance.	Communication Decision-making Organization Planning Supervision Abilities: Same as 1.0

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
5.1	Perform activities related to the evaluation and development of personnel				Detailed knowledge of resources, workload, and priorities.	Analysis, communication, decision-making, evaluation, observation, organization, planning, supervision,
5.1.1	Tailor elements and standards to position and individual	CT			Working level knowledge of the quality of their work. Working level knowledge of individuals strengths and weaknesses.	Analysis, communication, decision-making, integration, supervision
5.1.2	Evaluate performance of PMs	CT			Detailed knowledge of quality of PM work.	Communication, decision-making, evaluation, observation, supervision
5.1.3	Recommend awards	CT				Decision-making Supervision
5.1.4	Approve/manage training	T			Working level knowledge of individual strengths and weaknesses.	Analysis, decision-making, planning, supervision
5.1.5	Participate in intern program	CT			Working level knowledge of intern process and goals.	Communication, planning, supervision
5.1.6	Approve rotational assignments	CT				Communication, decision-making, planning, supervision
5.1.7	Serve as a mentor	CT			Working level knowledge of mentor responsibilities.	Communication Supervision
5.2	Perform activities related to management and reporting of time (attendance) and effort (of subordinates)			Work is scheduled, completed, and reported.	Working level knowledge of management directives and computer applications for time and attendance. Detailed knowledge of resources, workload, and priorities.	Analysis Communication Planning Supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
5.2.1	Authorize work schedules/leave	T				
5.2.2	Certify time and attendance	T				Observation Supervision
5.2.3	Review PM reports	T			Working level knowledge of WISP.	Analysis, communication, observation, supervision
5.2.4	Resolve resource utilization disputes	CT			Working level knowledge of WISP and priorities.	Communication, decision- making, investigation, presentation, supervision
5.2.5	Certify WISP inputs	NT				
5.2.6	Solicit ad hoc assistance	NT			Working level knowledge of priorities.	Communication, decision- making, planning
5.3	Conduct selection and hiring process			Position filled with suitable individual	Working level knowledge of personnel selection and hiring policies.	Decision-making
5.3.1	Review application (conduct qualifications investigation)	CT				Investigation
5.3.2	Recommend candidates to be interviewed	CT				Decision-making
5.3.3	Interview candidates	CT				Communication, evaluation, observation
5.3.4	Organize selection panel	CT				Organization
5.4	Serve on selection panels	CT		Generate suitable "best qualified" list	Working level knowledge of personnel selection and hiring policies.	Communication Decision-making Evaluation

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
5.5	Interface with human resources and labor relations on personnel problems			Issues resolved	Working level knowledge of the NRC Management Directives System.	Communication, decision-making, evaluation, investigation, planning, presentation
5.5.1	Handle grievances	CT				Analysis, communication, decision-making, evaluation
5.5.2	Handle fitness for duty issues	CT				Analysis, communication, decision-making, evaluation, observation
5.5.3	Participate in Office of Inspector General (OIG) audits and investigations	CT			Working level knowledge of the nature of the OIG issues.	Decision-making Investigation Presentation
5.5.4	Take needed disciplinary actions	CT				Communication, decision-making, planning, presentation, supervision
5.6	Perform routine administrative management functions					
5.6.1	Authorize travel	T				
5.6.2	Assign work space	NT				
5.6.3	Authorize special requests (Federal Express, small purchase)	NT				

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
6.0	Interface with and support regions			Responds appropriately to inquiries. Ensures dissemination of appropriate information and support to regions.	Working level knowledge of event/issues and plant performance. Familiarity with Regional staff and policies.	Communication Decision-making Evaluation Integration Investigation Planning Presentation Abilities: Same as 1.0
6.1	Participate in morning calls	T				Communication Observation
6.2	Support regional or HQ inspections (augmented inspection teams, diagnostic evaluation teams, special evaluation teams) when needed				Working level knowledge of NRC directives regarding Regional and EDO inspection.	Decision-making Evaluation
6.2.1	Lead special inspections	CT			Working level knowledge of the event and issues. Working level knowledge of inspection program.	Analysis, communication, decision-making, evaluation, integration, investigation, observation, organization, planning, presentation, supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
6.2.2	Assign resources to support special inspections	CT			Working level knowledge of the event and issues. Working level knowledge of inspection program. Working level knowledge of resource limitations.	Decision-making Evaluation Planning Supervision
6.3	Cooperate with region on enforcement actions				Working level knowledge of NRC Enforcement Policy (NUREG 1600) and process and of the associated issues. Working level knowledge of applicable rules and regulations.	Communication Decision-making Evaluation Presentation
6.3.1	Participate in enforcement panel	CT				Communication, decision-making, evaluation
6.3.2	Attend pre-decisional enforcement conference	CT				Communication, decision-making, evaluation
6.3.3	Review final enforcement package	CT				Decision-making Evaluation
6.4	Provide inputs to plant issues matrix	CT			Working level knowledge of PIM. Working level knowledge of completed licensing actions.	Communication, decision-making, evaluation, presentation
6.5	Participate in management counterpart meetings (with the licensee)	CT	Issues identified		Working level knowledge of the issues.	Communication, planning, presentation
6.6	Manage task interface agreements (TIAs)	CT			Working level knowledge of the issue and TIA process.	Communication, decision-making, evaluation, presentation, supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
6.7	Attend to special requests (rotational assignments of PMs, regional allegation review board, special technical reviews)	CT			Working level knowledge of relevant NRC directives/guidance.	Communication, decision-making, evaluation, investigation, planning, supervision
6.8	Participate in resident inspector counterpart meetings	T			Working level knowledge of relevant events and issues.	Communication, planning, presentation
7.0	Interface with other Headquarters (HQ) Organizations		Definition of the organizational structure and duties	Ensures dissemination of appropriate information. Gets concurrence from interfacing organizations.	Working level knowledge of HQ structure.	Communication Evaluation Integration Abilities: Same as 1.0
7.1	Maintain awareness of petitions for rule making	T			Familiarity with RES and ACRS functions. Working level knowledge of technical issues. Familiarity with supporting data.	Communication Evaluation Integration Supervision
7.2	Provide input on regional appraisals	CT			Working level knowledge of NRR program, licensee and plant performance, and regional communications.	Analysis, communication, decision-making, evaluation, integration, observation
7.3	Interface with technical divisions on task action plans	CT			Familiarity with NRC policies on task action plans.	Communication

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
7.4	Perform duty officer assignments	CT			Working level knowledge of the duty officer responsibilities.	Communication, decision-making, evaluation
7.5	Resolve conflicts and policy issues involving PMs and other personnel on technical matters	CT			Working level knowledge of NRC policy on differing professional opinions.	Communication, decision-making, investigation, planning, presentation, supervision
7.6	Review OI investigation reports	CT			Working level knowledge of management directive on investigations.	Analysis, communication, decision-making, evaluation
7.7	Process AEOD requests for review of abnormal occurrence determinations and risk assessment of significant events	CT			Familiarity with NRC policy on abnormal occurrence.	Communication
7.8	Provide support to EDO				Working level knowledge of relevant issues and threshold criteria.	Analysis, communication, decision-making, evaluation, integration, investigation, observation, presentation, supervision
7.8.1	Respond to questions	CT				Same as 7.8
7.8.2	Proactively inform of significant issues	CT				Same as 7.8
7.8.3	Provide/review/sign-out briefing papers for utility visits	CT				Same as 7.8

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
7.8.4	Provide briefing papers for Commission visits to sites	CT				Same as 7.8
7.8.5	Brief Commissioners	CT				Same as 7.8
7.9	Provide budget input (full-time equivalent [personnel] estimates) on request	NT			Working level knowledge of the organization's work scope.	Analysis Communication Decision-making
7.10	Support Committee for Review of Generic Requirements briefings	CT			Familiarity with policies related to Generic Requirements.	Communication, planning, presentation, supervision
8.0	Conduct External Interactions (federal, state, local)		Presentation skills	Responds appropriately to inquiries. Ensures dissemination of appropriate information.	Working level knowledge of state and federal agencies and MOUs with agencies. Familiarity with agencies' organizational structure.	Communication Evaluation Integration Presentation Supervision Abilities: Same as 1.0
8.1	Manage responses to controlled correspondence (10 Code of Federal Regulations [CFR] 2.206 and other ticketed items)	CT			Working level knowledge of the events/issues and applicable regulations.	Analysis, communication, decision-making, evaluation, integration, organization, planning, supervision
8.2	Meet with state/local officials on assigned plants	CT			Working level knowledge of the events/issues.	Communication, planning, presentation, supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
8.3	Provide briefings for Congressional staff	CT			Working level knowledge of the events/issues.	Communication, evaluation, integration, organization, presentation
8.4	Respond to press inquiries/provide press briefings	CT			Working level knowledge of the events/issues.	Communication, evaluation, planning, presentation
8.5	Participate in international programs	CT			Working level knowledge of the events/issues.	Communication
8.6	Represent the NRC at public meetings				Working level knowledge of the events/issues.	Communication, decision-making, organization, planning, presentation, supervision
8.6.1	Chair meeting	CT				Same as 8.6
8.6.2	Serve as NRC representative	CT				Same as 8.6
9.0	Participate in Hearings (licensing, 10 CFR 2.206, enforcement)		Guidance provided by OGC	OGC concurrence with testimony	Familiarity with NRC policies. Working level knowledge of the hearing issues.	Analysis, communication, decision-making, evaluation, integration, organization, planning, presentation, supervision Abilities: Same as 1.0
9.1	Prepare testimony	CT				
9.2	Serve as expert witness	CT				
9.3	Answer interrogatories	CT				
10.0	Participate in Personal Development Programs					

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
10.1	Attend formally required training	NT	Training requirements identified	Successful completion of training	Familiarity with training requirements.	
10.2	Attend other (discretionary, ad hoc) training	NT				
11.0	Conduct Administrative Activities				Working level knowledge of the organization.	Communication
11.1	Establish/maintain informal networks	NT		Ensures dissemination of appropriate information.		Communication, organization, planning, presentation, supervision
11.2	Attend to routine correspondence (phone, email, reports)	NT			Familiarity with agency policies.	Communication Decision-making Observation
11.3	Prepare travel expense reports	T			Working level knowledge of travel regulations.	Organization
11.4	Attend to general requests from licensee	CT		Responds appropriately to inquiries. Ensures dissemination of appropriate information.	Working level knowledge of NRC policies.	Analysis Communication Decision-making Observation

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
11.5	Respond to drop-in visits	CT		Responds appropriately to inquiries. Ensures dissemination of appropriate information.	Working level knowledge of NRC policies.	Communication Decision-making Planning Presentation Supervision
12.0	Perform Collateral Duties		Definition of the requirement	Management concurrence with findings		
12.1	Respond to OIG reports	CT			Familiarity with management directive on OIG policies.	Analysis, communication, decision-making, evaluation, integration, investigation, observation, organization, planning, presentation, supervision
12.2	Participate in special panels (e.g., harassment and intimidation), task forces (e.g., South Texas, River Bend, Millstone) or assignments	CT			Working level knowledge of relevant directives and policies.	Same as 12.1
12.3	Formulate management tools (exemption database, etc.)	NT			Working level knowledge of relevant systems.	Analysis, communication, decision-making, evaluation, integration, organization, planning, presentation, supervision

ID	Project Director Duty/Task/Subtask	Tr	Initial Conditions	Performance Criteria	Knowledge	Skills and Abilities
12.4	Participate in process improvement panels	CT			Familiarity with the issues.	Same as 12.3
12.5	Serve as individual point of contact to a member of the public	CT		Responds appropriately to inquiries. Ensures dissemination of appropriate information.	Working level knowledge with the issues.	Analysis, communication, decision-making, evaluation, observation, organization, planning, presentation, supervision

APPENDIX H

LEARNING OBJECTIVES

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LEARNING OBJECTIVES

Notes on Learning Objectives H-3

Exhibit 1: Licensing Assistant H-4

Exhibit 2: Project Manager H-21

Exhibit 3: Project Director H-55

NOTES ON LEARNING OBJECTIVES

The first two columns of these tables show task ID numbers and task descriptions. The third column shows the training recommendations, and the last column provides the Learning Objective details. A *terminal learning objective* (TLO) refers to behaviors that trainees are expected to demonstrate to fulfill on-the-job tasks, while an *enabling learning objective* (ELO) refers to behaviors that must be learned prior to the behaviors to be demonstrated as the TLO.

LEARNING OBJECTIVES
EXHIBIT 1: LICENSING ASSISTANT

ID	LA Duty/Task/Subtask	Tr	Learning Objective
1.0	Perform document and action review (license amendments)		
1.1	Review licensing actions		TLO: Given a proposed licensing action, describe the steps necessary for a thorough review. TLO: Describe the licensing process, step-by-step, or with a flow chart.
1.1.1	Ensure required non-technical safety, environmental, & administrative data are present	CT	ELO: Describe what non-technical safety, environmental, & administrative data must be present.
1.1.2	Ensure the licensing action is in conformance with 10 CFR, office letters, & all internal guidance issued by staff (via memo/e-mail)	CT	ELO: Identify any conditions that do not conform with 10 CFR, office letters, or internal guidance.
1.1.3	Ensure application is signed and dated	NT	
1.1.4	Check if application is submitted under oath or affirmation	T	ELO: Determine whether oath or affirmation is present, and describe action if not.
1.1.5	Determine if documents have been through the regulatory information distribution system (RIDS) and are available in the public document room (PDR)	T	ELO: Discuss how to determine if documents have been through RIDS or not (e.g., accession number).
1.1.6	Determine if licensee previously requested a notice of enforcement discretion (NOED), and if a NOED has been issued	T	ELO: Discuss NOEDs and the NOED process. ELO: Identify any request for NOED, and discuss actions if NOED has or has not been issued.
1.1.7	Ascertain if the NOED or other documentation contains proprietary information	T	ELO: Describe types of proprietary information and discuss implications if it exists.
1.2	Read incoming and any related documents		TLO: Given application documents, give a general description of what to look for.
1.2.1	Determine what the application is requesting (amendment, denial, withdrawal, proprietary)	T	ELO: Identify what is being requested and discuss what steps are necessary in each possible case.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
1.2.2	Determine if the application satisfies the requirements of agency regulations	CT	ELO: Identify any conditions that do not meet agency requirements (CFRs, office letters, etc.) and discuss follow-up actions.
1.2.3	Review bases changes	NT	
1.3	Review environmental evaluation		TLO: Given a proposed licensing action, describe what to look for in the environmental evaluation.
1.3.1	Determine if amendment falls into a categorical exclusion (10 CFR 51.22c)	T	ELO: Discuss follow-up actions that depend on whether or not the amendment falls into a categorical exclusion.
1.3.2	Review environmental assessment (EA) [outgoing]	CT	ELO: Describe administrative requirements for an EA.
1.3.3	Prepare/review cover letter and notice of EA, following guidance from Office of General Counsel (OGC) (radiological and non-radiological)	CT	ELO: Describe required contents of cover letter.
1.3.4	Check for other standard information and concurrences, have published in the Federal Register (FR), and confirm publication	T	ELO: List other standard information (boilerplate) for the environmental evaluation.
1.3.5	Make sure the EA is done in a timely manner to enable issuance of amendments within the schedule deadline	T	ELO: Describe the relationship between the EA and other steps necessary to issue amendments on schedule.
1.4	Review amendment application		TLO: Given an amendment application, describe the steps necessary for a thorough review. TLO: Describe the licensing process.
1.4.1	Check that all technical specifications (TSs) are included with the application that they are changing and discuss discrepancies with project manager (PM)	CT	ELO: Discuss requirements for tech specs (check and verify that TSs are described in the applicable TS sections).
1.4.2	Determine if supplemental information is needed (from licensee)	T	ELO: Identify what information is needed, and describe how to get supplemental information.
1.4.3	Check if licensee has requested a specific implementation date in its application	T	ELO: Discuss implications of request for specific implementation date.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
1.4.4	Determine if a specific implementation date on TSs is needed	T	ELO: Discuss need for specific implementation date.
1.4.5	Check if supplement has oath and affirmation	T	ELO: Determine whether oath or affirmation is present, and describe action if not.
1.4.6	Assist in determining type of initial notice	T	ELO: Describe types of initial notices, and how to identify them.
1.5	Review notice of consideration		TLO: Given a notice of consideration [of amendment application], describe the steps necessary for a thorough review.
1.5.1	Check application dates, all supplemental letters, technical assignment control system (TACS), distribution, concurrences, units, signature authority, and if secretary/PM are using the correct master	T	ELO: Specify what to look for on the notice, discuss follow-up actions in case something is missing or incorrect.
1.5.2	Ensure no significant hazards consideration determination (NSHCD) is correct	CT	ELO: Discuss how to tell if NSHCD is correct and what action is necessary if not.
1.5.3	Ensure publication in FR	T	ELO: Discuss how to check/review FR.
1.6	Review amendment		TLO: Given a proposed amendment, describe the steps necessary for a thorough review.
1.6.1	Check application dates, supplemental letters, TACS, distribution, concurrences, units, service lists, signature authority, and if secretary/PM are using the correct master	T	ELO: Specify what to look for in the amendment, discuss follow-up actions in case something is missing or incorrect.
1.6.2	Check latest management guidance regarding the need to get specific concurrences on certain types of amendments and to address certain items in amendments	T	ELO: Discuss specific requirements for concurrences and other items for different types of amendments.
1.6.3	Proof license condition (LC) changes against the incoming application and authority file	T	ELO: Compare the license condition with the incoming application [and authority file] and identify any discrepancies.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
1.6.4	Change the words in the amendment to show that it is changing the LC and the TS or the LC only	T	ELO: Describe what the amendment must say for changes to the LC and/or TS.
1.6.5	Plan, coordinate, and direct the administrative processing of license amendment packages, noting each is at a different stage of completeness, and to integrate a variety of information	CT	ELO: Describe the steps in the administrative processing of license amendment packages, and discuss information that must be included.
1.6.6	Ensure that all topical reports, analyses, references, and proprietary determination letters that are used to make the basis in the safety evaluation (SE) are approved, issued and addressed correctly	CT	ELO: Describe the requirements for citing reports, analyses, references, and proprietary determination letters used to make the basis in the SE and steps to be taken if requirements are not met.
1.6.7	Ensure that the latest OGC guidance has been followed on use of certain words, e.g., model SE words to relocate TS to updated final safety analysis report (FSAR)	CT	ELO: Discuss proper use of the latest OGC guidance in preparing the amendment.
1.6.8	Ensure supplemental letters do not change the original NSHCD and are under oath and affirmation	T	ELO: Describe how to check supplemental letters against the original NSHCD.
1.6.9	Ensure the SE discusses each item of the initial notice	CT	ELO: List the items the SE must discuss, state follow-up actions in case any items are not addressed.
1.6.10	Determine if a withdrawal or denial is necessary or if an item will be addressed in another amendment	CT	ELO: Describe requirements for a withdrawal or denial, and discuss follow-up actions.
1.6.11	Determine if a final finding is necessary	T	ELO: Discuss requirements for a final finding, and discuss follow-up actions.
1.6.12	Check what type of initial notice was done	T	ELO: Determine type of initial notice and discuss follow-up actions (e.g., final notice, bi-weekly or individual).
1.6.13	Check if a hearing was requested	T	ELO: Determine if a hearing was requested and discuss follow-up actions.
1.6.14	Determine if exigent or emergency (EX/EM) circumstances and/or NOEDs are addressed in SE	T	ELO: Discuss implications of exigent or emergency (EX/EM) circumstances and/or NOEDs in SE.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
1.6.15	Check if all comments (State, interveners, public) have been addressed	T	ELO: Identify any comments that have not been adequately addressed (e.g., SE, notice).
1.6.16	Ensure that when circumstances have changed, the amendment has been changed to address EX/EM	T	ELO: Describe the types of changes to circumstances that necessitate changes to address EX/EM.
1.6.17	Ensure that the environmental paragraph is correct	T	ELO: Describe what the environmental paragraph must discuss.
1.6.18	Ensure that the amendment addresses the proper categorical exclusion (10 CFR 51.22(c)) and where necessary an EA has been prepared (10 CFR 51.21) and published	T	ELO: Discuss the types of categorical exclusions and the requirements for an EA.
1.6.19	Ensure that the EA citation has been added or the amendment put on hold if not yet published.	T	ELO: Discuss requirements for the EA citation.
1.6.20	If the surveillance requirements have been changed, change the words in the SE to reflect that	T	ELO: Discuss how the SE must be changed if surveillance requirements are changed.
1.6.21	Ensure unique amendments (e.g., re-rack, power uprate) contain special wording and appropriate signatures	CT	ELO: Identify requirements for special wording and signatures for unique amendments.
1.7	Review TSs		TLO: Given an amendment package, describe the steps necessary for a thorough review of TSs.
1.7.1	Check changes against licensee's evaluation; if not discussed in the analysis, discuss with PM to determine if a supplement is necessary	CT	ELO: Describe the conditions under which a supplement is necessary.
1.7.2	Check against any outstanding amendments in concurrence that might change the same pages and against all issued amendments that are not in the authority file (AF), if there are common pages, ensure they are reflected in the new amendment	CT	ELO: Discuss relationship between other outstanding amendments in concurrence and amendments that are not in the authority file, and required follow-up actions.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
1.7.3	Check licensee's TS changes in the application against licensee's photo-ready copies and the AF verbatim, and check that the previous amendment changes that are barred in the AF are on the photo-readies	CT	ELO: Identify discrepancies between TS changes in the application, licensee's photo-ready copies, and the AF verbatim, and discuss follow-up actions.
1.7.4	Review errata sheet and page numbering against AF and make any necessary corrections	CT	ELO: Discuss errata sheet and page numbering.
1.7.5	Add overleaves from the AF for TS that are back to back	NT	
1.7.6	Make TS change (type or provide to secretary for typing)	NT	
1.7.7	Add the amendment history	T	ELO: Describe what must be included in amendment history.
1.7.8	Establish an order in which to issue the amendments to eliminate confusion of the TS	CT	ELO: Describe proper order in which to issue the amendments.
1.7.9	If the TS pages in the AF have a future implementation date, make sure that the new amendment does not reflect that future change if this amendment is to be implemented before that future implementation date	CT	ELO: Discuss implications of different implementation dates.
1.8	Review notice of issuance of amendment		TLO: Given a notice of issuance of amendment, describe the steps necessary for a thorough review.
1.8.1	Determine the type of notice to be used according to what type of initial notice was issued and if a hearing was requested	T	ELO: Discuss different types of notices and requirements for a hearing.
1.8.2	Check if circumstances (EX/EM) have changed since the issuance of the initial notice; if so, make appropriate changes	T	ELO: Identify any changed circumstances and follow-up actions.
1.8.3	Check all dates, citations, TACS, distribution, concurrences, units; address all items that were addressed in initial notice and in the amendment	T	ELO: Specify what to look for on the notice, discuss follow-up actions in case something is missing or incorrect.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
1.8.4	Discuss state or public comments received, if any	CT	ELO: Identify any comments that have not been adequately addressed (e.g., SE, notice).
1.8.5	Specify if a LC or TS was changed	T	ELO: Describe what the notice must say for changes to the LC and/or TS.
1.8.6	Check if a partial denial or withdrawal was issued with the amendment	T	ELO: Discuss partial denials and withdrawals and follow-up actions.
1.9	Issue amendment		TLO: Given an amendment package, describe steps necessary to issue amendment.
1.9.1	When amendment is ready for issuance and notice has expired (comments/hearing), call the Office of the Secretary of the Commission for petitions and the Office of Administration for comments	T	ELO: Discuss how to incorporate comments from the Office of the Secretary of the Commission for petitions and the Office of Administration.
1.9.2	Check that PM called the state and PM and project director (PD) checked stakeholders	T	ELO: Discuss the need for input from the State and stakeholders, and describe follow-up actions.
1.9.3	Assign number and date	NT	
1.9.4	Perform quality assurance on the package after secretary has numbered and dated	T	ELO: Describe what to look for on the package.
1.9.5	If a hearing was requested, send form to the chairman per management guidance that the amendment is ready to issue	T	ELO: Discuss proper use of the latest guidance in preparing the form.
1.9.6	Ensure notice is published in FR	T	ELO: Discuss how to check/review FR.
1.10	Prepare/review correction letters		TLO: Given a correction letter, describe requirements for completeness.
1.10.1	Review all background to understand what the PM is trying to correct	CT	ELO: Discuss background information (e.g., amendment history) and identify proposed corrections.
1.10.2	Determine if proposed correction is consistent with background and OGC guidelines	CT	ELO: Given the type of correction, discuss what the correction letter has to say to conform with OGC guidelines.
2.0	Perform other licensing actions		

ID	LA Duty/Task/Subtask	Tr	Learning Objective
2.1	Check that allegations, enforcement actions, and Office of Investigations reports are marked properly for sensitive handling and limited distribution	T	TLO: Discuss marking and handling requirements for allegations, enforcement actions, and Office of Investigations reports, to conform with current guidance.
2.2	Prepare/review bases page changes		TLO: Describe bases page changes, and the process for preparing and reviewing them.
2.2.1	Ensure that, when bases change pages are issued as an enclosure to a transmittal letter, the words "revised by letter (date)" are recorded on the bottom, right-hand side of the page	NT	
2.2.2	Ensure pages reflect recently issued amendments and correct distribution is made for filing in the AF	T	ELO: Describe how to ensure pages reflect changes, e.g., amendments, letters, etc.
2.2.3	Ensure that bases pages not involving an unresolved safety question (USQ) are forwarded to the AF with no staff review	T	ELO: Discuss requirements for bases page changes with and without a USQ.
2.3	Prepare/review board notifications (BN)		TLO: Describe what a board notification is, and the process for preparing and reviewing one.
2.3.1	Obtain BN number	NT	
2.3.2	Obtain accession number	NT	
2.3.3	Obtain mailing labels to sitting adjudicatory bodies from OGC	NT	
2.3.4	Check that the secretary has prepared mailing labels for the addressee and persons listed on the service list and distribution	NT	
2.3.5	Verify that the secretary sends original concurrence copy, Nuclear Regulatory Commission (NRC) form 20, and mailing labels to the mail room	NT	
2.4	Review confirmatory action letters: find the most recent example and learn what needs to be done to issue it	CT	TLO: Discuss what a confirmatory action letter is, and the process for review and issue.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
2.5	Review Commission papers in accordance with guidance	CT	TLO: Discuss what a commission paper is, and the process for review and issue.
2.6	Ensure that the secretarial staff transmits a copy of the environmental reports along with NRC form 21 to appropriate agency contacts	NT	
2.7	Prepare/review EAs and findings of no significant impact		TLO: Describe administrative requirements for an EA.
2.7.1	Assist in preparing the EA and transmittal letter	CT	ELO: Describe what goes into the EA and transmittal letter.
2.7.2	Ensure that the appropriate Environmental Protection Agency regional coordinator is added to the service list	NT	
2.7.3	Verify that a state official has been informed	T	ELO: Describe how to verify that a State official has been informed.
2.7.4	Ensure that the secretarial staff transmits the original signed EA and required copies and forms for publication	NT	
2.7.5	Ensure that the secretarial staff transmits the original signed letter and copy of the EA to licensee with copies to the service list	NT	
2.7.6	Make appropriate entry of published EA in licensing assistant (LA) logbook	T	ELO: Describe required entry in LA logbook.
2.8	Prepare/review exemptions		TLO: Discuss what an exemption is, and the process for review and issue.
2.8.1	Research guidance, check for previous one issued for special instructions (e.g., exemption denials, revocations, extensions, amendments, and referrals)	CT	ELO: Discuss available guidance and types of special instructions.
2.8.2	Prepare/review EAs and findings of no significant impact	CT	ELO: Describe requirements for EAs and findings of no significant impact.
2.8.3	Assist in preparing the exemption and transmittal letter	CT	ELO: Describe what goes into the exemption and transmittal letter.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
2.8.4	Be sure that the FR citation for the EA is in the exemption before issuing it, and log in LA logbook	NT	
2.8.5	After the exemption is signed, ensure that secretarial staff submits for publication	NT	
2.8.6	Ensure that the secretarial staff transmits the original signed letter and the other signed original of the exemption to the licensee and sends copies of both to the service list	NT	
2.9	Coordinate response to Freedom of Information Act (FOIA) requests		TLO: Describe the process for responding to FOIA requests.
2.9.1	Perform a comprehensive, prompt search of required files	CT	ELO: Describe which files may be applicable.
2.9.2	Ensure reply is complete and submitted to the Office of Nuclear Reactor Regulation (NRR) FOIA coordinator on time	CT	ELO: Discuss requirements for completeness and timeliness.
2.10	Assist lead PM with generic communications and multi-plant actions	NT	
2.11	Ensure that internal notes and memoranda are docketed and distributed	T	TLO: Discuss requirements for docketing and distributing internal notes and memoranda in accordance with management directives.
2.12	Review justification for continued operation (JCO) letters: find the most recent example and learn what needs to be done to issue it	T	TLO: Discuss what a JCO letter is, and requirements for issuance.
2.13	For meeting notices, meeting summaries, miscellaneous letters to licensees and SEs, check the format and distribution to ensure they are sent to the licensee and service list, with internal copies and enclosures sent according to the current distribution list	T	TLO: Discuss format and distribution requirements for meeting notices, meeting summaries, miscellaneous letters to licensees.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
2.14	Review meeting notices to ensure they contain appropriate language for meetings presenting proprietary or safeguards information	T	TLO: Given a meeting that will present proprietary or safeguards information, describe what the meeting notice must say.
2.15	Be prepared to discuss procedural matters during meetings with licensee	T	TLO: Discuss the possible kinds of procedural matters that might come up during a meeting with licensee.
2.16	Review meeting summaries to ensure that any proprietary material distributed at meeting is addressed appropriately in summary and that licensee submits affidavit and justification for withholding from public disclosure	T	TLO: Given a meeting in which proprietary material was distributed, discuss requirements for the meeting summary.
2.17	Review NOEDs		TLO: Describe what a NOED is, and the process for review and issuance.
2.17.1	Ensure appropriate region and Associate Director for Technology division director are on concurrence	T	ELO: Describe concurrence requirements.
2.17.2	Ensure NOED guidance has been strictly adhered to	CT	ELO: Identify any discrepancies between NOED guidance and the NOED and describe follow-up actions.
2.17.3	Obtain a NOED tracking number from the Divisions of Reactor Projects East technical assistant	NT	
2.18	Review office letters: find the most recent example and learn what needs to be done to issue it	CT	TLO: Describe what an office letter is, and the process for review and issuance.
2.19	Review orders		TLO: Describe what an order is, and the process for review and issuance.
2.19.1	Ensure that secretarial staff submits for publication	NT	
2.19.2	Ensure that secretarial staff transmits the letter and second signed copy of the order to the licensee with copies to the service list	NT	
2.19.3	Ensure publication in FR	NT	
2.20	Prepare/review proprietary information letters		TLO: Describe what goes into proprietary information letters, and the process for review and issuance.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
2.20.1	Assist in preparation of appropriate letter relating to withholding of the proprietary information from the public disclosure	T	ELO: Discuss what must be addressed in a letter relating to withholding of proprietary information from public disclosure.
2.20.2	Assist in preparing letter requesting additional clarification or justification for withholding the information from public disclosure	T	ELO: Discuss what must be addressed in a letter requesting additional clarification or justification for withholding proprietary information from public disclosure.
2.20.3	Assist in preparing letter of denial	T	ELO: Discuss what must be addressed in a letter of denial.
2.21	Prepare/review reliefs (10 CFR 50.55a)		TLO: Describe what a relief is, and the process for review and issuance.
2.21.1	Verify that all reliefs in application are addressed (granted, denied, etc.)	CT	ELO: Given an application, confirm that all reliefs are addressed in the safety evaluation and describe follow-up actions.
2.21.2	Verify correct part of the rule, concurrence and signatures	CT	ELO: Determine which part of rule should be addressed; discuss concurrence, signatures, and follow-up actions.
2.22	Review safety evaluation reports (SER) and supplements		TLO: Describe what an SER is, and the process for review and issuance.
2.22.1	Obtain NUREG number	NT	
2.22.2	Submit title and other required information	NT	
2.22.3	Check document content according to administrative requirements and organizational provisions	NT	
2.22.4	Send SER to technical editor for review	NT	
2.22.5	Using the technical editor's mark-up, recheck corrected SER prior to sending to printer	NT	
2.22.6	Prepare labels and other required forms for distribution before submitting for printing	NT	
2.22.7	Assist PM in preparing letter to licensee, transmitting SER with copies to service list and distribution	NT	

ID	LA Duty/Task/Subtask	Tr	Learning Objective
2.23	Review security and safeguards letters for correct marking (handling and distribution)	T	ELO: Describe what security and safeguards letters are, and requirements for distribution and handling.
2.24	Review task interface agreements or technical assistance requests to ensure that format and distribution are according to procedures	T	ELO: Discuss what task interface agreements and technical assistance requests are, and the process for review and issuance.
2.25	Review utility visits with Executive Director for Operations/Commission briefing packages according to procedures	T	TLO: Discuss what utility visit briefing packages are, and the process for review.
2.26	Forward FSAR update changes that reflect the most recent plant design to the AF	NT	
3.0	Review controlled correspondence		TLO: Describe controlled correspondence, and the process for review and issuance in accordance with current requirements.
3.1	Provide current guidance on any changes to administrative procedures affecting controlled correspondence	T	ELO: Discuss current guidance regarding controlled correspondence.
3.2	Review documents for correct format, signature authority, distribution, concurrence, and continuity of thought	T	ELO: Discuss review requirements for controlled correspondence.
3.3	Review each modification made after Tech Editor concurrence to ensure accuracy of changes and integrity of the response	NT	
3.4	Ensure that document is dispatched in a timely manner and in accordance with NRR policies and procedures	NT	
3.5	Ensure administrative accuracy by verifying that the required non-technical data are present, complete, accurate, and in conformance with guidance	NT	
4.0	Perform administrative activities		TLO: Given various licensing scenarios, describe the required administrative activities.

ID	LA Duty/Task/Subtask	Tr	Learning Objective
4.1	Ensure 10_CFR 50.12, 51.21, 51.22 (exemptions & EAs vs environmental categorical exclusions) are addressed correctly	CT	ELO: Describe requirements regarding need for EAs vs use of environmental categorical exclusions.
4.2	Review revisions to NRC rules, regulations, procedures, and internal guidance to determine procedural effects on the licensing process and to devise administrative methods of implementing new requirements	CT	ELO: Given proposed changes to NRC guidance, discuss the effects on the licensing process and recommend methods of implementing new requirements.
4.3	Serve as focal point in the project directorate as most knowledgeable person on administrative/legal aspects of NRC rules, regulations, and procedures applicable to the licensing process	CT	ELO: Given a complex licensing scenario, discuss the administrative/legal aspects of NRC rules, regulations, and procedures applicable to the licensing process.
4.4	Incorporate into the license documentation all provisions, requirements, conditions, limitations in technical, financial, procedural, or organizational areas required by NRC regulations for operation of the nuclear facility	CT	ELO: Describe the required provisions, requirements, conditions, limitations in technical, financial, procedural, or organizational areas required by NRC regulations for operation of the nuclear facility.
4.5	Ensure PD, PM, and secretaries follow procedures and guidelines	NT	
4.6	Consult with OGC and other NRC personnel, as well as licensees, to resolve administrative issues that arise	CT	ELO: Given a licensing scenario with contentious administrative issues, discuss measures to resolve those issues.
4.7	Prepare personnel actions and provide orientation to PD staff on related procedural and organizational requirements	T	ELO: Given various types of personnel actions, describe related procedural and organizational requirements.
4.8	Maintain and keep current LA log book (amendments, exemptions, EAs, orders, relief requests [10 CFR 50.55a])	T	ELO: Describe typical LA log book entries.
4.9	Maintain and keep current LA sample book (for format and wordage reference)	NT	

ID	LA Duty/Task/Subtask	Tr	Learning Objective
4.10	Maintain and keep current directorate boilerplate, forms, and masters	T	ELO: Describe the various boilerplate, forms, and masters and steps to maintain.
4.11	Update service lists per licensee request, and send updated lists to appropriate contacts	T	ELO: Describe what the service lists are, and the requirements for keeping them current.
4.12	Send undocketed incoming correspondence to document control desk for processing	NT	
4.13	Track controlled correspondence	NT	
4.14	Maintain NRC rules and regulations	NT	
4.15	Backup other LAs, fill in for each other during absences, assist each other during time of extremely heavy workloads	NT	
4.16	Plan, coordinate, and direct the administrative processing of license amendment packages, noting each is at a different stage of completeness, and to integrate a variety of information	CT	ELO: Discuss the planning, coordination, and administrative processing of license amendment packages.
4.17	Manage and schedule review of applications to coincide with PM/licensee schedule (for shutdown, refueling, etc.)	T	ELO: Discuss the implications of various events in managing and scheduling the application review.
4.18	Keep records to track applications, proposed NSHCD, expiration dates for intervention or comment on proposed NSHCD, responses received, and amendments issued and withdrawals or partial withdrawals and denials issued	T	ELO: Discuss the different record-keeping requirements, e.g. for expiration dates for intervention or comment on proposed NSHCD, responses received, etc.
5.0	Perform special assignments		
5.1	Perform surveys		TLO: Given different types of surveys, describe requirements for proper completion.
5.1.1	Perform quality assurance on TS License Conditions	NT	
5.1.2	Research LA logs for license exemptions	NT	

ID	LA Duty/Task/Subtask	Tr	Learning Objective
5.1.3	Obtain (and verify) list of plant security managers, service lists, and Chief Executive Officer titles	NT	
5.1.4	Provide written response(s) to inquiries regarding LA workload activities, time spent on activities, historical data more than once for the division	NT	
5.1.5	Respond to congressional questions	NT	
5.1.6	Provide number of EAs issued	NT	
5.1.7	Perform other miscellaneous surveys	NT	
5.2	Provide coordination		
5.2.1	Update and provide for senior management meetings (SMM) /executive visits	T	ELO: Discuss coordination requirements for SMM or executive visits.
5.2.2	Provide regional appraisal inputs	T	ELO: Discuss requirements for regional appraisal inputs.
5.2.3	Coordinate training of secretarial personnel	NT	
5.2.4	Provide appraisal input for secretaries and self	NT	
5.2.5	Maintain and keep current LA handbook	NT	
5.2.6	Maintain and keep current roster of utilities	NT	
5.2.7	Assign Combined Federal campaign and Savings Bond campaign key workers	NT	
5.2.8	Maintain and keep current project directorate calendar	NT	
5.2.9	Participate on PM/PD advisory panel for PM handbook review	NT	
5.2.10	Participate in special team efforts (e.g., AF/TS electronic communication pilot program, review of "RIDS Codes and Patterns")	NT	

ID	LA Duty/Task/Subtask	Tr	Learning Objective
5.2.11	Perform records inventory for PD; coordinate totals for PD	NT	
5.2.12	Upon request, perform NRC documents searches for PM/PD	NT	
5.2.13	Track 10 CFR 2.206 updates for NRCWEB and send guidance to LAs for 10 CFR 2.206 management directive coordinator	T	ELO: Describe the 10 CFR 2.206 update process.
5.2.14	Determine how to get updates, revisions, etc., to any type of guidance	T	ELO: Discuss methods of getting updates, revisions, etc., to various types of guidance.
5.2.15	Maintain and keep current the biweekly schedule	T	ELO: Discuss what must be done to keep the biweekly schedule current.
5.2.16	Perform miscellaneous coordination activities	NT	
5.3	Prepare biweekly report to FR		TLO: Describe the biweekly report and requirements for publication.
5.3.1	Review all notices and prepare them for the biweekly publication	T	ELO: Discuss notices and how to prepare them for the biweekly publication.
5.3.2	Work with secretary to prepare the biweekly report	NT	
5.3.3	Make sure all notices appear under correct headings, are correctly formatted, and get printed on schedule	T	ELO: Discuss formatting and schedule requirements for notices.

NOTE: The training setting for all tasks requiring training was identified as combined OJT and self-paced. LAs did recommend classroom training not tied to specific tasks, but needed for general competence, in the following areas.

- Proofreading
- Reactor Concepts
- Regulatory process
- Clear writing
- Decision-making
- Conflict Resolution
- Federal Register
- Miscellaneous PC courses (Wordperfect, Access - to track systems electronically)

LEARNING OBJECTIVES
EXHIBIT 2: PROJECT MANAGER

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
1.0	Prepare Licensing Actions		
1.1	Process amendments		<p>TLO: Given a licensee application for an amendment, compare and contrast the licensee request with respect to the current licensing basis and the NRC regulatory framework.</p> <p>TLO: Given a licensee application for an amendment, extract similar examples of prior amendments (i.e., what's been done before) using licensee NUDOCS (or other suitable NRC search system).</p> <p>TLO: Given the Standard Review Plan and Functional Statements, explain how the organizational branches relate to the amendment process.</p> <p>TLO: Given a licensee application for an amendment and plant specific technical data (i.e., plant systems, structures, and components) pertaining to the amendment, explain the rationale (basis for conclusions) for approval, denial or withdrawal of the amendment based on the evidence provided.</p> <p>TLO: Given a licensee application for an amendment, evaluate the contents for technical completeness, accuracy, and understandability to the lay public.</p> <p>TLO: Given a licensee application for an amendment, plant specific technical data (i.e., plant systems, structures, and components) pertaining to the amendment, the Standard Review Plan, and the plant Final Safety Analysis Report (FSAR), compare and contrast how the amendment would affect current plant design and operating philosophy.</p> <p>TLO: Given 10 CFR 51, determine whether a Categorical Exclusion applies.</p> <p>TLO: Given a license application, determine the appropriate noticing requirements per 10 CFR 50.91.</p>
1.1.1	Review licensee request/open Technical Assignment Control (TAC) Tr Setting: OJT	T	<p>ELO: Given a licensee request, open/close a TAC through the Workload Information and Scheduling Program (WISP). (T for new employees.)</p>

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
1.1.2	Assign review responsibility for safety evaluation (SE) Tr Setting: OJT	T	ELO: Given a completed amendment, select and assign technical staff to review the amendment. ELO: Given applicable NRC guidance and multiple reviewer comments for an amendment, integrate the inputs into a final document that is consistent and technically integrated. ELO: Given a completed amendment, describe the process for presenting the information to the NRC office of general counsel.
1.1.3	Prepare the Federal Register (FR) notice Tr Setting: OJT	T	ELO: Given 10 CFR 50.91 and a licensee application for an amendment, prepare a Federal Register (FR) notice of consideration/issuance.
1.1.4	Determine if environmental assessment (EA) is required and initiate action as appropriate Tr Setting: OJT, Self-Paced	CT	ELO: Given applicable guidance and a licensee application for an amendment, apply the selection criteria to determine if an Environmental Assessment (EA) is required. ELO: Given reference materials, prepare an environmental assessment (EA).
1.1.5	Perform technical review and prepare safety evaluation Tr Setting: OJT	CT	ELO: Given applicable NRC guidance and a licensee application for an amendment, find and utilize applicable guidance to prepare a Safety Evaluation (SE). ELO: Given a licensee application for an amendment, find and utilize prior guidance applicable to preparation.
1.1.6	Resolve comments and questions (request for additional information [RAI], conference calls, hearings, etc.) Tr Setting: Self-Paced	CT	ELO: Given applicable NRC guidance, identify the steps for coordinating a technical review, resolving comments, and obtaining concurrence of technical information. See 1.1.2
1.1.7	Assemble amendment package Tr Setting: OJT	CT	ELO: Given applicable NRC guidance, assemble a final amendment package.
1.1.8	Prepare FR notice of issuance	NT	
1.1.9	Obtain concurrences (staff, state, etc.) Tr Setting: OJT	T	Same as 1.1.2
1.1.10	Issue amendment Tr Setting: OJT	T	ELO: Given applicable NRC guidance, list the steps for issuing a final amendment.
1.1.11	Verify implementation/close TAC	NT	

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
1.2	Process exemptions -		<p>TLO: Given a licensee request for an exemption, compare and contrast the licensee request with respect to the current licensing basis and the NRC regulatory framework.</p> <p>TLO: Given a licensee request for an exemption, extract similar examples of prior exemptions (i.e., what's been done before) using licensee NUDOCS (or other suitable NRC search system).</p> <p>TLO: Given the Standard Review Plan and Functional Statements, explain how the organizational branches relate to the exemption process.</p> <p>TLO: Given a licensee request for an exemption and plant specific technical data (i.e., plant systems, structures, and components) pertaining to the exemption, explain the rationale (basis for conclusions) for approval, denial or withdrawal of the amendment based on the evidence provided.</p> <p>TLO: Given a licensee request for an exemption, evaluate the contents for technical completeness, accuracy, and understandability to the lay public.</p> <p>TLO: Given a licensee request for an exemption, plant specific technical data (i.e., plant systems, structures, and components) pertaining to the exemption, the Standard Review Plan, and the plant Final Safety Analysis Report (FSAR), compare and contrast how the amendment would affect current plant design and operating philosophy.</p> <p>TLO: Given 10 CFR 50.11, and 10 CFR 50.12, describe their purpose and scope with respect to the exemption process.</p>
1.2.1	Review licensee request/open TAC Tr Setting: OJT	T	Same as 1.1.1
1.2.2	Assign responsibility for safety review and EA Tr Setting: OJT	T	<p>ELO: Given applicable NRC guidance and multiple reviewer comments for an exemption, integrate the inputs into a final document that is consistent and technically integrated.</p> <p>ELO: Given a completed exemption, describe the process for presenting the information to the NRC office of general counsel.</p>
1.2.3	Publish EA (prior to issuing exemption) Tr Setting: OJT	T	ELO: Given applicable guidance, prepare an environmental assessment (EA).
1.2.4	Resolve comments and questions (RAI, conference calls, hearings, etc.) Tr Setting: Self-Paced	CT	ELO: Given applicable NRC guidance, identify the steps for coordinating a technical review, resolving comments, and obtaining concurrence of technical information.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
1.2.5	Perform technical review and prepare exemption/safety evaluation Tr Setting: OJT	CT	ELO: Given applicable NRC guidance and a licensee request for an exemption, find and utilize applicable guidance to prepare a Safety Evaluation (SE). ELO: Given a licensee application for an amendment, find and utilize prior guidance applicable to preparation.
1.2.6	Assemble exemption package Tr Setting: OJT	T	ELO: Given applicable NRC guidance, assemble a final exemption package.
1.2.7	Obtain concurrences Tr Setting: OJT	T	Same as 1.2.2
1.2.8	Issue exemption/close TAC Tr Setting: OJT	T	ELO: Given applicable NRC guidance, list the steps for issuing a final exemption.
1.3	Process relief requests		TLO: Given a relief request, extract similar examples of prior requests (i.e., what's been done before) using NUDOCs (or other suitable NRC search system). [including licensee information] TLO: Given the Standard Review Plan and Functional Statements, explain how the organizational branches relate to the relief request process. TLO: Given a relief request and plant specific technical data (i.e., plant systems, structures, and components) pertaining to the relief, explain the rationale (basis for conclusions) for approval, denial or withdrawal of the relief based on the evidence provided. TLO: Given a relief request, plant specific technical data (i.e., plant systems, structures, and components) pertaining to the amendment, the Standard Review Plan, and the plant Final Safety Analysis Report (FSAR), compare and contrast how the relief request would affect current plant design and operating philosophy. TLO: Given 10 CFR 50.55a, describe its purpose and scope with respect to the relief process.
1.3.1	Review licensee request/open TAC Tr Setting: OJT	T	Same as 1.1.1
1.3.2	Assign responsibility for SE Tr Setting: OJT	T	ELO: Given applicable NRC guidance and multiple reviewer comments for a relief request, integrate the inputs into a final document that is consistent and technically integrated. ELO: Given a relief request, describe the process for presenting the information to the NRC office of general counsel.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
1.3.3	Resolve comments and questions.(RAI, conference calls, etc.) Tr Setting: OJT	CT	ELO: Given applicable NRC guidance, identify the steps for coordinating a technical review, resolving comments, and obtaining concurrence of technical information.
1.3.4	Perform technical review and prepare relief/safety evaluation Tr Setting: OJT	CT	ELO: Given applicable NRC guidance and a licensee relief request, find and utilize applicable guidance to prepare a Safety Evaluation (SE).
1.3.5	Assemble relief package Tr Setting: OJT	T	ELO: Given applicable NRC guidance, assemble a final relief package.
1.3.6	Obtain concurrences Tr Setting: OJT	T	Same as 1.3.2
1.3.7	Issue relief/close TAC Tr Setting: OJT	T	ELO: Given applicable NRC guidance, list the steps for issuing a relief.
1.4	Process orders		TLO: Given a safety issue or concern and applicable NRC guidance, determine if an order should be issued. TLO: Given the Standard Review Plan and applicable NRC guidance, explain how the NRR branches and other organizations relate to the order process. TLO: Given a safety issue or concern, plant specific technical data (i.e., plant systems, structures, and components) pertaining to the order, compare and contrast how the order would affect current plant design and operating philosophy. TLO: Given 10 CFR 2.202, 2.204, and 2.205, describe their purpose and scope with respect to the order process.
1.4.1	Determine need for and type of order/open TAC Tr Setting: OJT	T	ELO: Given the need for an order, open/close a TAC through WISP. (T for new employees)
1.4.2	Review precedents/consult with Office of the General Counsel Tr Setting: OJT, Self-Paced	CT	ELO: Given a draft order, identify previous precedents (i.e., what's been done before) pertaining to the information. ELO: Given a completed order, describe the process for interfacing with the NRC office of general counsel and other applicable offices.
1.4.3	Assemble order package Tr Setting: OJT	CT	ELO: Given applicable NRC guidance, assemble a final order package.
1.4.4	Obtain concurrences Tr Setting: OJT	CT	ELO: Given applicable NRC guidance and multiple reviewer comments for an order, integrate the inputs into a final document that is consistent and technically integrated.
1.4.5	Issue order/close TAC Tr Setting: OJT	T	ELO: Given applicable NRC guidance, describe the steps for issuing a final order.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
1.5	Process notice of enforcement discretion (NOED) requests		<p>TLO: Given a request from licensee, compare and contrast the licensee request with respect to the current licensing basis and the NRC regulatory framework.</p> <p>TLO: Given a request from licensee, extract similar examples of prior NOEDs (i.e., what's been done before) using NUDOCS (or other suitable NRC search system).</p> <p>TLO: Given the Standard Review Plan and Functional Statements, explain how the organizational branches relate to the NOED process.</p> <p>TLO: Given applicable NRC guidance (e.g., Administrative Letter 95-05, IMC Part 9900, NUREG-1600), describe the purpose, scope, and criteria for exercising enforcement discretion.</p> <p>TLO: Given a request from licensee, plant specific technical data (i.e., plant systems, structures, and components) pertaining to the amendment, the Standard Review Plan, and the plant Final Safety Analysis Report (FSAR), compare and contrast how the request would affect current plant design and operating philosophy.</p> <p>TLO: Given applicable NRC guidance, determine which NOEDs should be assigned Regional or Headquarters responsibility.</p> <p>TLO: Given a licensee request and plant specific technical data (i.e., plant systems, structures, and components), explain the rationale (basis for conclusions) for approval or denial based on the evidence provided.</p>
1.5.1	Review request/open TAC Tr Setting: OJT	T	Same as 1.1.1
1.5.2	Verify licensee assertions and compensatory measures Tr Setting: OJT	CT	ELO: Given a request from licensee, plant specific technical data (i.e., plant systems, structures, and components) pertaining to the request, compare and contrast how the licensees assertions and compensatory measures would affect current plant design and operating philosophy.
1.5.3	Coordinate with region and tech staff Tr Setting: Classroom	CT	ELO: Given a request from licensee, explain how the NOED request is coordinated and concurrences obtained between HQ, Region, and supporting technical staff.
1.5.4	Prepare letter of approval or denial for project director (PD) signature Tr Setting: OJT	CT	<p>ELO: Given a request from licensee, apply the criteria for approval or denial of the request.</p> <p>ELO: Given a request from licensee, prepare a letter of approval or denial of the request.</p>

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
1.5.5	Process follow-up license amendment/close TAC Tr Setting: OJT	CT	See 1.1, Process Amendments
1.6	Participate in hearing process Tr Setting: OJT	T	<p>TLO: Given an opportunity for hearing, state the official NRC policy for interacting with the outside officials and the news media.</p> <p>TLO: Given plant specific technical data (i.e., plant systems, structures, and components) pertaining to the hearing, and a request for a hearing, identify the features of the plant design and operating philosophy that are introduced into the hearing process.</p> <p>TLO: Given applicable NRC guidance and an opportunity for a hearing, describe the steps for supporting a public hearing (work planning, preparation of testimony, steps of the deposition process, attend public hearing, deposition process).</p> <p>TLO: Given, 10 CFR Part 2, describe its purpose and scope with respect to notice and conduct of hearings.</p>
2.0	Process Licensing Activities		
2.1	Process multi-plant actions (MPA), generic safety issues (GSI), and unresolved safety issues (USI) per lead project manager (PM) direction Tr Setting: Self-Paced	CT	<p>TLO: Given applicable NRC guidance, state the purpose and scope of MPAs (e.g., the relationship of actions that take place across multiple plants for MPAs, issuance of generic communication to the licensee.)</p> <p>TLO: Given the Standard Review Plan and applicable NRC guidance, identify the organizational interfaces and functions among NRC technical staff, utility groups, and other external organizations for MPAs.</p>
2.2	Process 10 Code of Federal Regulations (CFR) 2.206 petitions		<p>TLO: Given applicable guidance and a petition from outside the agency, apply the criteria and prepare a recommended course of action based on petition content and related technical information.</p> <p>TLO: Given 10 CFR 2.206, describe its purpose and scope with respect to the petition process.</p> <p>TLO: Given applicable guidance, describe the steps for holding a public meeting.</p>
2.2.1	Serve as petition manager Tr Setting: Classroom	CT	ELO: Given a petition from outside the agency, describe the process for coordinating petition activities between petition manager, technical branches and NRC general counsel.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
2.2.2	Prepare notice of petition receipt and actions (issue letter, notify petitioner, participate in review board meeting) Tr Setting: Classroom	CT	ELO: Given applicable NRC guidance, describe the process for issuing notices of petition, holding periodic discussions with the petitioner, receipt and determination as a 2.206 petition, conducting hearings, review/approval/denial of petition, and issuance of petition decision.
2.2.3	Determine if public hearing will be held, notify appropriate parties Tr Setting: Classroom	CT	ELO: Given a request for a public hearing, apply the indicators for determining when a public meeting may be appropriate, including perceived benefit. ELO: Given a request for a public hearing, state the "public processes" requirements for holding a hearing.
2.2.4	Coordinate technical review, prepare task interface agreement (TIA) to request inspection support if required, determine if Office of Investigation (OI) or Office of the Inspector General (OIG) referral is warranted, provide input to 10 CFR 2.206 status report Tr Setting: OJT	CT	See 2.3, Process TIA ELO: Given a petition from outside the agency, and applicable NRC guidance, determine if Office of Investigation (OI) or Office of the Inspector General (OIG) referral is warranted. ELO: Given a petition from outside the agency, enter relevant input to the 10 CFR 2.206 status report.
2.2.5	Prepare and issue director's decision Tr Setting: OJT	CT	ELO: Given a petition from outside the agency, and applicable NRC guidance, describe the steps for preparation and issuance of the director's decision.
2.3	Process TIA		TLO: Given applicable guidance, explain the process for coordinating, planning, review, and issuance of Task Interface Agreements (TIAs). TLO: Given the Standard Review Plan and applicable NRC guidance, identify the organizational interfaces between HQ and Region.
2.3.1	Review request/open TAC Tr Setting: OJT	T	ELO: Given a receipt of request from region, open/close a TAC through WISP. * T for new employees.
2.3.2	Assign review responsibilities Tr Setting: OJT	T	ELO: Given applicable NRC guidance, identify the steps for coordinating a technical review, resolving comments, and obtaining concurrence of technical information.
2.3.3	Resolve comments and questions Tr Setting: Self-Paced	CT	Same as 2.3.2

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
2.3.4	Issue response/close TAC Tr Setting: OJT	T	ELO: Given applicable NRC guidance, list the steps for issuing a TIA.
2.4	Process other licensing activities (e.g. quality assurance plan changes, security plan changes) Tr Setting: OJT	CT	TLO: Given a licensee request, explain the roles and responsibilities of the PM with regard to "other licensing activities" (e.g., tech spec interpretation, emergency plan, security plan, review of special reports, topical reports, administrative).
2.5	Process final safety analysis report (FSAR) updates		TLO: Given an update from licensee, explain the impact (if any) that the update may have on licensing activities that have been going on at the specific plant. TLO: Given applicable NRC guidance, identify the plant safety analysis and supporting safety documentation that formulates the licensing basis at the specific plant. TLO: Given plant specific technical data (i.e., plant systems, structures, and components), and an update from licensee, compare and contrast how the update would affect current plant design and operating philosophy. TLO: Given 10 CFR 50.71(e), describe its purpose and scope with respect to maintenance of the FSAR.
2.5.1	Maintain an up-to-date copy of the licensee's updated FSAR for reference and review purposes Tr Setting: Self-Paced	T	ELO: Given an update from licensee, explain the process for handling, reviewing, and updating the FSAR.
2.5.2	Incorporate UFSAR revisions into your copy of the UFSAR within 30 days Tr Setting: Self-Paced	T	Same as 2.5.1
2.5.3	Ensure changes that required prior Nuclear Regulatory Commission (NRC) approval actually were NRC approved Tr Setting: OJT	CT	Same as 2.5.1
2.5.4	Ensure that selected 10 CFR 50.59 evaluations associated with items that the licensee changed unilaterally were appropriate Tr Setting: OJT	CT	Same as 2.5.1

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
2.5.5	Document results of the review - Tr Setting: Self-Paced	T	Same as 2.5.1
3.0	Evaluate Licensee Performance		
3.1	Review all inspection reports and be cognizant of their significant aspects and potential problems generated by these reports Tr Setting: TBD	CT	<p>TLO: Given an inspection report, prepare an input section to the SALP.</p> <p>TLO: Given a set of inspection reports, explain the steps for incorporating the reports contents into the SALP.</p> <p>TLO: Given applicable NRC guidance, identify the organizational interfaces between HQ and Region.</p> <p>TLO: Given the NRC Inspection Manual, identify inspection report organization and content; techniques for conducting reviews; criteria for identification of problems or significant findings; and procedures for taking corrective action on any documented violations.</p>
3.2	Conduct 10 CFR 50.59 review		<p>TLO: Given Inspection Procedure 37001, 10 CFR 50.59, identify the steps for performing a 10 CFR 50.59 review, to include purpose and scope, inspection techniques, technical integration of findings, etc.</p> <p>TLO: Given a request to participate on an inspection team and applicable NRC guidance, prepare an inspection plan (e.g., describe the process for defining the inspection scope, purpose of inspection, screening and selection of reports, looking for the big ticket items, sampling of reporting systems).</p> <p>TLO: Given plant specific technical data (i.e., plant systems, structures, and components), the Master Inspection Plan (MIP), and a pre-defined scope of inspection, identify the functions of the plant systems and licensee programs that will be addressed in the inspection.</p> <p>TLO: Given an assignment to perform an inspection, describe the steps for "in office prep" (e.g., parcel out the jobs; negotiate position on inspection team; interact with region on assignment; looking at procedure changes; and review of 50.59 annual summary reports - listing of prior 50.59 activities).</p>

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
3.2.1	Conduct On site Review - per inspection procedure 37001 Tr Setting: Classroom	CT	ELO: Given inspection procedure 37001, an inspection plan, and site specific FSAR/TS, identify programs, processes and equipment related to the reactor inspection, radiation/reactor accidents and incidents at assigned site, abnormal conditions specific to the assigned site, generic reactor operating reactor problems, and safety aspects of the design and operation of reactors at the assigned site (e.g., emergency and containment features). (Note: focus upon areas that PM is called upon to inspect). ELO: Given an assignment to perform an inspection, describe the steps for "on site review" (e.g., fundamentals of inspection; licensee interaction; rules of conduct; and protocol for dealing with licensee management and staff (e.g., call ahead)).
3.2.2	Review periodic 10 CFR 50.59 report and document results Tr Setting: OJT	CT	ELO: Given a 10 CFR 50.59 periodic report, explain: the criteria and objectives for performing 10 CFR 50.59 reviews of licensee reports; and the protocol for interfacing with licensee on the review process (as necessary).
3.2.3	Prepare input for Inspection Report Tr Setting: OJT	CT	ELO: Given Inspection Manual 0610, and the results of a 10 CFR 50.59 review, prepare input (feeder report) for an inspection report.
3.3	Participate in plant performance review (PPR)		TLO: Given applicable guidance, describe the process and objectives for performing a PPR, to include soliciting and coordinating PPR input from NRC staff, summarizing inspection reports, coordinating inputs from assessment of licensing performance in all the functional areas, and coordinating reviews, distribution, and comments to PPR report. TLO: Given applicable guidance (e.g. NRC Management Directive 8.13) and a plant licensing basis, prepare an appraisal of licensee performance.
3.3.1	Coordinate with region to provide input to PPR package	NT	
3.3.2	Participate in PPR meeting	NT	
3.3.3	Provide accurate insights and interpretations Tr Setting: OJT	CT	ELO: Given a PPR package, discuss key areas, to include plant operating history, quality of licensee applications, exemptions, licensee management performance, overall areas of weakness, etc.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
3.4	Participate in systematic assessment of licensee performance (SALP)		<p>TLO: Given guidance on SALP, describe the process and objectives of the SALP.</p> <p>TLO: Given applicable guidance and a plant licensing basis, prepare an appraisal of licensee performance (key appraisal areas to include: licensing amendments, plant's licensing organization, quality of licensee applications, exemptions, licensee management performance, how the plant functions organizationally; overall areas of weakness; follow on inspection activities; and plant operating history).</p> <p>TLO: Given an appraisal of licensing performance and sources of feeder information, prepare a feeder report for input to the SALP report.</p>
3.4.1	Support board members in developing the SALP report Tr Setting: OJT	CT	ELO: Discuss support to the board members.
3.4.2	Work with senior resident inspector to advise the SALP board of views taken from daily contact with the licensee Tr Setting: OJT	CT	ELO: Identify the sources of feeder information that will be incorporated into the SALP report (e.g., morning calls with resident and branch; status of plant, licensee organizational issues, assessment of the licensee's performance; reviews of prior inspection reports and PIM).
3.4.3	Serve as functional area coordinator for the area assigned to the Office of Nuclear Reactor Regulation (NRR) board member Tr Setting: OJT	CT	ELO: Given a request to participate in systematic assessment of licensee performance (SALP) describe the duties and responsibilities of the functional area coordinator (e.g., interview licensee on functional area, collect input from resident inspector; conduct plant tours, solicit input from all the managers of the other functional areas; screen and synthesize information that has been extracted in that area; take inputs to the board; answer specific detailed questions; interface with other functional areas; and defend applicable sections).
3.4.4	Prior to SALP board meeting, coordinate inputs & gather information for area assigned to NRR Tr Setting: OJT	CT	ELO: Describe the process of information gathering in preparation for the SALP board meeting.
3.4.5	Coordinate the development of NRR input on all functional areas for which you have oversight, and provide the inputs to the regional office Tr Setting: OJT	CT	ELO: Describe the process of information gathering in preparation for the SALP board meeting.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
3.4.6	Attend SALP board meetings, participate in the discussions, and provide opinions on the assessment results Tr Setting: OJT	CT	ELO: Discuss participation in SALP board meetings.
3.4.7	Following issuance of report, attend and participate in (as appropriate) the public meeting where the SALP report is presented to licensee management Tr Setting: OJT	T	ELO: Given a final SALP report, and notification of a public meeting, describe the PMs duties and responsibilities for supporting SALP activities at the public meeting.
3.5	Participate in Senior Management Meeting (SMM) process		TLO: Describe the purpose and scope of SMM. TLO: Given a request to participate in a screening meeting and SMM, identify the process for assessing a licensee's operational safety performance, and the process for preparing value added input and related technical data to support the screening meeting (Senior Management De-Brief), SMM, and commission meeting.
3.5.1	As requested, provide input to a screening meeting held prior to a SMM Tr Setting: OJT	CT	ELO: Given a schedule and request to participate in a screening meeting and SMM, prepare an overview of licensee performance with respect to the regulatory process (goal: to determine who goes on the watch list)
3.5.2	As requested, provide accurate interpretations and insights during the screening meeting based on first-hand knowledge of licensee performance Tr Setting: OJT	CT	Same as 3.5.1
3.5.3	In preparation for SMM, compile data and prepare briefing material as necessary Tr Setting: OJT	CT	Same as 3.5.1
3.5.4	In preparation for the Commission meeting, prepare briefing material as necessary Tr Setting: OJT	CT	Same as 3.5.1
4.0	Review Events and Issues		

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
4.1	Review licensee reports -		TLO: Given an awareness of initiating event or receipt of report and plant specific technical data (i.e., plant systems, structures, and components), compare and contrast how the report would affect plant safety and current licensing basis. TLO: Given 10 CFR 50.36, 10 CFR 50.72, and 10 CFR 50.73, describe their purpose and scope with respect to licensee reports.
4.1.1	Identify safety issues related to the current licensing basis and items that might require licensing action or that have an effect on a licensing action in process Tr Setting: OJT, Self-Paced	CT	ELO: Given a licensee report, describe the technical basis for making determinations on the relative importance and significance of the licensee report with respect to applicable regulatory requirements. ELO: Given a licensee report, determine follow-up actions for evaluating Licensing Event Reports (LERs); 50.72 reportable (transients); design problems; tech spec violations and Periodic Operating Reports.
4.1.2	Discuss potential or actual problems with the resident inspector (RI), regional staff, and NRR technical staff, as appropriate Tr Setting: Self-Paced	CT	Same as 4.1.1
4.1.3	Immediately notify the project director and, if appropriate, other NRR senior management (e.g. through daily/director's highlights) of significant issues Tr Setting: Self-Paced	CT	Same as 4.1.1
4.1.4	Provide additional information as requested (by operations center, Office for Analysis and Evaluation of Operational Data (AEOD) staff, Events Assessment and Generic Communications Branch, etc.) Tr Setting: Self-Paced	CT	Same as 4.1.1
4.1.5	Coordinate event follow-up activities between other headquarters (HQ) staff, regional staff, and the licensee Tr Setting: OJT	CT	Same as 4.1.1

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
4.1.6	As necessary, provide feedback to NRR divisions of significant or potentially significant safety and environmental information Tr Setting: Self-Paced	CT	Same as 4.1.1
4.1.7	Stay abreast of actions being taken by the regional office and NRR staff in response to events Tr Setting: Self-Paced	CT	Same as 4.1.1
4.1.8	Support staff in gathering and evaluating data necessary to make abnormal occurrence determinations Tr Setting: OJT	CT	ELO: Given applicable guidance (e.g., NRC Management Directive 8.5 and NRR Office Letter No. 1301, Analysis and Feedback of Operational Safety Data), describe the NRR role in evaluating significant events and abnormal occurrences.
4.1.9	Document the results of the review by memo to file, if required Tr Setting: Self-Paced, OJT	CT	Same as 4.1.1
4.2	Review Part 21 reports and coordinate appropriate action Tr Setting: Self-Paced	CT	TLO: Given a Part 21 report and plant specific technical data (i.e., plant systems, structures, and components), compare and contrast how Part 21 issues (e.g., defective material, analysis) affect the plant. TLO: Given 10 CFR Part 21 and applicable guidance (e.g., NRR Office Letter 1300), describe the goals and objectives of 10 CFR Part 21 reports; and procedures for coordinating Part 21 related issues.
4.3	Support incident response		TLO: Given a request to support incident response for a specific plant, identify the scope and contents of applicable NRC policy, NRC incident response plan, and licensee E-Plan.
4.3.1	Provide plant specific insight to the reactor safety team or otherwise participate in drills or agency response to actual events Tr Setting: Classroom	CT	ELO: Given a call from Operations Center, explain the operations center routine. ELO: Given a call from Operations Center, a request to support incident response for a specific plant, the plant Final Safety Analysis Report (FSAR), and a incident scenario, explain how the incident has affected plant systems, structures, and components; including emergency and containment features.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
4.3.2	Contribute to, participate in, and support incident response investigation Tr Setting: OJT	CT	ELO: Given a request to support incident response for a specific plant, describe the local area and surrounding environment as it may be affected by the incident. ELO: Given a request to support incident response for a specific plant, describe the organizational and reporting interfaces for the plant management system.
4.4	Take action for NRR as necessary to assist in resolution of issues regarding operability/ nonconforming conditions (e.g. operability determinations) Tr Setting: Classroom	CT	TLO: Given a licensee finding of operability or request for assistance from the RI or region (Question of Operability), evaluate the validity of the finding based on the plant licensing basis, FSAR, and technical specifications. TLO: Given Generic Letter 91-18 rev 1, a case study of SSCs pertaining to plant operability, and the licensee's technical specifications, determine the operability of the affected SSCs. TLO: Given the Standard Review Plan and Functional Statements, explain how the organizational branches relate to the determination of operability.
5.0	Perform Special Assignments		
5.1	Perform lead PM tasks for MPAs, GSIs, and USIs		Same as 2.1, plus: TLO: Given applicable guidance, describe the steps for performing MPAs (e.g., issuing letters to the appropriate facilities that are potentially in need of such an action, scheduling the review effort, reviewing responses, and closing out the MPA). TLO: Given applicable NRC guidance, explain the roles and responsibilities of the lead PM position (e.g., give guidance; special expertise on specific issues (e.g, MOVs); coordinating technical reviewers; licensing activities associated with an MPA; coordinate with tech staff; interact with technical staff; and liaison/coordination activities with other PMs.)
5.1.1	Prepare written instructions to individual plant PMs on how a particular MPA is to be processed Tr Setting: Classroom	CT	ELO: Discuss what guidance should be given to individual plant PMs.
5.1.2	Obtain TAC numbers through WISP for the plants affected by the MPA Tr Setting: OJT	T	ELO: Given assignment of an MPA, obtain TAC numbers through WISP.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
5.1.3	Assist in the development of a generic communication, documenting the staff's concerns and need for licensee actions, and requesting a review and response by the affected licensees Tr Setting: Classroom	CT	ELO: Discuss generic communications.
5.1.4	Monitor all incoming responses, and ensure that the responses are provided to technical reviewers and that the technical review is proceeding on schedule Tr Setting: OJT	CT	ELO: Discuss coordination among technical reviewers.
5.1.5	Monitor the reports regarding MPAs and verify the accuracy and consistency of the listings in the safety issues management system Tr Setting: OJT	T	ELO: Discuss reports regarding MPA and methods to verify their accuracy.
5.1.6	Coordinate activities with the lead reviewer, individual plant PMs, and region personnel, as necessary Tr Setting: Self-Paced	CT	ELO: Discuss the need to coordinate activities with the lead reviewer, individual plant PMs, and region personnel.
5.1.7	Participate in quarterly review meeting on MPAs	NT	
5.1.8	Periodically evaluate the status and closeout approach of the MPA Tr Setting: OJT	T	ELO: Describe closeout requirements, both for individual plants and for the MPA.
5.1.9	Monitor the preparation and distribution of plant-specific safety evaluations, and if appropriate, develop general safety evaluations Tr Setting: OJT	CT	ELO: Discuss safety evaluations, plant-specific and general.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
5.1.10	Ensure that any action required by safety evaluations or technical evaluation reports is completed Tr Setting: Classroom	CT	Same as 5.1.9
5.1.11	Develop the close-out verification plan Tr Setting: OJT	CT	Same as 5.1.8
5.1.12	Ensure that individual plant PMs issue closeout letters to their licensees when appropriate Tr Setting: OJT	T	Same as 5.1.8
5.1.13	Prepare a closeout memo for the MPA when the issue has been closed at all affected plants Tr Setting: Classroom	CT	Same as 5.1.8
5.2	Perform lead PM tasks for independent spent fuel storage installation (ISFSI)		TLO: Given applicable guidance, describe lead PM tasks for ISFSI. TLO: Given 10 CFR Part 72 describe its purpose and scope with respect to lead PM tasks for independent spent fuel storage installation (ISFSI). Also, see 5.1.
5.2.1	Maintain working knowledge of current policies and agreements on the division of responsibilities related to ISFSIs and spent fuel Tr Setting: Classroom	T	ELO: Describe the purpose and scope of the NRR / Nuclear Materials Safety and Safeguards (NMSS) Memorandum of Understanding (MOU) and the effect it has on day-to-day activities related to the reactor. ELO: Describe the purpose and scope of the NRC memorandum*, "Activities in Support of Independent Spent Fuel Storage Facility Installations" as it relates to design and licensing of ISFSIs. * Memorandum from R. Zimmerman, A. Thadani, and D. Crutchfield
5.2.2	Respond to correspondence or otherwise serve as the public interface for ISFSIs at reactor sites Tr Setting: OJT	T	Same as 5.2.1

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
5.3	Manage ISFSI activities (plant-specific PMs)		TLO: Given applicable guidance, discuss management of ISFSI activities and describe the process for performing 10 CFR 50.59 evaluations. Also, see 5.2
5.3.1	Maintain working knowledge of policies, issues, and status of ISFSI at assigned facility Tr Setting: OJT	T	Same as 5.2.1
5.3.2	Coordinate response to correspondence or other inquiries related to ISFSIs at reactor sites Tr Setting: OJT	CT	Same as 5.2.1
5.3.3	Coordinate resolution of reactor safety issues related to ISFSIs (e.g., control of heavy loads) Tr Setting: OJT	CT	ELO: Discuss resolution of reactor safety issues related to ISFSI.
5.3.4	Participate in inspections, 10 CFR 50.59 reviews, audits, or other assessments of ISFSI construction or operation at reactor sites Tr Setting: OJT	CT	ELO: Given 10 CFR 50.59, and 10 CFR 72.48 describe their purpose and scope with respect to PM tasks for ISFSI.
5.4	Manage improved technical specifications conversions Tr Setting: Classroom	CT	TLO: Given a licensee submittal and applicable NRC guidance, identify the format and content for Improved Standard Technical Specifications (ISTS). TLO: Given applicable NRC guidance and licensee's improved Technical Specifications submittal, assist in the evaluation of the Technical Specifications for conformance to the guidance for ISTS. TLO: Given beyond scope issues in the ISTS submittal, coordinate and manage the review of these items.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
5.5	Manage decommissioning and license terminations until the responsibility has been transferred from the Associate Director for Projects (ADP)		<p>TLO: Given a decommissioning and license termination assignment, describe the roles, responsibilities; and organizational interfaces of the Decommissioning Branch.</p> <p>TLO: Given a decommissioning and license termination assignment, describe PM duties related to decommissioning and licensing terminations (e.g., transfer of activities to decommissioning; closing open TACs as a function of an operating reactor; oversee FSAR/TS changes; coordinate licensee's application to terminate its 10 CFR Part 50 license; interface with decommissioning plan; and oversee license modifications).</p> <p>TLO: Given a decommissioning and license termination assignment, describe the purpose and scope of the Nuclear Reactor Regulation (NRR) / Nuclear Materials Safety and Safeguards (NMSS) Memorandum of Understanding (MOU) * and the effect it has on the process for decommissioning and license termination.</p> <p>TLO: Given applicable guidance on decommissioning and license termination, describe the decommissioning and license termination process, from inception to transfer to the Decommissioning Branch.</p> <p>* "Realignment of Reactor Decommissioning Program" Memorandum from W. Russell and R. Bernero to J. Taylor, March 15, 1995.</p>
5.5.1	<p>Ensure effective communications on decommissioning activities occur among HQ, the region, and the licensee</p> <p>Tr Setting: OJT</p>	CT	ELO: Discuss communication and coordination needs regarding decommissioning activities.
5.5.2	<p>Coordinate all public meetings, communications, and site visits</p> <p>Tr Setting: OJT</p>	CT	Same as 5.5.1
5.5.3	<p>Coordinate the review of the preliminary decommissioning plan to ensure cost estimate is reasonable</p> <p>Tr Setting: OJT</p>	CT	ELO: Given a decommissioning plan, discuss the review of the cost estimate.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
5.5.4	Coordinate the review of the proposed decommissioning to ensure that all proposed operations can be performed safely and within the constraints of 10 CFR 50.82 and other regulations Tr Setting: OJT	CT	ELO: Given a decommissioning plan and 10 CFR 50.75 and 10 CFR 50.82, describe their purpose and scope with respect to decommissioning and license termination activities.
5.5.5	Prepare an order containing any necessary conditions or limitations to allow the licensee to commence decommissioning Tr Setting: OJT	T	ELO: Discuss contents of an order containing any necessary conditions or limitations to allow the licensee to commence decommissioning.
5.5.6	Process a request to amend the license to possession-only status Tr Setting: OJT	T	ELO: Discuss possession-only status.
5.6	Participate as a member of an inspection team		TLO: Given a request to participate on an inspection team, NUREG 1600 (Enforcement Policy), and applicable NRC guidance (fundamentals for performing inspections), prepare an inspection plan. TLO: Given a request to participate on an inspection team and an inspection plan, and site specific FSAR/TS, identify programs, processes and equipment related to the reactor inspection, radiation/reactor accidents and incidents at assigned site, abnormal conditions specific to the assigned site, generic reactor operating reactor problems, and safety aspects of the design and operation of reactors at the assigned site (e.g., emergency and containment features). (Note: focus upon areas that PM is called upon to inspect).
5.6.1	Prepare for inspection Tr Setting: Classroom	CT	ELO: Given an assignment to perform an upcoming inspection, describe the steps to "in office prep" (e.g., Parcel out the jobs; negotiate position on inspection team; interact with region on assignment; look at procedure changes; and prior inspection activities.)
5.6.2	Perform inspection - per inspection procedure 37001 Tr Setting: Classroom	CT	ELO: Given an assignment to participate on an inspection team, describe the steps to "perform inspection" (e.g., fundamentals of inspection; how to deal w/ licensing interaction; rules of conduct; and protocol for dealing with licensee management and staff (e.g., call ahead)).

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
5.6.3	Document inspection Tr Setting: OJT	CT	ELO: Given NRC IMC 0610, Inspection Reports, and results of an inspection, prepare input (feeder report) for an inspection report.
5.7	Participate and contribute to ad hoc committees and task forces Tr Setting: Self-Paced	CT	TLO: Given an assignment to participate and contribute to ad hoc committees and task forces, identify PM roles and responsibilities for conducting special assignments (e.g., task force to review 5 year plan, what would happen if licensee went bankrupt). Note: Knowledge is dependent upon area that PM is asked to serve
5.8	Manage power uprates Tr Setting: OJT	CT	See 1.1 (same as process amendments)
5.9	Assist interns in all activities associated with the plant or "shadowing" the PM. Be accessible and help the intern understand the process and the functions of being a PM	NT	
5.10	Perform and/or coordinate special technical evaluations of topical reports Tr Setting: OJT	CT	TLO: Given a topical report and applicable NRC guidance, identify potential generic safety issues that may be present in the report TLO: Given a plant specific topical report and applicable NRC guidance, identify the process for coordinating a technical review, resolving comments, and obtaining concurrence of technical information. TLO: Given a plant specific topical report, identify the organizational interfaces for notifying appropriate parties and licensee, and following up for obtaining approval of the topical report. Also see 2.1
6.0	Perform Occasional Duties		
6.1	Serve as acting Project Director (PD) in the absence of the PD Tr Setting: OJT	CT	TLO: Given the assignment (acting memo issued) to serve as acting Project Director (PD), identify the roles and responsibilities of the PD position (e.g., approval of technical documents; verification TAC data; time, attendance, and certification).

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.2	Prepare responses to principle/controlled-correspondence, (Congressional sources, state and local officials, the general public, etc. - yellow/green tickets) for assigned projects.		TLO: Given principle/controlled correspondence, communicate with the external party to obtain a detailed understanding of what is actually being requested. TLO: Given applicable NRC guidance and principle/controlled correspondence, identify the organizational interfaces and functions among NRC technical staff, and points of contact within the requesting organization.
6.2.1	Meet supervisor and the ADP to outline response Tr Setting: OJT	CT	ELO: Given principle/controlled correspondence and applicable guidance, identify the process for responding to controlled correspondence, including the steps for outlining and preparing a response.
6.2.2	Prepare the response (determine who will sign the outgoing letter using NRR office letter 101) Tr Setting: OJT	CT	ELO: Given principle/controlled correspondence, prepare a response to the originator or designated recipient.
6.2.3	Request approval for an extension if due date cannot be met	NT	
6.2.4	If response is delayed, determine if interim reply is required and if so, prepare it Tr Setting: OJT	T	ELO: Given NRC Management Directive 3.57, Correspondence Management, describe the steps and allowable time frames for handling extensions/delays; and coordinating and organizing a response.
6.2.5	Prepare response to the controlled correspondence and make sure it meets format and guidelines of NRC management directive 3.57 Tr Setting: OJT	CT	Same as 6.2.1
6.2.6	Obtain technical editor review if response signed by NRR director or above, and submit response for concurrence and approval	NT	

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.3	Respond to freedom of information act (FOIA) requests		<p>TLO: Given a request from Freedom of Information Act (FOIA) coordinator, communicate with the cognizant parties to obtain a detailed understanding of what is actually being requested.</p> <p>TLO: Given a request from Freedom of Information Act (FOIA) coordinator, identify the special issues and protocols for handling FOIA requests (e.g., grounds/criteria for disposition of information; legal ramifications for release of material; and the formal review cycle).</p> <p>TLO: Given 10 CFR Part 9, Subpart A., describe its purpose and scope with respect to Freedom of Information Act (FOIA) requests.</p>
6.3.1	Perform preliminary record search (determine record availability, estimate time required) and inform FOIA coordinator of results	NT	
6.3.2	<p>Complete records search & categorize records (identify applicable records in public document room [PDR], recommend documents to be released or withheld)</p> <p>Tr Setting: OJT, Self-Paced</p>	T	ELO: Given applicable guidance, describe the steps involved for handling FOIA requests (e.g., including preliminary record search; notification of FOIA coordinator; search and categorization of records; and submitting report to FOIA coordinator).
6.3.3	Furnish response to FOIA coordinator in 5 days	NT	
6.4	Process unsolicited information (UI) requests		TLO: Given information from outside the agency, describe the purpose and scope of the immediate actions to review, screen, and document the Unsolicited Information (UI).
6.4.1	<p>Review information to understand purpose of UI, the technical details, and what regulatory actions are being requested or may be required</p> <p>Tr Setting: Self-Paced</p>	CT	ELO: Given applicable guidance (e.g., NRR Office Letter No. 107), and information from outside the agency, apply the guidance and criteria for conducting a formal review of the Unsolicited Information (UI).
6.4.2	<p>Screen to determine if the UI concerns operations, maintenance, or design, or if it contains safety issues that require follow-up (if so process as a "green ticket")</p> <p>Tr Setting: Self-Paced</p>	CT	ELO: Given applicable guidance, apply the standard questions for conducting a screen of the Unsolicited Information (UI).

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.4.3	Document all conversations through a phone log; place all UI received via e-mail/facsimile and not sensitive on a docket and in the PDR in accordance with management directive 3.50, part I	NT	
6.5	Manage media inquiries/ speeches, papers, and journal articles		<p>TLO: Given applicable NRC guidance, identify the organizational structure and points of contact within the NRC Public Affairs Office.</p> <p>TLO: Given applicable guidance, describe the guidance for handling media inquiries (e.g., recognition of the sensitivity of the requested material; media relations; treatment of pre-decisional information; and interaction with the Public Affairs Office).</p>
6.5.1	Coordinate with public affairs Tr Setting: OJT	T	ELO: Given an inquiry, communicate with the cognizant parties to obtain a detailed understanding of what is specifically being requested from the media.
6.5.2	Provide any information that is publicly available Tr Setting: OJT	T	Same as 6.5.1
6.5.3	Obtain approval (speeches, papers, and journal articles) in accordance with the instructions in NRC management directive 3.9 and NRR office letter 700 Tr Setting: OJT	T	ELO: Discuss the policy and guidance for preparing speeches, papers, or journal articles (e.g., understanding of pre-review process; and distinguishing between dissemination of technical information and new NRC policy).
6.6	Process allegations		<p>TLO: Given an allegation or notification of assignment to participate in an allegation, describe the key components of the allegation process (e.g., focus of allegation, definition of allegation; determination of a course of action).</p> <p>TLO: Given an allegation or notification of assignment to participate in an allegation, apply the criteria for defining whether the allegation is substantiated/ unsubstantiated.</p> <p>TLO: Given applicable guidance on allegations, explain the process for handling allegations (e.g., receipt of allegation, taking actions to resolve the allegation, controlling documents and reports, and interfacing with the Office of Investigations)</p>

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.6.1	Upon receipt of allegation, document details, deliver to office allegation coordinator (OAC) within 5 days, and notify OAC promptly of allegations/wrongdoing Tr Setting: Classroom	CT	ELO: Discuss timeliness requirements and criteria for determining whether the allegation is substantiated/unsubstantiated.
6.6.2	Provide support to allegation review board (ARB) (provide briefing package and status to OAC before initial and follow-up ARB meetings) Tr Setting: Classroom	CT	ELO: Discuss supporting the allegation review board.
6.6.3	Monitor/lead investigation; assess & report new safety & wrongdoing information to OAC; draft close-out report and letter to allegor Tr Setting: Classroom	CT	ELO: Discuss how to assess safety & wrongdoing. ELO: Given an allegation, prepare a close-out report and letter to allegor.
6.6.4	Draft letter of receipt from allegor; document verbal information from allegor Tr Setting: Classroom	T	ELO: Discuss rights and privacy protection of the person making the allegation.
6.6.5	Coordinate with OI: draft formal OI notifications, keep abreast of ongoing investigations, notify the director, NRR, in case of substantive disagreement with the conclusions of the report, etc. Tr Setting: Classroom	CT	ELO: Discuss information and notification needs regarding an allegation.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.7	Participate in Advisory Committee on Reactor Safeguards (ACRS)		<p>TLO: Given a request to participate in ACRS, identify areas that PM is called upon to provide expertise.</p> <p>TLO: Given applicable NRC guidance, identify the roles and responsibilities of the NRC technical branches, including specific areas of expertise.</p> <p>TLO: Given applicable guidance on ACRS, explain the process for participating on the ACRS and state the purpose, goals, and objectives of the ACRS.</p> <p>TLO: Given CFR Part 7, describe its purpose and scope with respect to participation in Advisory Committee on Reactor Safeguards (ACRS)</p>
6.7.1	Prepare for the ACRS meeting (obtain technical branch support, get copies of pertinent safety evaluation and other material, etc.) Tr Setting: OJT	CT	ELO: Describe ACRS meeting preparation.
6.7.2	Attend subcommittee meetings and make presentation if requested Tr Setting: OJT	CT	ELO: Discuss purpose and scope of subcommittee meetings.
6.7.3	Attend full committee meeting and make presentation if requested Tr Setting: OJT	CT	ELO: Discuss purpose and scope of full committee meetings.
6.8	Review investigation reports		<p>TLO: Given an investigation report, explain the key components of the review process (e.g., verification of technical adequacy; agreement with accuracy of the investigation results; review conclusions; and sensitivity of materials reviewed (i.e., not for public disclosure); and interface with the Office of Investigations (OI)).</p>
6.8.1	Perform initial screening and documentation check Tr Setting: OJT	CT	<p>ELO: Given an investigation report, and applicable guidance (e.g., NRR Office Letter No. 1001), explain the steps for reviewing OI investigation reports (e.g., receiving and handling reports, review and documentation, and disposition based on agreement/disagreement of the report conclusions).</p>

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.8.2	Document results of review, noting agreement or disagreement (if you disagree with report conclusions, prepare memo from Division Director to Director NRR stating reasons) Tr Setting: OJT	CT	Same as 6.8.1
6.9	Support enforcement process		<p>TLO: Given applicable NRC guidance, describe the roles, goals, and objectives of the NRC Office of Enforcement (OE).</p> <p>TLO: Given a notice from regional enforcement coordinator, communicate with the cognizant parties to obtain a detailed understanding of technical issues involved with the enforcement action.</p> <p>TLO: Given applicable NRC guidance, identify the roles and responsibilities of Projects and the technical branches, including specific areas of expertise.</p> <p>TLO: Given NUREG-1600, General Statement of Policy and Procedure for NRC Enforcement Action, and NUREG/BR-0195, Rev. 1, NRC Enforcement Manual describe the purpose and scope of NRC policies and procedures for enforcement actions.</p>
6.9.1	Notify management of potential escalated enforcement action (obtain all information from reports; regional assistance required) Tr Setting: Classroom	CT	ELO: Given a notice from regional enforcement coordinator and applicable guidance on escalated enforcement, describe the process for handling escalated enforcement cases (e.g., steps for notification of potential escalated enforcement action, attending the enforcement board meeting, attending the pre-decisional enforcement conference, participating in the enforcement caucus, and preparing the civil penalty review).
6.9.2	Participate in the enforcement panel meeting and determine who else should participate Tr Setting: OJT	CT	Same as 6.9.1
6.9.3	Participate in pre-decisional enforcement conference; arrange for technical staff if needed Tr Setting: OJT	CT	Same as 6.9.1

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.9.4	Participate in enforcement caucus; brief NRR management on results of caucus Tr Setting: OJT	CT	Same as 6.9.1
6.9.5	Convey NRR view on enforcement package to Office of Enforcement Tr Setting: OJT	CT	Same as 6.9.1
6.10	Coordinate licensee drop-in visits		<p>TLO: Given notification of intended visit, review licensee performance history, licensing basis with respect to the NRC regulatory framework.</p> <p>TLO: Given notification of intended visit, identify plant specific information relevant to the visit (i.e., plant systems, structures, and components).</p> <p>TLO: Given applicable guidance, describe the process for supporting licensee drop-in visits including actions for preparation and coordination of briefing packages, and attendance at commissioner meetings.</p>
6.10.1	Prepare briefing package Tr Setting: OJT	T	ELO: Describe contents of the briefing package for licensee drop-in visits.
6.10.2	Coordinate the briefing package with the regional office and then forward it to the appropriate commissioner	NT	
6.10.3	Attend the drop-in visit if requested	NT	
6.10.4	Determine the specific purpose of the licensee's visit, and determine if involvement from NRR Director is warranted	NT	
6.11	Visit the site		<p>TLO: Given the need for visit, describe the purpose and scope of site visits, and type of activities to be conducted at site visits.</p> <p>TLO: Given the need for visit, identify basic plant specific systems, structures, and components; site specific procedures; and emergency response actions.</p> <p>TLO: Given the requirement for site visits, participate in site access refresher training.</p> <p>Also see 6.14</p>

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.11.1	Conduct plant walkdowns with the RI -	NT	
6.11.2	Attend morning meetings and safety review meetings (onsite and offsite)	NT	
6.11.3	Visit control room	NT	
6.11.4	Conduct informal interviews with licensed & auxiliary operators, maintenance workers, etc. Tr Setting: OJT	T	ELO: Describe the purpose and scope of informal interviews with operators, maintenance workers, etc.
6.11.5	Tour various plant areas to become familiar with plant	NT	
6.11.6	Attend entrance and exit meetings for team inspections at the site if possible	NT	
6.11.7	Provide a post-visit assessment to the PD, noting accomplishments & general observations	NT	
6.11.8	Arrange for site-visits by other NRR and NRC personnel as requested	NT	
6.11.9	Follow-up on any outstanding issues resulting from the visit Tr Setting: OJT	CT	ELO: Discuss likely follow-up actions after site visits.
6.12	Prepare 10 CFR 50.54(f) letters		TLO: Given request for information, explain the rationale and technical basis for requesting the information contained in the 10 CFR 50.54(f) letter (i.e., why is the information from the licensee being sought?). TLO: Given 10 CFR 50.54(f), describe its purpose and scope with respect to requesting information.
6.12.1	Draft 10 CFR 50.54(f) letter including the developing of justification for the information request Tr Setting: OJT	CT	ELO: Given applicable guidance, describe the process for issuing 10 CFR 50.54(f) letters (e.g., preparing the information request, developing justification for the request, and issuance of the request).

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.12.2	Determine whether the information request must have Office of Management and Budget clearance, and if necessary, prepare a clearance statement Tr Setting: OJT	T	Same as 6.12.1
6.12.3	Route the 10 CFR 50.54(f) letter for review and approval	NT	
6.13	Manage backfit actions		TLO: Given identification of potential backfit, and applicable NRC Guidance, identify the key issues involved in managing backfit actions (e.g., plant specific licensing basis as the plant was designed; new/pending regulatory requirements; regulatory impact with respect to cost-safety benefit analysis; previous interpretations of regulations; and results of inspections). TLO: Given 10 CFR 50.109, describe its purpose and scope with respect to backfits. Note: Assume task applies to plant - specific backfits only. Generic backfitting not included.
6.13.1	Ensure that actions are properly evaluated for backfit implications Tr Setting: Classroom	CT	ELO: Given review information and plant specific technical data (i.e., plant systems, structures, and components), review the information to identify potential backfits. ELO: Given identification of potential backfit, describe the affected plants licensing basis (e.g., Technical Specifications, Final Safety Analysis Report, plant license, etc.).
6.13.2	Coordinate all activities related to any plant-specific backfit Tr Setting: Classroom	CT	ELO: Given appropriate guidance, (e.g., NRR Office Letter and NRC Manual Chapter on backfits), and identification of potential backfit, describe the process for handling staff identified plant-specific backfits, and licensee claims of plant specific backfits.
6.13.3	Ensure that all correspondence related to plant-specific backfits is prepared in accordance with the office letter and associated reference documents Tr Setting: Classroom	CT	Same as 6.13.2

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
6.13.4	Ensure that proper determinations of regulatory analysis or documented evaluations are forwarded for management review Tr Setting: Classroom	CT	Same as 6.13.2
6.14	Provide site coverage Tr Setting: OJT	CT	TLO: Given request from region, describe the span of control and overall expectations for assigned PMs roles, responsibilities and duties of the Senior Resident. See also 6.11
6.15	Participate in differing professional opinion and differing professional view process	NT	
7.0	Perform Routine PM Duties		
7.1	Review licensing fee data	NT	
7.2	Coordinate meetings, visits, and public interaction		TLO: Given the need a for meeting, identify the key issues for coordination of meetings, visits, and public interaction (e.g., preparation of meeting minutes; guidance to control and conduct a meeting; and criteria for handling proprietary information and preparation of non-proprietary summary).
7.2.1	Determine whether the meeting should be open or closed to public Tr Setting: OJT	T	ELO: Given appropriate guidance on public meetings, describe the process for planning and conducting public meetings. ELO: Given a request for a public meeting, apply the indicators for determining when a public meeting may be appropriate, including perceived benefit.
7.2.2	Plan the meeting (agenda, time, location, attendees, etc.) Tr Setting: OJT	T	ELO: Given the need for a meeting, prepare a plan to include agenda, attendees, etc.
7.2.3	Notify appropriate parties (issue meeting announcement and related materials as required) Tr Setting: OJT	T	ELO: Discuss notification requirements.
7.2.4	Conduct the meeting Tr Setting: OJT	CT	ELO: Discuss how to conduct a meeting.
7.2.5	Perform follow-up activities (action items, meeting summary, letter to licensee with conclusions, etc.) Tr Setting: OJT	CT	ELO: Discuss needed follow-up activities.

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
7.2.6	Conduct meetings with industry groups (ensure meetings are limited to information) Tr Setting: OJT	CT	ELO: Discuss meetings with industry groups.
7.3	Maintain management information systems (project manager report, WISP, etc.)	NT	
7.4	Participate in staff meetings	NT	
7.5	Attend training		
7.5.1	Attend mandatory training	NT	
7.5.2	Attend discretionary training	NT	
7.6	Perform backup PM duties Tr Setting: OJT	CT	TLO: Given absence of assigned PM, describe the roles and responsibilities that would be required to perform backup PM duties (e.g., licensee organization, understanding of assigned backup plant systems, structures, and components).
7.7	Maintain regular interface with RI and region Tr Setting: Self-Paced	T	TLO: Given applicable NRC guidance, identify the organizational interfaces between HQ and Region and Residents.
7.8	Perform administrative tasks (travel arrangements, time and attendance, etc.)	NT	
7.9	Develop performance appraisal inputs		
7.9.1	Provide input for your own appraisal	NT	
7.9.2	Appraise regional performance	NT	
7.9.3	Provide input for managers' performance appraisal	NT	
7.9.4	Provide appraisal input for interns assigned to you	NT	
7.10	Review routine information (e.g., Inside NRC, media monitors, routed information, network announcements)	NT	

ID	PM Duty/Task/Subtask	Tr	Learning Objectives
7.11	Perform general focal point activities (e.g., research NRC policies or positions for licensee or regional staff, routine discussions with licensee, etc.)		
7.11.1	Hold routine discussions with licensee regarding plant status, licensing issues, etc.	NT	
7.11.2	Respond to licensee inquiries regarding NRC policies or positions	NT	
7.11.3	Hold routine discussions with regional staff regarding plant status, licensing or inspection issues, etc.	NT	
7.11.4	Respond to regional inquiries (other than TIAs) regarding NRR positions	NT	
7.11.5	Respond to general inquiries or surveys from other NRC HQ organizations requesting information on plant design features or licensee operating practices	NT	
8.0	Perform Non-related PM Activities		
8.1	Participate in agency committees (partnering, equal employment opportunity, etc.)	NT	
8.2	Participate in union actions and activities	NT	
8.3	Attend agency sponsored functions (award ceremonies, all-hands meeting, fire-side chats, etc.)	NT	
9.0	Process Proprietary Information		
9.1	Make proprietary determinations as necessary Tr Setting: Classroom	T	ELO: Given the need to make a proprietary determination, and applicable NRC Guidance, explain the policies and procedures for making decisions regarding proprietary information.

LEARNING OBJECTIVES
EXHIBIT 3: PROJECT DIRECTOR

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
1.0	Evaluate Licensee Performance		
1.1	Collect and evaluate docketed inputs (licensee submittals, licensee events reports, violations, inspection reports, etc. from project managers [PM], on-site inspectors, regional inspectors, regional counterparts, external sources, etc.)	CT	<p>TLO: Given a set of docketed inputs, demonstrate familiarity with the inspection manual reactor inspection techniques, standards, enforcement manual, and programs for nuclear reactor plants during the operational phases. Demonstrate working level knowledge of regional policies, site characteristics, inspection results, SALP (or other) evaluation.</p> <p>ELO: List the inputs needed to evaluate licensee performance.</p> <p>ELO: Determine the need for any additional inputs.</p> <p>ELO: Correctly identify any licensee strengths and deficiencies , especially as they relate to safety.</p>
1.2	Judge quality of licensee submittals		TLO: Given a set of licensee submittals, discuss the process of judging their quality, including requests for additional information.
1.2.1	Review "Sholly" notice	NT	
1.2.2	Review for timeliness and completeness	T	ELO: Describe timeliness and completeness requirements.
1.2.3	Review requests for additional information	NT	
1.2.4	Provide feedback to licensee	CT	ELO: Discuss considerations to keep in mind when providing licensee feedback.
1.3	Participate in plant performance reviews (PPR) and review inputs		TLO: Given a set of PPR inputs, describe the PPR process.
1.3.1	Oversee PM input to PPR meeting	CT	ELO: Discuss what PM input to PPR should contain.
1.3.2	Participate in PPR meetings	CT	ELO: Discuss PD participation in PPR meetings.
1.3.3	Provide views on the master inspection plan	T	ELO: Describe elements of the master inspection plan.
1.4	Prepare for senior management meetings (SMM)		TLO: Describe what preparation for SMM involves. Demonstrate working level knowledge of performance indicators and enforcement history.
1.4.1	Rank plants (within regions)	CT	ELO: Describe method of ranking plants.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
1.4.2	Oversee PM input to region	CT	ELO: Discuss what PM input to region should contain.
1.4.3	Review region's input, Office for Analysis and Evaluation of Operational Data (AEOD) input, human performance data	CT	ELO: Discuss requirements for input from region and AEOD, and human performance data.
1.4.4	Participate in SMM screening meeting	CT	ELO: Discuss PD participation in SMM screening meeting (state the purpose and goals).
1.4.5	Follow-up on screening meeting results (including proposing discussion plants)	CT	ELO: Describe follow-up requirements to screening meetings, and list criteria for full-discussion plants.
1.5	Participate in the systematic assessment of licensee performance (SALP)		TLO: Describe the SALP process.
1.5.1	Prepare visit plan	CT	ELO: Describe a SALP visit plan.
1.5.2	Conduct site visit activities (e.g., interviews, document reviews) within assigned functional area	CT	ELO: Describe site visit activities and desired outcomes.
1.5.3	Conduct site visit activities in other functional areas	CT	ELO: Describe site visit activities and desired outcomes.
1.5.4	Prepare input (talking points) for board meetings	CT	ELO: Given a SALP package, prepare and justify talking points for the board meeting.
1.5.5	Participate in board meetings as voting member	CT	ELO: Discuss PD participation in board meeting (state the purpose and goals)
1.5.6	Prepare SALP report	CT	ELO: Describe elements of a SALP report, including sources of information
1.5.7	Participate in meeting with licensee to discuss SALP results	CT	ELO: Discuss purpose and goals of the meeting.
1.6	Receive and react to regulatory impact input	CT	TLO: Given input on regulatory impact, discuss relevant guidance and implications.
1.7	Participate in enforcement conferences with licensee		TLO: Demonstrate working level knowledge of NRC enforcement policy and processes, and of applicable rules and regulations.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
1.8	Participate in restart/oversight panels -	CT	TLO: Demonstrate working level knowledge of restart/oversight procedures and processes. ELO: Given a restart scenario and IMC 0350, identify and discuss the relevant issues. ELO: Given an oversight scenario and charter, identify and discuss the relevant issues.
1.9	Participate in meetings and visits with licensee	CT	TLO: Discuss NRC policy and positions regarding arranging for and participating in meetings and visits with licensee.
1.10	Ensure PM is evaluating licensee performance		TLO: Demonstrate detailed knowledge of PM responsibilities and activities.
1.10.1	Evaluate plan for site visits	T	ELO: Describe expectations for PM visit to the site
1.10.2	Ensure PM is tracking inspection findings	T	ELO: Describe how PM tracks inspection findings.
1.10.3	Ensure PM is interfacing with licensee, and resident and regional staff	T	ELO: Describe typical ways PM interfaces with licensee, and resident and regional staff.
1.10.4	Review trip reports and meeting summaries, and debrief with PM	T	ELO: Describe contents and need for trip reports and meeting summaries.
2.0	Conduct Licensing Activity		Note: the term "activity" used in this duty area is a generic term that applies to all PD activities and actions.
2.1	Oversee the licensee amendment process		TLO: Demonstrate working level knowledge of stakeholder contacts, licensee performance, and directives pertaining to license amendments, including work planning, environmental assessment, and safety evaluation.
2.1.1	Decide if amendment is emergency/exigent	CT	ELO: Discuss criteria for emergency/exigent conditions.
2.1.2	Decide if a notice of enforcement discretion is needed	CT	ELO: Discuss the NOED process and criteria.
2.1.3	Review amendment packages for adequacy	CT	ELO: Given an amendment package, identify any shortcomings and discuss requirements for amendment packages.
2.1.4	Monitor performance of licensing assistant and secretary	T	ELO: Discuss performance standards for licensing assistant and secretary.
2.2	Serve as lead PD for multi-plant activities (MPA)		TLO: Demonstrate working level knowledge of the issues and requirements regarding MPA.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
2.2.1	Assign lead PM	NT	
2.2.2	Provide policy and technical guidance	CT	ELO: Discuss policy and technical guidance for MPA.
2.2.3	Balance MPA and other workloads	CT	ELO: Given an MPA scenario, discuss priorities and demands on PD time.
2.2.4	Interact with lead technical branch on policy matters	CT	ELO: Describe interactions with lead technical branch, including a discussion of their priorities.
2.3	Oversee PM activities		TLO: Demonstrate detailed knowledge of PM duties.
2.3.1	Establish risk-informed priorities	CT	ELO: Discuss risk-informed concepts in the context of establishing priorities.
2.3.2	Assign resources for licensing activities	T	ELO: Given a scenario with competing demands for resources, discuss the considerations that affect priorities.
2.3.3	Review technical work requests	T	ELO: Discuss scheduling, priorities and how to determine which branches should be involved.
2.4	Generate demands for information, orders to licensees, confirmatory action letters	CT	TLO: Describe criteria, policies, format, and responsibilities for various types of additional information.
3.0	Respond to Emergency and Other Plant Events		
3.1	Assign resources for event response	CT	TLO: Demonstrate working level knowledge of NRC procedures for reportable events.
3.2	Oversee response activities of staff		TLO: Demonstrate familiarity with available resources and priorities.
3.2.1	Assess scope/focus	CT	ELO: Given an event scenario, describe relevant information about plant conditions, and discuss the implications.
3.2.2	Assess burden on licensee	NT	
3.2.3	Ensure communication with NRC management and state/local offices	CT	ELO: Describe communication requirements for plant events.
3.2.4	Review input to inspection plan	CT	ELO: Discuss criteria for establishing special inspections.
3.3	Respond to emergency events	CT	TLO: Demonstrate working level knowledge of NRC procedures for emergency response and incident response. Demonstrate familiarity with licensee emergency response procedures. ELO: Describe communication requirements for emergencies.
4.0	Respond to Allegations		

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
4.1	Receive allegation	CT	TLO: Describe what an allegation is, sources of allegations, and what to look for in an allegation.
4.2	Assign resources to deal with allegation	CT	TLO: Given an allegation scenario, identify the issues and discuss allocation of resources.
4.3	Develop resolution plan	CT	TLO: Describe elements of a resolution plan.
4.4	Participate in allegation review board meeting	CT	TLO: Demonstrate working level knowledge of the resolution plan. ELO: Given an allegation scenario, identify issues for discussion at the allegation review board meeting.
4.5	Determine need for follow-up activities	CT	TLO: Demonstrate working level knowledge of the resolution plan.
4.6	Oversee staff activities related to allegations		TLO: Demonstrate working level knowledge of the Allegation Management System. TLO: Discuss requirements for timely and thoroughness of allegation resolution.
4.6.1	Ensure documentation is complete	CT	ELO: Given an allegation scenario, discuss information requirements and identify any additional information that might be needed.
4.6.2	Ensure resolution plan/follow-up is implemented	CT	ELO: Given a resolution plan, discuss implementation and follow-up requirements.
4.6.3	Ensure proper controls are in place to protect alleged's identity	T	ELO: Discuss confidentiality requirements.
4.6.4	Ensure PMs are aware of open allegations at assigned plants	CT	ELO: Discuss PM responsibilities related to awareness of all allegations, including regional allegations.
5.0	Provide Administrative Direction		
5.1	Perform activities related to the evaluation and development of personnel		TLO: Demonstrate working level knowledge of the NRC Management Directives System, NRR office letters, and other guidance. ELO: Discuss personnel evaluation and development issues, including typical workloads and priorities.
5.1.1	Tailor elements and standards to position and individual	CT	ELO: Discuss implications of individual strengths and weaknesses and quality of work when defining elements and standards.
5.1.2	Evaluate performance of PMs	CT	ELO: Discuss considerations that go into evaluating PM's work.
5.1.3	Recommend awards	CT	ELO: Discuss award processes.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
5.1.4	Approve/manage training	T	ELO: Describe policies that govern training.
5.1.5	Participate in intern program	CT	ELO: Describe requirements and goals of the intern program.
5.1.6	Approve rotational assignments	CT	ELO: Discuss policies that govern rotational assignments.
5.1.7	Serve as a mentor	CT	ELO: Discuss the mentor program.
5.2	Perform activities related to management and reporting of time (attendance) and effort (of subordinates)		TLO: Demonstrate working level knowledge of management directives and computer applications for time and attendance. TLO: Demonstrate working level knowledge of normal schedules, workloads, and priorities.
5.2.1	Authorize work schedules/leave	T	ELO: Discuss policies regarding leave, schedules, etc.
5.2.2	Certify time and attendance	T	ELO: Describe the method and responsibilities of certifying time and attendance.
5.2.3	Review PM reports	T	ELO: Discuss requirements for PM reports and workload information scheduling program (WISP).
5.2.4	Resolve resource utilization disputes	CT	ELO: Given a scenario with competing resource demands, identify issues and discuss resolution.
5.2.5	Certify WISP inputs	NT	
5.2.6	Solicit ad hoc assistance	NT	
5.3	Conduct selection and hiring process		TLO: Demonstrate working level knowledge of personnel selection and hiring policies.
5.3.1	Review application (conduct qualifications investigation)	CT	ELO: Discuss what to look for in an application, how to check references, etc.
5.3.2	Recommend candidates to be interviewed	CT	ELO: Discuss criteria for selecting candidates to be interviewed.
5.3.3	Interview candidates	CT	ELO: Discuss likely interview issues, including appropriate and inappropriate questions.
5.3.4	Organize selection panel	CT	ELO: Discuss qualifications of personnel to serve on a selection panel.
5.4	Serve on selection panels	CT	TLO: Demonstrate working level knowledge of personnel selection and hiring policies.
5.5	Interface with human resources and labor relations on personnel problems		TLO: Demonstrate working level knowledge of the NRC Management Directives System.
5.5.1	Handle grievances	CT	ELO: Describe the grievance process.
5.5.2	Handle fitness for duty issues	CT	ELO: Describe the regulations and process for fitness for duty issues.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
5.5.3	Participate in Office of the Inspector General (OIG) audits and investigations	CT	ELO: Discuss the functions and scope of OIG responsibilities.
5.5.4	Take needed disciplinary actions	CT	ELO: Discuss available guidance related to disciplinary actions.
5.6	Perform routine administrative management functions		
5.6.1	Authorize travel	T	ELO: Discuss travel policies
5.6.2	Assign work space	NT	
5.6.3	Authorize special requests (Federal Express, small purchase)	NT	
6.0	Interface with and support regions		
6.1	Participate in morning calls	T	TLO: Describe a normal morning call. ELO: Discuss Regional staff and policies.
6.2	Support regional or HQ inspections (augmented inspection teams, diagnostic evaluation teams, special evaluation teams) when needed		TLO: Demonstrate working level knowledge of NRC directives regarding Regional and HQ inspections.
6.2.1	Lead special inspections	CT	ELO: Describe the steps in leading special inspections (e.g. planning, coordination, information and documentation requirements, etc.).
6.2.2	Assign resources to support special inspections	CT	ELO: Given a request for a special inspection, discuss how to assign (limited) resources, taking into account normal workload requirements.
6.3	Cooperate with region on enforcement actions		TLO: Demonstrate working level knowledge of NRC Enforcement Policy (NUREG 1600) and process, and applicable rules and regulations.
6.3.1	Participate in enforcement panel	CT	ELO: Given an enforcement package, identify issues and discuss their relevance to the proposed enforcement actions.
6.3.2	Attend pre-decisional enforcement conference	CT	ELO: Given an enforcement package, identify talking points for the enforcement conference.
6.3.3	Review final enforcement package	CT	ELO: Discuss completeness and accuracy requirements for the final enforcement package.
6.4	Provide inputs to plant issues matrix	CT	TLO: Discuss the PIM and criteria for making PIM entries based on licensee performance.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
6.5	Participate in management counterpart meetings (with the licensee)	CT	TLO: Given an issue that calls for a meeting with the licensee, develop an agenda, meeting notice, and plan for the meeting, including desired outcomes.
6.6	Manage task interface agreements (TIAs)	CT	TLO: Describe the TIA process.
6.7	Attend to special requests (rotational assignments of PMs, regional allegation review board, special technical reviews)	CT	TLO: Demonstrate working level knowledge of relevant NRC directives/guidance.
6.8	Participate in resident inspector counterpart meetings	T	TLO: Describe a typical resident inspector counterpart meeting.
7.0	Interface with other Headquarters (HQ) Organizations		
7.1	Maintain awareness of petitions for rulemaking	T	TLO: Maintain awareness of ongoing petitions for rulemaking that could affect plants and licensing actions. TLO: Discuss the rulemaking process.
7.2	Provide input on regional appraisals	CT	TLO: Demonstrate working level knowledge of regional operating plan. ELO: Derive appropriate input on the regional appraisal.
7.3	Interface with technical divisions on task action plans	CT	TLO: Given a scenario that calls for a task action plan, describe interface requirements with technical divisions.
7.4	Perform duty officer assignments	CT	TLO: Describe duty officer responsibilities.
7.5	Resolve conflicts and policy issues involving PMs and other personnel on technical matters	CT	TLO: Given a conflict over technical matters, discuss NRC policy, positions, and conflict resolution methods.
7.6	Review OI investigation reports	CT	TLO: Describe the process of reviewing OI investigation reports, conforming with the management directive on investigations.
7.7	Process AEOD requests for review of abnormal occurrence determinations and risk assessment of significant events	CT	TLO: Given an AEOD request for review of abnormal occurrence determination and risk assessment of significant events, describe PD responsibility for responding to the request.
7.8	Provide support to EDO		TLO: Demonstrate working level knowledge of relevant issues and threshold criteria.
7.8.1	Respond to questions	CT	ELO: Given a scenario and a request for more information, identify key issues and develop response.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
7.8.2	Proactively inform of significant issues	CT	ELO: Given a scenario, identify significant issues.
7.8.3	Provide/review/sign-out briefing papers for utility visits	CT	ELO: Discuss requirements for briefing papers for utility visits.
7.8.4	Provide briefing papers for Commission visits to sites	CT	ELO: Discuss requirements for briefing papers for Commission visits to sites.
7.8.5	Brief Commissioners	CT	ELO: Discuss elements of a briefing to Commissioners.
7.9	Provide budget input (full-time equivalent [personnel] estimates) on request	NT	
7.10	Support Committee for Review of Generic Requirements briefings	CT	TLO: Discuss charter, scope, functions, and nature of assistance to the Committee for Review of Generic Requirements.
8.0	Conduct External Interactions (federal, state, local)		
8.1	Manage responses to controlled correspondence (e.g., 10 Code of Federal Regulations [CFR] 2.206 and other ticketed items)	CT	TLO: Given a scenario with controlled correspondence, discuss the applicable policies and guidance. ELO: Identify the relevant issues.
8.2	Meet with state/local officials on assigned plants	CT	TLO: Given documentation on a plant-specific topic, identify the issues of interest to state/local officials.
8.3	Provide briefings for Congressional staff	CT	TLO: Given documentation on a plant-specific topic, identify the issues of interest to Congressional staff.
8.4	Respond to press inquiries/provide press briefings	CT	TLO: Describe the policies regarding press inquiries and press briefings.
8.5	Participate in international programs	CT	TLO: Describe policies relevant to international programs.
8.6	Represent the NRC at public meetings		TLO: Demonstrate working level knowledge of the events and issues.
8.6.1	Chair meeting	CT	ELO: Given a public meeting scenario, discuss responsibilities associated with chairing the meeting.
8.6.2	Serve as NRC representative	CT	ELO: Given a public meeting scenario, discuss responsibilities associated with representing the NRC.
9.0	Participate in Hearings (licensing, 10 CFR 2.206, enforcement)		TLO: Demonstrate familiarity with NRC policies regarding hearings.

ID	PD Duty/Task/Subtask	Tr	Learning Objectives
9.1	Prepare testimony	CT	ELO: Given a hearing scenario, discuss information needs and sources of data.
9.2	Serve as expert witness	CT	ELO: Given a hearing scenario, identify the issues and plant-specific data that will be relevant to the hearing.
9.3	Answer interrogatories	CT	ELO: Discuss how to respond to interrogatories.
10.0	Participate in Personal Development Programs		
10.1	Attend formally required training	NT	
10.2	Attend other (discretionary, ad hoc) training	NT	
11.0	Conduct Administrative Activities		
11.1	Establish/maintain informal networks	NT	
11.2	Attend to routine correspondence (phone, email, reports)	NT	
11.3	Prepare travel expense reports	T	TLO: Describe the regulations for travel expense reports.
11.4	Attend to general requests from licensee	CT	TLO: Describe NRC policies regarding general requests from licensee.
11.5	Respond to drop-in visits	CT	TLO: Describe NRC policies regarding drop-in visits.
12.0	Perform Collateral Duties		
12.1	Respond to OIG reports	CT	TLO: Given an OIG report, develop a response in accordance with management directive on OIG policies.
12.2	Participate in special panels (e.g., harassment and intimidation), task forces (e.g., South Texas, River Bend, Millstone) or assignments	CT	TLO: Discuss policies regarding participation on special panels.
12.3	Formulate management tools (exemption database, etc.)	NT	
12.4	Participate in process improvement panels	CT	TLO: Discuss PD participation in process improvement panels.-
12.5	Serve as individual point of contact to a member of the public	CT	TLO: Discuss considerations relevant to serving as individual point of contact to a member of the public

Note: The training setting for all tasks requiring training was identified as combined OJT and self-paced.

APPENDIX I
DEMOGRAPHIC DIFFERENCES

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DEMOGRAPHIC DIFFERENCES

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NOTES ON DEMOGRAPHIC DIFFERENCES

These tables show average ratings for frequency (Freq), time spent (Time), difficulty (Diff), consequence (Cons), and satisfaction (Sat) as a function of different variables. For example, LA differences are shown by Division (East vs West) and by time in current position (less than 7 years vs 7 years or more). There are similar breakdowns for PMs and PDs.

When there are two categories, e.g., LA Differences by Division, the next-to-last column in each table shows the p-value (level of significance of difference between the means; a value of .05 or less is generally regarded as statistically significant). If there is a statistically significant difference, there is a "Y" in the last column indicating that.

When there are three or more categories, e.g., PM Differences by Time in Current Position, there is an extra column at the far right. This "pair-wise differences" column shows which pairs of ratings are different. The numbers refer to the numbers at the top of each column that defines a category (e.g., "3-5" indicates that the value in column 3 is significantly different from the value in column 5). There is one exception, that being PM Differences by Project Directorate. There were no significant differences, so the p-value is the last column in that table.

Duty areas with significant differences are broken down to show ratings at the task level for the element (Freq, Time, Diff, Cons, or Sat) being rated. For example, LA duty area 1.0 shows a significant difference among means for Time; therefore, the Time ratings are shown for the tasks under 1.0.

DIFFERENCES BY DIVISION
EXHIBIT 1: LICENSING ASSISTANT

	Division		Differences	
	East	West	between means	
	mean	mean	p-value	significant?
1.0 Freq	4.31	4.23	0.845	
1.0 Time	1.86	1.30	0.023	Y
1.1 Time	1.53	1.25	0.055	
1.2 Time	1.83	1.42	0.121	
1.3 Time	2.30	1.35	0.006	Y
1.4 Time	1.61	1.29	0.286	
1.5 Time	1.75	1.25	0.069	
1.6 Time	1.86	1.27	0.007	Y
1.7 Time	2.41	1.53	0.054	
1.8 Time	1.81	1.21	0.061	
1.9 Time	1.50	1.08	0.384	
1.10 Time	2.00	1.38	0.040	Y
1.0 Diff	2.50	2.02	0.157	
1.0 Cons	3.51	2.13	0.027	Y
1.1 Cons	3.56	1.91	0.013	Y
1.2 Cons	3.33	2.00	0.071	
1.3 Cons	3.45	2.10	0.014	Y
1.4 Cons	3.33	2.00	0.058	
1.5 Cons	3.25	2.08	0.081	
1.6 Cons	3.47	2.24	0.049	Y
1.7 Cons	3.86	2.22	0.011	Y
1.8 Cons	3.58	2.21	0.059	
1.9 Cons	3.80	2.33	0.056	
1.10 Cons	3.50	2.25	0.067	
1.0 Sat	3.76	3.14	0.345	
2.0 Freq	3.40	2.82	0.194	
2.0 Time	1.83	1.36	0.001	Y
2.1 Time	1.50	1.00	0.203	
2.2 Time	1.69	1.17	0.014	Y
2.3 Time	2.00	1.00	N/A	
2.4 Time	2.00	1.50	N/A	
2.5 Time	2.50	2.00	0.203	
2.6 Time	1.75	1.00	0.168	
2.7 Time	1.33	1.13	0.291	
2.8 Time	1.71	1.40	0.189	
2.9 Time	2.50	1.75	0.312	
2.10 Time	2.50	1.75	0.391	
2.11 Time	1.00	1.00	N/A	
2.12 Time	N/A	2.00	N/A	
2.13 Time	2.00	1.25	0.024	Y
2.14 Time	1.75	1.00	0.024	Y
2.15 Time	2.00	1.00	N/A	
2.16 Time	1.75	1.50	0.537	
2.17 Time	1.46	1.08	0.017	Y

DIFFERENCES BY DIVISION
EXHIBIT 1: LICENSING ASSISTANT

	Division		Differences	
	East	West	between means	
	mean	mean	p-value	significant?
2.18 Time	2.67	2.33	0.519	
2.19 Time	1.11	1.00	0.286	
2.20 Time	1.75	1.58	0.654	
2.21 Time	1.88	1.63	0.628	
2.22 Time	2.16	1.57	0.502	
2.23 Time	2.00	1.25	0.024	Y
2.24 Time	1.75	1.75	1.000	
2.25 Time	2.00	1.75	0.356	
2.0 Diff	2.30	1.85	0.136	
2.0 Cons	3.48	2.06	0.004	Y
2.1 Cons	4.75	2.33	0.002	Y
2.2 Cons	3.08	2.17	0.285	
2.3 Cons	4.00	2.00	N/A	
2.4 Cons	5.00	2.00	N/A	
2.5 Cons	3.50	2.00	0.052	
2.6 Cons	3.00	1.50	0.097	
2.7 Cons	3.58	2.17	0.031	Y
2.8 Cons	3.46	2.13	0.026	Y
2.9 Cons	4.50	1.50	0.051	
2.10 Cons	3.00	1.75	0.157	
2.11 Cons	3.67	1.75	0.061	
2.12 Cons	N/A	1.50	N/A	
2.13 Cons	3.75	2.00	0.032	Y
2.14 Cons	3.75	2.00	0.032	Y
2.15 Cons	4.50	2.00	0.007	Y
2.16 Cons	3.75	2.00	0.032	Y
2.17 Cons	3.33	2.00	0.030	Y
2.18 Cons	3.33	2.00	0.205	
2.19 Cons	3.33	2.00	0.062	
2.20 Cons	3.50	2.33	0.079	
2.21 Cons	3.50	2.00	0.024	Y
2.22 Cons	2.90	1.90	0.316	
2.23 Cons	4.25	2.75	0.069	
2.24 Cons	3.00	1.50	0.059	
2.25 Cons	3.75	1.75	0.001	Y
2.0 Sat	3.83	3.24	0.202	
3.0 Freq	4.10	3.90	0.788	
3.0 Time	1.75	1.40	0.140	
3.0 Diff	2.35	1.85	0.057	
3.0 Cons	3.30	1.85	0.021	Y
3.1 Cons	3.75	2.00	0.065	
3.2 Cons	3.75	1.75	0.025	Y
3.3 Cons	2.75	1.75	0.114	
3.4 Cons	3.25	1.67	0.054	

DIFFERENCES BY DIVISION
EXHIBIT 1: LICENSING ASSISTANT

	Division		Differences	
	East	West	between means	
	mean	mean	p-value	significant?
3.5 Cons	3.00	2.00	0.134	
3.0 Sat	4.10	2.95	0.026	Y
3.1 Sat	4.00	3.00	0.203	
3.2 Sat	4.25	3.00	0.040	Y
3.3 Sat	4.25	3.00	0.040	Y
3.4 Sat	4.00	2.67	0.062	
3.5 Sat	4.00	3.00	0.050	Y
4.0 Freq	4.29	3.86	0.211	
4.0 Time	1.85	1.45	0.149	
4.0 Diff	2.35	2.09	0.287	
4.0 Cons	3.22	1.96	0.047	Y
4.1 Cons	3.50	2.00	0.024	Y
4.2 Cons	3.25	1.75	0.032	Y
4.3 Cons	3.50	1.75	0.020	Y
4.4 Cons	4.00	2.00	N/A	
4.5 Cons	3.50	1.75	0.020	Y
4.6 Cons	3.25	2.00	0.040	Y
4.7 Cons	3.00	2.00	0.423	
4.8 Cons	3.25	2.00	0.147	
4.9 Cons	3.00	1.50	0.059	
4.10 Cons	3.00	2.00	0.134	
4.11 Cons	3.00	2.00	0.134	
4.12 Cons	3.50	2.50	0.207	
4.13 Cons	3.00	2.00	N/A	
4.14 Cons	2.75	2.00	0.356	
4.15 Cons	3.00	2.00	0.207	
4.16 Cons	3.50	2.00	0.002	Y
4.17 Cons	4.00	2.00	N/A	
4.18 Cons	3.00	2.00	0.134	
4.0 Sat	4.02	3.14	0.084	
5.0 Freq	3.08	2.54	0.448	
5.0 Time	2.08	1.65	0.123	
5.0 Diff	2.28	1.79	0.172	
5.0 Cons	3.18	1.77	0.059	
5.0 Sat	4.06	3.14	0.072	

DIFFERENCES BY TIME IN CURRENT POSITION
EXHIBIT 2: LICENSING ASSISTANT

	Time in Current Position		Differences	
	Less than 7 years	7 years or more	between means	
	mean	mean	p-value	significant?
1.0 Freq	4.28	4.26	0.951	
1.0 Time	1.58	1.59	0.969	
1.0 Diff	2.31	2.21	0.794	
1.0 Cons	3.03	2.62	0.585	
1.0 Sat	4.00	2.90	0.062	
2.0 Freq	3.17	3.06	0.816	
2.0 Time	1.66	1.53	0.559	
2.0 Diff	2.05	2.09	0.897	
2.0 Cons	2.95	2.59	0.598	
2.0 Sat	3.99	3.08	0.020	Y
2.1 Sat	4.67	3.00	0.031	Y
2.2 Sat	4.89	3.08	0.008	Y
2.3 Sat	N/A	3.00	N/A	
2.4 Sat	4.00	3.00	N/A	
2.5 Sat	4.67	3.00	0.002	Y
2.6 Sat	4.00	2.75	0.040	Y
2.7 Sat	4.42	3.00	0.033	Y
2.8 Sat	4.17	2.83	0.030	Y
2.9 Sat	4.00	2.50	N/A	
2.10 Sat	4.00	3.33	0.374	
2.11 Sat	4.33	3.25	0.147	
2.12 Sat	N/A	3.00	N/A	
2.13 Sat	4.25	2.75	0.032	Y
2.14 Sat	4.50	3.25	0.067	
2.15 Sat	4.00	3.67	0.789	
2.16 Sat	4.25	3.25	0.114	
2.17 Sat	4.17	3.17	0.107	
2.18 Sat	4.00	3.00	0.178	
2.19 Sat	4.11	2.58	0.045	Y
2.20 Sat	4.08	3.50	0.405	
2.21 Sat	4.25	3.13	0.097	
2.22 Sat	3.40	3.00	0.272	
2.23 Sat	4.25	3.25	0.114	
2.24 Sat	4.25	3.25	0.114	
2.25 Sat	4.00	3.00	0.050	Y
3.0 Freq	4.35	3.65	0.328	
3.0 Time	1.55	1.60	0.848	
3.0 Diff	2.20	2.00	0.506	
3.0 Cons	2.90	2.25	0.393	
3.0 Sat	4.10	2.95	0.026	Y
3.1 Sat	4.33	3.00	0.062	
3.2 Sat	4.25	3.00	0.040	Y
3.3 Sat	4.25	3.00	0.040	Y
3.4 Sat	4.33	2.75	0.011	Y
3.5 Sat	4.00	3.00	0.050	Y

DIFFERENCES BY TIME IN CURRENT POSITION
EXHIBIT 2: LICENSING ASSISTANT

-	Time in Current Position		Differences	
	Less than 7 years	7 years or more	between means	
	mean	mean	p-value	significant?
4.0 Freq	4.28	3.86	0.218	
4.0 Time	1.54	1.76	0.442	
4.0 Diff	2.16	2.28	0.621	
4.0 Cons	2.72	2.46	0.725	
4.0 Sat	4.02	3.14	0.084	
5.0 Freq	3.23	2.39	0.220	
5.0 Time	1.78	1.95	0.598	
5.0 Diff	1.88	2.19	0.406	
5.0 Cons	2.63	2.32	0.715	
5.0 Sat	4.06	3.13	0.066	

DIFFERENCES BY TIME IN CURRENT POSITION
EXHIBIT 3: PROJECT MANAGER

	Time in Current Position					Differences among		
Years:	1	2	3	4	5	Means		Pair-wise
ID	< 1	1 - 3	4 - 6	7 - 9	>= 10	p-value	significant?	Differences
1.0 Freq	2.61	2.30	2.34	2.39	2.22	0.671		
1.0 Time	2.31	2.31	2.12	2.37	2.54	0.195		
1.0 Diff	2.55	2.53	2.29	2.56	2.81	0.097		
1.0 Cons	2.61	2.75	3.02	3.06	3.41	0.143		
1.0 Sat	3.79	3.11	3.50	3.20	3.59	0.296		
2.0 Freq	2.14	2.41	2.18	2.18	2.08	0.882		
2.0 Time	2.94	2.46	2.45	2.84	2.94	0.040	Y	
2.1 Time	5.00	2.33	2.58	3.09	3.31	0.033	Y	
2.2 Time	3.56	2.87	3.37	3.22	3.38	0.799		
2.3 Time	2.25	2.38	1.96	2.27	2.28	0.494		
2.4 Time	2.00	2.20	2.20	2.83	2.93	0.067		
2.5 Time	2.48	2.80	2.23	3.04	2.93	0.022	Y	3-4
2.0 Diff	2.80	2.46	2.29	2.64	2.90	0.048	Y	3-5
2.1 Diff	3.00	2.33	2.25	2.82	3.00	0.069		
2.2 Diff	3.75	2.93	2.96	3.30	3.45	0.069		
2.3 Diff	2.42	2.54	1.96	2.36	2.73	0.016	Y	3-5
2.4 Diff	2.33	2.67	2.10	2.67	2.71	0.393		
2.5 Diff	2.00	2.53	2.27	2.24	2.61	0.412		
2.0 Cons	2.61	2.97	2.85	3.07	3.00	0.597		
2.0 Sat	3.71	3.01	3.27	3.03	3.22	0.400		
3.0 Freq	2.48	2.82	2.73	2.78	2.64	0.791		
3.0 Time	2.42	2.53	2.35	2.85	2.59	0.085		
3.0 Diff	2.77	2.68	2.89	2.79	2.85	0.953		
3.0 Cons	2.68	2.46	2.88	2.71	2.74	0.898		
3.0 Sat	3.37	2.69	3.01	2.79	2.92	0.701		
4.0 Freq	2.70	2.83	2.20	2.33	2.25	0.072		
4.0 Time	2.24	2.23	2.39	2.61	2.50	0.337		
4.0 Diff	2.77	3.04	2.99	2.95	3.16	0.673		
4.0 Cons	3.30	3.06	3.14	3.17	3.27	0.925		
4.0 Sat	3.78	2.94	3.37	3.18	3.29	0.270		
5.0 Freq	2.75	2.15	2.04	1.55	1.53	0.000	Y	1-4, 1-5
5.1 Freq	2.00	2.30	2.11	1.37	1.77	0.255		
5.2 Freq	3.50	N/A	3.00	N/A	3.00	0.976		
5.3 Freq	2.50	2.67	1.83	1.89	1.56	0.600		
5.4 Freq	3.00	2.50	1.00	1.75	1.00	0.079		
5.5 Freq	N/A	N/A	N/A	N/A	N/A	N/A		
5.6 Freq	3.00	1.50	2.15	1.72	1.62	0.186		
5.7 Freq	2.00	2.50	2.33	1.75	1.77	0.577		
5.8 Freq	N/A	4.00	1.00	1.00	1.00	N/A		
5.9 Freq	5.00	3.00	2.17	1.14	1.54	0.001	Y	1-3, 1-4, 1-5
5.10 Freq	3.00	2.00	1.33	1.80	1.20	0.261		
5.0 Time	2.80	3.43	3.19	3.39	3.71	0.107		
5.0 Diff	3.12	3.22	3.00	2.88	2.99	0.861		
5.0 Cons	2.81	2.96	2.88	2.99	2.91	0.984		
5.0 Sat	3.60	2.59	3.15	3.08	3.36	0.235		
6.0 Freq	2.45	2.16	2.10	1.92	2.04	0.249		
6.0 Time	2.03	2.20	2.37	2.37	2.48	0.115		

DIFFERENCES BY TIME IN CURRENT POSITION
EXHIBIT 3: PROJECT MANAGER

	Time in Current Position							
	1	2	3	4	5	Differences among		
Years:	< 1	1 - 3	4 - 6	7 - 9	>= 10	Means		Pair-wise
ID	mean	mean	mean	mean	mean	p-value	significant?	Differences
6.0 Diff	2.47	2.48	2.52	2.45	2.64	0.877		
6.0 Cons	2.58	2.41	2.70	2.67	2.91	0.538		
6.0 Sat	3.83	2.87	3.22	3.00	3.08	0.191		
7.0 Freq	3.64	3.84	3.58	3.58	3.69	0.365		
7.0 Time	2.02	1.94	1.98	2.02	2.00	0.995		
7.0 Diff	2.21	2.30	1.87	2.03	2.09	0.318		
7.0 Cons	2.39	2.19	2.22	2.23	2.47	0.788		
7.0 Sat	3.50	2.84	3.30	2.92	3.17	0.289		
8.0 Freq	2.40	3.00	2.89	2.49	2.72	0.315		
8.0 Time	2.00	2.14	1.94	1.81	2.03	0.136		
8.0 Diff	1.40	1.43	1.15	1.08	1.47	0.212		
8.0 Cons	1.20	1.43	1.23	1.46	1.59	0.589		
8.0 Sat	2.80	2.50	3.04	3.29	2.90	0.632		

DIFFERENCES BY INSPECTION FUNCTION
EXHIBIT 4: PROJECT MANAGER

	Time in Previous NRC Position							
	with Primarily an Inspection Function							
	1	2	3	4	5	Differences among		
Years:	< 1	1 - 3	4 - 6	7 - 9	>= 10	Means		Pair-wise
ID	mean	mean	mean	mean	mean	p-value	significant?	Differences
1.0 Freq	2.32	2.61	1.98	2.22	2.57	0.377		
1.0 Time	2.35	2.12	2.23	2.58	3.18	0.089		
1.0 Diff	2.57	2.41	2.35	2.91	3.10	0.401		
1.0 Cons	3.15	3.00	2.54	3.34	2.90	0.606		
1.0 Sat	3.49	3.37	2.89	3.53	3.55	0.632		
2.0 Freq	2.15	2.34	1.93	2.57	1.50	0.457		
2.0 Time	2.77	2.39	2.60	3.16	3.81	0.040	Y	
2.1 Time	3.15	2.29	2.75	3.00	N/A	0.227		
2.2 Time	3.37	3.03	3.02	3.38	4.40	0.506		
2.3 Time	2.16	2.07	2.19	3.00	3.25	0.090		
2.4 Time	2.55	2.62	2.33	3.00	4.00	0.474		
2.5 Time	2.84	2.18	2.62	2.83	3.60	0.120		
2.0 Diff	2.64	2.34	2.54	3.11	3.20	0.300		
2.0 Cons	2.99	2.65	2.69	3.14	3.46	0.459		
2.0 Sat	3.31	2.97	2.84	3.27	2.60	0.524		
3.0 Freq	2.74	2.72	2.13	2.95	2.67	0.269		
3.0 Time	2.60	2.45	2.44	2.92	3.20	0.347		
3.0 Diff	2.79	2.83	2.78	3.00	3.07	0.960		
3.0 Cons	2.70	2.58	2.69	3.14	3.12	0.842		
3.0 Sat	2.87	2.91	2.66	3.20	2.87	0.909		
4.0 Freq	2.28	2.57	2.49	2.55	2.87	0.432		
4.0 Time	2.39	2.61	2.26	2.87	2.53	0.336		
4.0 Diff	2.99	3.04	2.86	3.22	3.39	0.812		
4.0 Cons	3.22	3.13	2.90	3.08	3.52	0.786		
4.0 Sat	3.35	3.17	2.90	3.67	2.76	0.446		
5.0 Freq	1.70	2.21	1.81	2.63	2.06	0.056		
5.0 Time	3.42	3.32	2.82	3.14	4.52	0.101		
5.0 Diff	2.99	2.93	2.72	3.35	3.78	0.387		
5.0 Cons	2.93	2.79	2.57	2.99	3.90	0.177		
5.0 Sat	3.19	3.06	3.00	3.73	2.54	0.606		
6.0 Freq	2.08	2.18	1.79	2.27	1.98	0.675		
6.0 Time	2.32	2.46	2.12	2.33	2.88	0.193		
6.0 Diff	2.52	2.45	2.44	2.63	2.93	0.803		
6.0 Cons	2.79	2.37	2.51	2.75	2.70	0.513		
6.0 Sat	3.26	3.01	2.52	3.06	2.81	0.397		
7.0 Freq	3.64	3.68	3.39	3.81	3.92	0.276		
7.0 Time	1.97	2.00	1.86	2.25	2.30	0.566		
7.0 Diff	2.04	1.88	2.03	2.41	2.65	0.241		
7.0 Cons	2.39	1.82	2.11	2.72	2.58	0.128		
7.0 Sat	3.19	3.27	2.51	3.13	2.87	0.426		
8.0 Freq	2.65	3.04	2.50	2.67	3.00	0.539		
8.0 Time	1.94	2.02	2.00	2.17	2.00	0.730		
8.0 Diff	1.30	1.00	1.25	2.00	1.50	0.046	Y	2-4

DIFFERENCES BY INSPECTION FUNCTION
EXHIBIT 4: PROJECT MANAGER

	Time in Previous NRC Position							
	with Primarily an Inspection Function							
	1	2	3	4	5	Differences among		
Years:	< 1	1 - 3	4 - 6	7 - 9	>= 10	Means		Pair-wise
8.1 Diff	N/A	N/A	N/A	N/A	N/A	N/A		
8.2 Diff	1.33	1.00	N/A	1.00	N/A	0.761		
8.3 Diff	1.23	1.00	1.25	2.00	1.50	0.070		
8.0 Cons	1.49	1.17	1.25	1.67	1.00	0.536		
8.0 Sat	3.03	3.11	2.00	3.00	3.00	0.487		

DIFFERENCES BY TECHNICAL REVIEW FUNCTION
EXHIBIT 5: PROJECT MANAGER

	Time in Previous NRC Position						
	with Primarily a Technical Review Function						
	1	2	3	4	5	Differences among	
Years:	< 1	1 - 3	4 - 6	7 - 9	>= 10	Means	
ID	mean	mean	mean	mean	mean	p-value	significant?
1.0 Freq	2.38	2.41	2.18	2.33	1.85	0.618	
1.0 Time	2.26	2.55	2.24	2.42	2.91	0.187	
1.0 Diff	2.44	2.77	2.74	2.48	2.83	0.300	
1.0 Cons	3.04	3.00	3.34	3.16	3.14	0.880	
1.0 Sat	3.36	3.60	3.45	3.88	3.22	0.772	
2.0 Freq	2.04	2.41	2.20	2.53	2.08	0.363	
2.0 Time	2.69	2.72	2.88	2.71	3.27	0.600	
2.0 Diff	2.57	2.60	2.92	2.55	2.58	0.697	
2.0 Cons	2.86	2.92	3.28	2.98	2.88	0.569	
2.0 Sat	3.19	3.27	3.27	3.19	3.10	0.996	
3.0 Freq	2.69	2.63	2.91	2.74	2.43	0.767	
3.0 Time	2.54	2.61	2.84	2.36	2.65	0.460	
3.0 Diff	2.73	2.80	3.14	2.78	2.70	0.461	
3.0 Cons	2.59	2.80	2.96	2.91	2.65	0.788	
3.0 Sat	2.80	2.95	2.95	3.27	2.90	0.887	
4.0 Freq	2.27	2.55	2.57	2.37	2.04	0.428	
4.0 Time	2.41	2.52	2.39	2.47	2.44	0.966	
4.0 Diff	2.88	3.20	3.19	3.21	2.88	0.339	
4.0 Cons	3.12	3.18	3.30	3.52	3.47	0.751	
4.0 Sat	3.23	3.29	3.64	3.26	3.00	0.645	
5.0 Freq	1.89	1.99	1.61	1.56	1.51	0.598	
5.0 Time	3.26	3.37	3.81	3.25	4.01	0.280	
5.0 Diff	2.88	3.04	3.32	2.99	3.46	0.465	
5.0 Cons	2.81	2.89	3.20	3.12	3.42	0.416	
5.0 Sat	3.08	2.99	3.64	3.42	3.33	0.446	
6.0 Freq	2.10	2.09	2.09	2.14	1.67	0.824	
6.0 Time	2.32	2.39	2.39	2.28	2.40	0.963	
6.0 Diff	2.46	2.53	2.73	2.43	2.90	0.575	
6.0 Cons	2.68	2.48	2.93	3.02	3.27	0.332	
6.0 Sat	3.15	3.06	3.29	3.35	2.99	0.961	
7.0 Freq	3.57	3.72	3.80	3.80	3.52	0.262	
7.0 Time	2.04	1.96	1.99	1.83	1.69	0.686	
7.0 Diff	2.00	2.08	2.23	1.92	2.20	0.799	
7.0 Cons	2.21	2.18	2.63	2.90	2.53	0.235	
7.0 Sat	3.14	3.10	3.11	3.82	2.89	0.720	
8.0 Freq	2.65	2.95	2.50	3.00	3.00	0.530	
8.0 Time	1.95	2.01	2.00	1.83	2.00	0.928	
8.0 Diff	1.25	1.31	1.31	1.83	1.00	0.591	
8.0 Cons	1.43	1.38	1.31	1.83	1.00	0.848	
8.0 Sat	2.97	2.96	2.81	4.00	3.00	0.904	

DIFFERENCES BY TIME WITH NRC
EXHIBIT 6: PROJECT MANAGER

	Time with NRC Overall						
	1	3	4	5	Differences among		
Years:	< 1	4 - 6	7 - 9	>= 10	Means		Pair-wise
ID	mean	mean	mean	mean	p-value	significant?	Differences
1.0 Freq	3.45	2.53	2.30	2.23	0.001	Y	1-4, 1-5
1.1 Freq	3.54	3.44	3.38	3.58	0.643		
1.2 Freq	3.09	2.40	2.23	2.22	0.302		
1.3 Freq	4.00	2.52	2.48	2.80	0.026	Y	1-4
1.4 Freq	N/A	2.00	1.40	1.07	0.088		
1.5 Freq	3.00	2.05	1.45	1.55	0.102		
1.6 Freq	N/A	N/A	1.00	1.00	N/A		
1.0 Time	2.27	2.11	2.08	2.52	0.013	Y	4-5
1.1 Time	2.23	1.97	2.03	2.23	0.331		
1.2 Time	2.29	2.14	2.06	2.33	0.227		
1.3 Time	2.18	1.86	1.78	2.15	0.029	Y	4-5
1.4 Time	N/A	2.00	2.22	2.59	0.433		
1.5 Time	3.00	2.36	2.51	2.61	0.564		
1.6 Time	N/A	N/A	2.00	4.41	0.024	Y	4-5
1.0 Diff	2.61	2.12	2.33	2.75	0.011	Y	4-5
1.1 Diff	2.60	2.03	2.20	2.45	0.117		
1.2 Diff	2.62	2.03	2.21	2.52	0.053		
1.3 Diff	2.06	1.83	2.05	2.46	0.003	Y	3-5, 4-5
1.4 Diff	N/A	1.60	2.31	3.09	0.013	Y	4-5
1.5 Diff	3.67	2.75	2.93	3.06	0.342		
1.6 Diff	N/A	N/A	4.00	3.94	0.932		
1.0 Cons	2.66	3.15	2.82	3.25	0.202		
1.0 Sat	4.01	3.49	3.21	3.49	0.295		
2.0 Freq	2.22	2.11	2.13	2.20	0.973		
2.0 Time	2.89	2.37	2.60	2.87	0.098		
2.0 Diff	3.07	1.92	2.49	2.78	0.002	Y	1-3, 3-5
2.1 Diff	N/A	2.00	2.57	2.79	0.193		
2.2 Diff	4.00	2.67	3.30	3.29	0.089		
2.3 Diff	2.62	1.65	2.05	2.65	0.000	Y	3-5, 4-5
2.4 Diff	2.00	2.00	2.38	2.70	0.295		
2.5 Diff	2.20	1.60	2.39	2.49	0.080		
2.0 Cons	2.82	2.93	2.87	2.98	0.926		
2.0 Sat	3.92	3.63	3.03	3.17	0.122		
3.0 Freq	2.80	2.58	2.75	2.69	0.919		
3.0 Time	2.33	2.09	2.64	2.66	0.094		
3.0 Diff	2.53	2.23	2.85	2.87	0.227		
3.0 Cons	1.93	2.19	2.74	2.79	0.422		
3.0 Sat	2.93	2.81	2.89	2.89	0.997		
4.0 Freq	3.00	2.01	2.44	2.34	0.105		
4.0 Time	2.30	2.08	2.57	2.45	0.183		
4.0 Diff	3.10	2.34	3.05	3.11	0.022	Y	3-4, 3-5
4.1 Diff	3.01	1.93	2.75	2.89	0.009	Y	3-4, 3-5
4.2 Diff	N/A	N/A	2.44	2.67	0.314		
4.3 Diff	N/A	3.00	3.12	3.25	0.760		

DIFFERENCES BY TIME WITH NRC
EXHIBIT 6: PROJECT MANAGER

	Time with NRC Overall						
	1	3	4	5	Differences among		
Years:	< 1	4 - 6	7 - 9	>= 10	Means		Pair-wise
ID	mean	mean	mean	mean	p-value	significant?	Differences
4.4 Diff	3.00	3.00	3.67	3.56	0.216		
4.0 Cons	3.07	3.41	3.04	3.24	0.558		
4.0 Sat	3.65	3.82	3.13	3.25	0.156		
5.0 Freq	2.61	1.87	1.96	1.72	0.135		
5.0 Time	3.01	2.98	3.11	3.61	0.050		
5.0 Diff	3.11	2.77	2.93	3.07	0.760		
5.0 Cons	2.83	2.74	2.92	2.96	0.907		
5.0 Sat	3.67	3.31	2.92	3.21	0.449		
6.0 Freq	2.97	1.64	2.10	2.07	0.001	Y	1-3, 1-4, 1-5
6.1 Freq	N/A	2.00	2.20	3.33	0.002	Y	4-5
6.2 Freq	3.33	1.32	2.03	2.03	0.079		
6.3 Freq	N/A	1.20	2.12	2.10	0.044	Y	3-5
6.4 Freq	N/A	1.33	2.44	1.91	0.602		
6.5 Freq	N/A	1.33	2.00	1.72	0.470		
6.6 Freq	N/A	1.73	1.94	1.51	0.264		
6.7 Freq	3.00	1.00	1.00	1.20	0.001	Y	1-3, 1-4, 1-5
6.8 Freq	N/A	1.00	1.67	1.74	0.165		
6.9 Freq	2.75	1.90	2.34	2.49	0.324		
6.10 Freq	3.00	1.99	2.33	2.37	0.515		
6.11 Freq	2.94	2.24	2.57	2.45	0.329		
6.12 Freq	N/A	1.11	1.76	1.15	0.032	Y	4-5
6.13 Freq	N/A	1.25	2.50	1.44	0.038	Y	4-5
6.14 Freq	N/A	1.67	2.33	1.96	0.244		
6.15 Freq	N/A	3.00	1.00	1.12	0.004	Y	3-4, 3-5
6.0 Time	2.15	2.05	2.32	2.43	0.114		
6.0 Diff	2.61	2.10	2.50	2.61	0.148		
6.0 Cons	2.65	2.60	2.68	2.74	0.964		
6.0 Sat	3.92	3.73	3.05	3.02	0.059		
7.0 Freq	3.94	3.52	3.57	3.68	0.181		
7.0 Time	1.88	2.21	2.00	1.96	0.520		
7.0 Diff	2.14	1.75	2.11	2.07	0.473		
7.0 Cons	2.32	2.51	2.12	2.37	0.560		
7.0 Sat	3.59	3.41	3.01	3.12	0.462		
8.0 Freq	3.00	2.60	2.63	2.77	0.810		
8.0 Time	2.00	1.90	1.94	1.99	0.879		
8.0 Diff	1.50	1.10	1.13	1.39	0.257		
8.0 Cons	1.50	1.30	1.34	1.46	0.925		
8.0 Sat	3.00	3.40	2.72	3.02	0.642		

DIFFERENCES BY TIME IN COMMERCIAL NUCLEAR POWER
EXHIBIT 7: PROJECT MANAGER

	- Time in Commercial Nuclear Power Industry							
	1	2	3	4	5	Differences among		
Years:	< 1	1 - 3	4 - 6	7 - 9	>= 10	Means		Pair-wise
ID	mean	mean	mean	mean	mean	p-value	significant?	Differences
1.0 Freq	2.35	2.30	1.44	2.59	2.35	0.130		
1.0 Time	2.23	2.15	2.86	2.28	2.53	0.111		
1.0 Diff	2.37	2.43	3.08	2.62	2.78	0.069		
1.0 Cons	3.04	3.21	4.47	2.73	3.05	0.074		
1.0 Sat	3.46	3.69	3.98	3.25	3.31	0.582		
2.0 Freq	2.20	1.99	2.25	2.16	2.21	0.939		
2.0 Time	2.61	2.58	3.01	2.94	2.89	0.287		
2.0 Diff	2.45	2.43	2.74	2.89	2.84	0.154		
2.0 Cons	2.98	2.86	2.00	2.90	3.02	0.273		
2.0 Sat	3.13	3.51	2.90	3.37	3.17	0.695		
3.0 Freq	2.81	2.25	2.95	2.55	2.78	0.102		
3.0 Time	2.54	2.51	2.82	2.93	2.64	0.642		
3.0 Diff	2.76	3.01	2.78	3.24	2.74	0.509		
3.0 Cons	2.72	2.93	1.00	3.08	2.67	0.159		
3.0 Sat	2.96	2.57	1.40	3.16	2.96	0.108		
4.0 Freq	2.48	2.10	1.91	2.37	2.39	0.436		
4.0 Time	2.48	2.21	2.61	2.58	2.42	0.583		
4.0 Diff	2.94	2.64	3.07	3.23	3.17	0.171		
4.0 Cons	3.08	3.56	2.38	3.08	3.31	0.077		
4.0 Sat	3.31	3.73	2.18	3.48	3.13	0.041	Y	2-3
4.1 Sat	3.37	3.65	2.69	3.43	3.07	0.277		
4.2 Sat	3.13	3.00	1.00	3.33	2.80	0.109		
4.3 Sat	3.54	3.80	2.50	3.80	3.42	0.493		
4.4 Sat	3.18	3.50	1.50	3.40	3.18	0.149		
5.0 Freq	1.97	1.69	2.27	1.87	1.69	0.567		
5.0 Time	3.45	3.66	3.35	3.36	3.22	0.723		
5.0 Diff	2.94	2.89	2.93	3.05	3.12	0.916		
5.0 Cons	2.82	3.04	2.13	2.67	3.17	0.084		
5.0 Sat	3.10	3.29	2.17	3.25	3.26	0.500		
6.0 Freq	2.19	1.87	2.14	2.17	2.00	0.456		
6.0 Time	2.38	2.21	2.44	2.44	2.31	0.776		
6.0 Diff	2.47	2.39	2.51	2.61	2.63	0.773		
6.0 Cons	2.73	2.64	1.96	2.65	2.79	0.581		
6.0 Sat	3.19	3.46	2.31	3.25	3.01	0.370		
7.0 Freq	3.73	3.47	3.36	3.52	3.70	0.112		
7.0 Time	1.97	2.01	2.18	2.01	1.99	0.971		
7.0 Diff	1.91	1.99	1.96	2.16	2.24	0.260		
7.0 Cons	2.24	2.59	1.54	2.09	2.44	0.222		
7.0 Sat	3.16	3.39	2.87	2.94	3.12	0.769		
8.0 Freq	2.80	2.38	2.00	2.71	2.83	0.410		
8.0 Time	2.07	1.94	2.00	1.93	1.86	0.330		
8.0 Diff	1.34	1.13	1.00	1.29	1.32	0.840		
8.0 Cons	1.36	1.44	1.00	1.29	1.54	0.856		
8.0 Sat	2.74	3.75	3.00	2.57	3.03	0.182		

DIFFERENCES BY TIME IN NUCLEAR NAVY
EXHIBIT 8: PROJECT MANAGER

	Time in the Nuclear Navy					Differences among		
Years:	1	2	3	4	5	Means		Pair-wise
ID	mean	mean	mean	mean	mean	p-value	significant?	Differences
1.0 Freq	2.31	2.27	2.18	3.03	2.66	0.092		
1.0 Time	2.41	2.14	2.30	2.07	1.91	0.510		
1.0 Diff	2.59	2.18	2.54	2.74	2.20	0.656		
1.0 Cons	3.22	2.91	2.68	3.13	1.92	0.142		
1.0 Sat	3.52	4.14	3.17	2.86	3.24	0.114		
2.0 Freq	2.18	2.37	2.21	1.77	2.60	0.660		
2.0 Time	2.74	2.54	2.85	2.73	2.44	0.887		
2.0 Diff	2.61	2.23	2.69	3.00	2.38	0.527		
2.0 Cons	2.99	2.67	2.85	3.08	1.89	0.402		
2.0 Sat	3.29	4.24	2.87	2.70	2.55	0.020	Y	2-3
2.1 Sat	3.47	4.33	3.00	2.50	2.00	0.070		
2.2 Sat	3.21	4.50	2.79	3.32	3.00	0.097		
2.3 Sat	3.42	4.25	2.90	2.25	2.75	0.026	Y	2-4
2.4 Sat	3.47	4.00	2.86	2.33	2.00	0.049		
3.0 Freq	2.63	2.91	2.80	2.97	2.80	0.670		
3.0 Time	2.62	2.33	2.55	2.89	2.27	0.547		
3.0 Diff	2.84	2.53	2.70	3.50	2.03	0.064		
3.0 Cons	2.82	2.46	2.52	2.92	1.80	0.532		
3.0 Sat	2.85	3.45	2.91	2.66	2.60	0.606		
4.0 Freq	2.30	2.90	2.33	2.66	2.84	0.328		
4.0 Time	2.43	2.14	2.43	2.73	2.66	0.601		
4.0 Diff	2.98	2.66	3.01	3.72	2.72	0.103		
4.0 Cons	3.31	2.81	2.81	3.36	2.81	0.096		
4.0 Sat	3.31	4.16	3.12	3.00	2.97	0.191		
5.0 Freq	1.84	1.81	1.86	2.03	1.25	0.901		
5.0 Time	3.40	3.43	3.30	3.67	2.33	0.609		
5.0 Diff	2.95	2.83	3.10	3.56	2.58	0.455		
5.0 Cons	3.01	2.40	2.74	3.12	2.08	0.226		
5.0 Sat	3.23	3.83	2.92	2.86	2.42	0.356		
6.0 Freq	1.97	2.21	2.35	2.27	2.59	0.096		
6.0 Time	2.30	2.08	2.53	2.58	2.08	0.159		
6.0 Diff	2.48	2.12	2.71	2.91	2.04	0.150		
6.0 Cons	2.73	2.46	2.65	2.98	1.93	0.642		
6.0 Sat	3.13	4.33	3.01	2.97	2.61	0.093		
7.0 Freq	3.64	3.69	3.56	3.77	4.12	0.461		
7.0 Time	2.03	1.82	1.99	1.89	1.70	0.796		
7.0 Diff	2.04	1.91	2.02	2.56	1.60	0.266		
7.0 Cons	2.40	2.10	2.07	2.32	1.60	0.481		
7.0 Sat	3.16	4.17	2.93	2.82	2.95	0.078		
8.0 Freq	2.73	2.67	2.59	3.00	N/A	0.776		
8.0 Time	1.98	2.00	1.91	2.00	N/A	0.905		
8.0 Diff	1.25	1.67	1.23	1.50	N/A	0.445		
8.0 Cons	1.48	1.67	1.09	1.50	N/A	0.332		
8.0 Sat	3.11	4.00	2.36	2.50	N/A	0.048	Y	

DIFFERENCES BY TIME IN NUCLEAR NAVY
EXHIBIT 8: PROJECT MANAGER

	Time in the Nuclear Navy							
	1	2	3	4	5	Differences among		
Years:	< 1	1 - 3	4 - 6	7 - 9	>= 10	Means		Pair-wise
ID	mean	mean	mean	mean	mean	p-value	significant?	Differences
8.1 Sat	N/A	N/A	N/A	N/A	N/A	N/A		
8.2 Sat	3.7	N/A	2.5	N/A	N/A	0.086		
8.3 Sat	3.03	4	2.36	2.5	N/A	0.063		

DIFFERENCES BY PROJECT DIRECTORATE
EXHIBIT 9: PROJECT MANAGER

	Project Directorate										Differences	
	I-1	I-2	II-1	II-2	II-3	III-1	III-2	III-3	IV-1	IV-2	Among means	
ID	mean	mean	mean	mean	mean	mean	mean	mean	mean	mean	p-value	sig?
1.0 Freq	2.09	2.55	2.51	2.34	2.47	2.29	2.48	1.99	1.97	2.46	0.50	
1.0 Time	2.61	2.36	2.95	2.33	2.19	2.18	2.22	2.42	2.23	2.36	0.57	
1.0 Diff	2.77	2.42	3.12	2.85	2.56	2.57	2.30	2.31	2.49	2.46	0.57	
1.0 Cons	3.79	3.21	3.14	3.14	2.72	2.88	2.65	3.04	2.92	3.20	0.51	
1.0 Sat	3.86	3.26	3.56	3.29	2.96	3.30	3.45	3.39	3.40	3.78	0.57	
2.0 Freq	1.79	1.92	2.29	2.04	2.19	2.62	2.27	2.35	1.74	2.50	0.44	
2.0 Time	2.90	2.73	2.78	2.57	2.62	2.52	2.61	2.74	2.65	3.31	0.55	
2.0 Diff	2.70	2.28	2.96	2.59	2.74	2.40	2.45	2.35	2.73	2.74	0.81	
2.0 Cons	2.46	2.90	2.98	2.73	2.81	2.84	2.70	2.74	2.98	3.31	0.52	
2.0 Sat	2.85	3.15	3.31	3.37	2.83	3.09	3.31	3.31	3.05	3.19	0.57	
3.0 Freq	2.90	2.33	2.68	2.73	2.70	2.85	2.75	2.63	2.55	2.71	0.96	
3.0 Time	2.61	2.21	2.68	2.96	2.58	2.58	2.61	2.92	2.42	2.57	0.54	
3.0 Diff	2.80	2.65	2.93	3.39	2.75	2.85	2.44	2.75	2.73	2.96	0.80	
3.0 Cons	2.50	2.56	2.80	2.53	2.76	2.51	2.31	2.68	2.54	3.32	0.51	
3.0 Sat	2.77	2.75	2.95	2.53	2.83	2.78	2.59	2.93	2.74	3.58	0.43	
4.0 Freq	2.32	2.08	2.17	2.31	2.30	2.72	2.31	2.65	2.31	2.64	0.87	
4.0 Time	2.68	2.43	2.66	2.01	2.46	2.49	2.24	2.80	2.16	2.33	0.07	
4.0 Diff	2.85	2.81	3.28	2.65	3.30	3.19	2.74	2.99	2.90	2.99	0.68	
4.0 Cons	2.71	3.54	3.40	3.39	3.26	3.06	3.03	3.02	2.97	3.31	0.61	
4.0 Sat	2.90	3.18	3.53	3.63	2.97	3.05	3.02	3.26	3.31	3.42	0.42	
5.0 Freq	2.09	1.82	1.65	1.37	1.59	2.14	1.65	2.14	1.80	2.31	0.58	
5.0 Time	3.41	3.47	3.18	3.41	3.19	3.11	3.71	3.45	3.25	3.18	0.98	
5.0 Diff	2.89	2.93	3.12	3.56	3.60	3.00	2.64	2.78	2.93	3.04	0.43	
5.0 Cons	2.95	3.27	2.94	3.20	2.79	2.68	2.74	2.56	2.89	3.19	0.43	
5.0 Sat	3.02	3.16	3.39	3.05	2.77	2.67	2.63	3.19	3.24	3.81	0.28	
6.0 Freq	2.21	1.73	2.22	1.95	2.24	2.22	2.00	2.23	1.74	2.53	0.28	
6.0 Time	2.73	2.27	2.33	2.18	2.33	2.12	2.17	2.50	2.29	2.19	0.40	
6.0 Diff	2.57	2.63	2.74	2.42	2.75	2.53	2.32	2.30	2.39	2.64	0.84	
6.0 Cons	2.68	2.98	2.71	2.46	2.63	2.34	2.56	2.38	2.64	3.18	0.50	
6.0 Sat	2.72	2.95	3.12	3.59	2.71	3.05	3.03	3.26	3.01	3.56	0.40	
7.0 Freq	3.73	3.53	3.67	3.63	3.71	3.83	3.71	3.56	3.45	3.52	0.66	
7.0 Time	2.27	1.88	2.10	2.06	1.98	1.79	2.08	1.85	1.98	2.01	0.88	
7.0 Diff	2.04	1.95	2.24	2.16	2.17	2.37	2.04	1.67	1.96	2.21	0.57	
7.0 Cons	2.24	2.65	2.41	2.19	2.06	2.05	2.05	1.88	2.43	2.88	0.15	
7.0 Sat	3.18	2.96	3.06	3.48	3.12	2.85	2.94	3.14	3.05	3.81	0.40	
8.0 Freq	3.00	3.00	2.67	2.58	3.00	3.00	2.69	2.50	2.57	2.33	0.91	
8.0 Time	2.17	1.88	1.83	1.92	2.00	2.20	1.88	1.83	2.00	1.89	0.53	
8.0 Diff	1.33	1.13	1.67	1.00	1.00	1.40	1.25	1.00	1.43	1.56	0.55	
8.0 Cons	1.33	1.38	1.33	1.00	1.33	1.40	1.69	1.17	1.43	1.22	0.49	
8.0 Sat	3.83	2.75	2.33	4.00	2.67	2.70	3.06	3.17	2.50	2.67	0.26	

DIFFERENCES BY TIME IN CURRENT POSITION
EXHIBIT 10: PROJECT DIRECTOR

	Time in Current Position		Differences	
	3 years or less	7 years or more	between means	
	mean	mean	p-value	significant?
1.0 Freq	2.91	3.22	0.060	
1.0 Time	2.41	2.49	0.792	
1.0 Diff	3.19	3.18	0.979	
1.0 Cons	2.84	3.23	0.128	
1.0 Sat	3.24	3.27	0.957	
2.0 Freq	2.73	2.95	0.634	
2.0 Time	2.17	1.85	0.404	
2.0 Diff	3.13	3.27	0.541	
2.0 Cons	3.29	3.42	0.579	
2.0 Sat	3.19	3.37	0.621	
3.0 Freq	1.00	2.73	0.105	
3.0 Time	2.00	2.20	0.650	
3.0 Diff	3.00	3.45	0.419	
3.0 Cons	3.75	3.83	0.766	
3.0 Sat	3.00	3.28	0.566	
4.0 Freq	3.50	3.05	0.163	
4.0 Time	1.81	1.82	0.989	
4.0 Diff	2.63	3.18	0.178	
4.0 Cons	3.00	3.64	0.222	
4.0 Sat	3.27	3.48	0.787	
5.0 Freq	2.44	2.81	0.469	
5.0 Time	2.22	2.11	0.776	
5.0 Diff	2.74	2.90	0.700	
5.0 Cons	2.51	3.33	0.040	Y
5.1 Cons	2.14	3.39	0.067	
5.2 Cons	2.25	2.93	0.048	Y
5.3 Cons	3.00	4.00	0.095	
5.4 Cons	3.50	4.00	0.272	
5.5 Cons	2.00	4.30	N/A	
5.6 Cons	1.67	1.87	0.677	
5.0 Sat	2.97	3.50	0.392	
6.0 Freq	2.85	3.26	0.214	
6.0 Time	2.26	2.10	0.601	
6.0 Diff	2.74	3.22	0.177	
6.0 Cons	2.96	3.01	0.904	
6.0 Sat	2.81	3.41	0.224	
7.0 Freq	2.38	2.66	0.575	
7.0 Time	2.50	2.36	0.741	
7.0 Diff	3.00	3.67	0.141	
7.0 Cons	3.00	3.60	0.113	
7.0 Sat	3.38	2.85	0.365	
8.0 Freq	2.88	2.36	0.302	
8.0 Time	1.63	2.69	0.099	
8.0 Diff	3.38	3.61	0.428	
8.0 Cons	3.25	3.76	0.328	

DIFFERENCES BY TIME IN CURRENT POSITION
EXHIBIT 10: PROJECT DIRECTOR

	Time in Current Position		Differences	
	3 years or less	7 years or more	between means	
	mean	mean	p-value	significant?
8.0 Sat	3.75	3.49	0.668	
9.0 Freq	N/A	1.00	N/A	
9.0 Time	N/A	2.00	N/A	
9.0 Diff	N/A	4.33	N/A	
9.0 Cons	N/A	4.83	N/A	
9.0 Sat	N/A	3.83	N/A	
10.0 Freq	2.25	3.40	0.044	Y
10.1 Freq	3.00	3.40	0.374	
10.2 Freq	1.50	3.25	0.022	Y
10.0 Time	2.75	2.80	0.915	
10.0 Diff	2.25	2.90	0.306	
10.0 Cons	2.00	2.60	0.374	
10.0 Sat	3.25	3.50	0.834	
11.0 Freq	3.78	4.24	0.091	
11.0 Time	1.78	1.68	0.741	
11.0 Diff	1.80	2.59	0.019	Y
11.1 Diff	1.00	3.00	N/A	
11.2 Diff	1.50	2.20	0.162	
11.3 Diff	1.00	1.50	0.541	
11.4 Diff	2.50	3.40	0.124	
11.5 Diff	2.50	2.60	0.895	
11.0 Cons	2.45	2.78	0.635	
11.0 Sat	3.80	3.60	0.697	
12.0 Freq	1.79	2.15	0.564	
12.0 Time	3.13	3.05	0.892	
12.0 Diff	3.67	3.95	0.331	
12.0 Cons	2.96	3.80	0.166	
12.0 Sat	2.92	3.75	0.151	

DIFFERENCES BY OTHER NRC MANAGEMENT EXPERIENCE
EXHIBIT 11: PROJECT DIRECTOR

	Other NRC Management Experience		Differences	
	Less than 10 years	10 years or more	between means	
	mean	mean	p-value	significant?
1.0 Freq	3.16	3.06	0.609	
1.0 Time	2.33	2.53	0.479	
1.0 Diff	3.19	3.17	0.960	
1.0 Cons	3.23	2.99	0.386	
1.0 Sat	3.50	3.11	0.428	
2.0 Freq	2.96	2.81	0.743	
2.0 Time	1.42	2.30	0.000	Y
2.1 Time	1.50	2.30	0.048	Y
2.2 Time	1.50	2.20	0.033	Y
2.3 Time	1.00	1.67	0.009	Y
2.4 Time	1.67	3.25	0.103	
2.0 Diff	3.08	3.30	0.331	
2.0 Cons	3.48	3.30	0.431	
2.0 Sat	3.38	3.25	0.715	
3.0 Freq	2.33	2.17	0.882	
3.0 Time	1.83	2.38	0.133	
3.0 Diff	3.06	3.52	0.355	
3.0 Cons	3.69	3.90	0.415	
3.0 Sat	3.11	3.27	0.726	
4.0 Freq	3.40	3.01	0.187	
4.0 Time	1.57	2.00	0.052	
4.0 Diff	2.81	3.19	0.336	
4.0 Cons	3.82	3.19	0.180	
4.0 Sat	3.86	3.09	0.254	
5.0 Freq	2.70	2.71	0.972	
5.0 Time	1.90	2.33	0.169	
5.0 Diff	2.82	2.88	0.888	
5.0 Cons	3.29	2.94	0.431	
5.0 Sat	3.51	3.23	0.627	
6.0 Freq	3.13	3.16	0.942	
6.0 Time	2.19	2.12	0.801	
6.0 Diff	3.19	3.00	0.605	
6.0 Cons	3.27	2.79	0.175	
6.0 Sat	3.35	3.15	0.675	
7.0 Freq	2.60	2.56	0.937	
7.0 Time	2.27	2.50	0.539	
7.0 Diff	3.28	3.63	0.450	
7.0 Cons	3.67	3.25	0.259	
7.0 Sat	3.25	2.81	0.412	
8.0 Freq	2.96	2.17	0.046	Y
8.1 Freq	3.33	3.50	0.809	
8.2 Freq	2.50	2.50	1.000	
8.3 Freq	2.50	1.00	0.095	
8.4 Freq	2.67	1.25	0.018	Y
8.5 Freq	1.00	1.00	N/A	

DIFFERENCES BY OTHER NRC MANAGEMENT EXPERIENCE
EXHIBIT 11: PROJECT DIRECTOR

	Other NRC Management Experience		Differences	
	Less than 10 years	10 years or more	between means	
	mean	mean	p-value	significant?
8.6 Freq	4.50	2.00	0.001	Y
8.0 Time	1.94	2.72	0.217	
8.0 Diff	3.47	3.60	0.649	
8.0 Cons	4.05	3.29	0.071	
8.0 Sat	3.78	3.41	0.492	
9.0 Freq	1.00	N/A	N/A	
9.0 Time	2.00	N/A	N/A	
9.0 Diff	4.33	N/A	N/A	
9.0 Cons	4.83	N/A	N/A	
9.0 Sat	3.83	N/A	N/A	
10.0 Freq	3.17	3.00	0.795	
10.0 Time	2.67	2.88	0.623	
10.0 Diff	2.83	2.63	0.733	
10.0 Cons	2.50	2.38	0.846	
10.0 Sat	4.17	2.88	0.194	
11.0 Freq	4.25	4.00	0.371	
11.0 Time	1.52	1.85	0.161	
11.0 Diff	2.20	2.49	0.465	
11.0 Cons	3.23	2.28	0.080	
11.0 Sat	3.60	3.70	0.832	
12.0 Freq	2.38	1.68	0.193	
12.0 Time	2.67	3.48	0.038	Y
12.1 Time	2.00	2.33	0.495	
12.2 Time	4.67	5.00	0.374	
12.3 Time	2.00	4.00	0.116	
12.4 Time	2.00	3.33	0.219	
12.5 Time	2.00	2.50	0.591	
12.0 Diff	3.76	3.96	0.480	
12.0 Cons	3.89	3.15	0.207	
12.0 Sat	3.51	3.43	0.902	

DIFFERENCES BY EXPERIENCE AS NRR PROJECT MANAGER
EXHIBIT 12: PROJECT DIRECTOR

	Time as NRR Project Manager		Differences	
	Less than one year	One year or more	between means	
	mean	mean	p-value	significant?
1.0 Freq	3.02	3.15	0.516	
1.0 Time	2.30	2.55	0.392	
1.0 Diff	3.26	3.13	0.719	
1.0 Cons	2.79	3.26	0.052	
1.0 Sat	2.92	3.46	0.258	
2.0 Freq	2.67	2.98	0.481	
2.0 Time	2.13	1.87	0.494	
2.0 Diff	3.28	3.17	0.625	
2.0 Cons	3.13	3.51	0.049	Y
2.1 Cons	3.25	3.75	0.101	
2.2 Cons	2.28	3.02	0.009	Y
2.3 Cons	2.67	2.83	0.677	
2.4 Cons	4.33	4.50	0.721	
2.0 Sat	2.99	3.49	0.107	
3.0 Freq	1.89	2.50	0.580	
3.0 Time	2.00	2.25	0.530	
3.0 Diff	3.06	3.52	0.355	
3.0 Cons	3.67	3.92	0.301	
3.0 Sat	2.94	3.40	0.297	
4.0 Freq	3.36	3.04	0.300	
4.0 Time	1.81	1.82	0.949	
4.0 Diff	2.85	3.16	0.445	
4.0 Cons	3.00	3.80	0.065	
4.0 Sat	2.97	3.76	0.239	
5.0 Freq	2.92	2.55	0.429	
5.0 Time	2.05	2.21	0.631	
5.0 Diff	2.60	3.05	0.201	
5.0 Cons	2.77	3.34	0.165	
5.0 Sat	2.89	3.69	0.122	
6.0 Freq	3.19	3.11	0.803	
6.0 Time	2.04	2.23	0.484	
6.0 Diff	2.85	3.26	0.216	
6.0 Cons	2.86	3.10	0.541	
6.0 Sat	2.94	3.46	0.249	
7.0 Freq	2.75	2.45	0.516	
7.0 Time	2.33	2.45	0.763	
7.0 Diff	3.50	3.46	0.936	
7.0 Cons	3.17	3.63	0.206	
7.0 Sat	2.92	3.06	0.791	
8.0 Freq	2.67	2.38	0.553	
8.0 Time	1.92	2.74	0.184	
8.0 Diff	3.42	3.64	0.411	
8.0 Cons	3.33	3.83	0.298	
8.0 Sat	3.33	3.74	0.445	
9.0 Freq	N/A	1.00	N/A	

DIFFERENCES BY EXPERIENCE AS NRR PROJECT MANAGER
EXHIBIT 12: PROJECT DIRECTOR

	Time as NRR Project Manager		Differences	
	Less than one year	One year or more	between means	
	mean	mean	p-value	significant?
9.0 Time	N/A	2.00	N/A	
9.0 Diff	N/A	4.33	N/A	
9.0 Cons	N/A	4.83	N/A	
9.0 Sat	N/A	3.83	N/A	
10.0 Freq	2.83	3.25	0.507	
10.0 Time	2.83	2.75	0.846	
10.0 Diff	2.50	2.88	0.533	
10.0 Cons	2.33	2.50	0.795	
10.0 Sat	2.50	4.13	0.079	
11.0 Freq	3.78	4.35	0.004	Y
11.1 Freq	4.00	5.00	N/A	
11.2 Freq	5.00	5.00	N/A	
11.3 Freq	4.00	4.25	0.437	
11.4 Freq	3.00	4.25	0.008	Y
11.5 Freq	3.00	3.25	0.437	
11.0 Time	1.72	1.70	0.950	
11.0 Diff	2.13	2.54	0.289	
11.0 Cons	2.50	2.83	0.608	
11.0 Sat	3.47	3.80	0.468	
12.0 Freq	1.79	2.15	0.564	
12.0 Time	3.13	3.05	0.892	
12.0 Diff	3.67	3.95	0.331	
12.0 Cons	2.96	3.80	0.166	
12.0 Sat	2.92	3.75	0.151	

**DIFFERENCES BY EXPERIENCE IN COMMERCIAL NUCLEAR POWER
EXHIBIT 13: PROJECT DIRECTOR**

	Time in Commercial Nuclear Power Industry		Differences	
	Less than one year	One year or more	between means	
	mean	mean	p-value	significant?
1.0 Freq	3.19	3.01	0.324	
1.0 Time	2.36	2.56	0.468	
1.0 Diff	3.38	2.98	0.191	
1.0 Cons	2.99	3.17	0.510	
1.0 Sat	2.78	3.74	0.012	Y
1.1 Sat	2.67	4.33	0.024	Y
1.2 Sat	3.38	3.81	0.489	
1.3 Sat	1.83	3.58	0.003	Y
1.4 Sat	2.71	3.36	0.120	
1.5 Sat	2.50	4.36	0.027	Y
1.6 Sat	3.00	3.50	0.356	
1.7 Sat	3.35	3.31	0.941	
1.8 Sat	3.00	4.50	0.097	
1.9 Sat	3.00	4.00	0.134	
1.10 Sat	3.63	3.92	0.635	
2.0 Freq	3.02	2.71	0.488	
2.0 Time	2.09	1.84	0.516	
2.0 Diff	3.37	3.06	0.129	
2.0 Cons	3.26	3.48	0.275	
2.0 Sat	3.02	3.59	0.046	Y
2.1 Sat	3.50	4.00	0.420	
2.2 Sat	2.48	3.15	0.169	
2.3 Sat	3.08	3.67	0.027	Y
2.4 Sat	3.00	3.67	0.286	
3.0 Freq	2.88	1.39	0.135	
3.0 Time	2.10	2.19	0.824	
3.0 Diff	3.54	3.03	0.301	
3.0 Cons	3.77	3.86	0.723	
3.0 Sat	3.06	3.39	0.464	
4.0 Freq	3.07	3.32	0.435	
4.0 Time	1.84	1.78	0.806	
4.0 Diff	3.27	2.69	0.115	
4.0 Cons	3.44	3.49	0.925	
4.0 Sat	2.84	4.19	0.009	Y
4.1 Sat	2.75	4.00	0.008	Y
4.2 Sat	3.00	4.33	0.062	
4.3 Sat	3.00	4.33	0.062	
4.4 Sat	2.75	4.33	0.011	Y
4.5 Sat	2.50	4.33	0.009	Y
4.6 Sat	3.06	3.83	0.083	
5.0 Freq	2.80	2.58	0.633	
5.0 Time	2.19	2.08	0.754	
5.0 Diff	2.97	2.70	0.466	
5.0 Cons	2.99	3.22	0.606	
5.0 Sat	2.99	3.82	0.104	

DIFFERENCES BY EXPERIENCE IN COMMERCIAL NUCLEAR POWER
EXHIBIT 13: PROJECT DIRECTOR

	Time in Commercial Nuclear Power Industry		Differences	
	Less than one year	One year or more	between means	
	mean	mean	p-value	significant?
6.0 Freq	3.24	3.01	0.470	
6.0 Time	2.01	2.32	0.232	
6.0 Diff	3.08	3.08	0.999	
6.0 Cons	2.81	3.25	0.219	
6.0 Sat	3.01	3.55	0.227	
7.0 Freq	2.83	2.25	0.180	
7.0 Time	2.20	2.67	0.186	
7.0 Diff	3.71	3.17	0.202	
7.0 Cons	3.31	3.58	0.482	
7.0 Sat	2.81	3.25	0.412	
8.0 Freq	2.47	2.56	0.855	
8.0 Time	2.52	2.21	0.646	
8.0 Diff	3.63	3.44	0.502	
8.0 Cons	3.41	3.88	0.322	
8.0 Sat	3.21	4.04	0.073	
9.0 Freq	1.00	1.00	N/A	
9.0 Time	3.00	1.00	N/A	
9.0 Diff	4.00	4.67	N/A	
9.0 Cons	5.00	4.67	N/A	
9.0 Sat	3.00	4.67	N/A	
10.0 Freq	3.25	2.83	0.507	
10.0 Time	2.63	3.00	0.360	
10.0 Diff	2.38	3.17	0.149	
10.0 Cons	2.13	2.83	0.234	
10.0 Sat	2.88	4.17	0.194	
11.0 Freq	4.10	4.12	0.954	
11.0 Time	1.70	1.72	0.950	
11.0 Diff	2.35	2.38	0.934	
11.0 Cons	2.30	3.20	0.108	
11.0 Sat	3.50	3.87	0.422	
12.0 Freq	2.15	1.91	0.687	
12.0 Time	3.02	3.13	0.822	
12.0 Diff	3.89	3.82	0.820	
12.0 Cons	3.28	3.76	0.452	
12.0 Sat	3.17	3.78	0.295	

DIFFERENCES BY TIME IN NUCLEAR NAVY
EXHIBIT 14: PROJECT DIRECTOR

	Time in Nuclear Navy		Differences	
	Less than one year	One year or more	between means	
	mean	mean	p-value	significant?
1.0 Freq	2.95	3.35	0.004	Y
1.1 Freq	4.25	4.33	0.921	
1.2 Freq	3.60	3.75	0.837	
1.3 Freq	2.93	3.00	0.482	
1.4 Freq	2.80	2.87	0.814	
1.5 Freq	2.54	3.00	0.224	
1.6 Freq	2.20	2.67	0.433	
1.7 Freq	3.03	3.40	0.057	
1.8 Freq	1.60	3.00	0.085	
1.9 Freq	3.40	3.67	0.537	
1.10 Freq	3.35	4.00	0.013	Y
1.0 Time	2.60	2.22	0.155	
1.0 Diff	3.25	3.07	0.595	
1.0 Cons	3.04	3.16	0.673	
1.0 Sat	3.31	3.18	0.809	
2.0 Freq	2.71	3.12	0.359	
2.0 Time	2.17	1.63	0.137	
2.0 Diff	3.26	3.14	0.608	
2.0 Cons	3.30	3.48	0.431	
2.0 Sat	3.36	3.20	0.644	
3.0 Freq	1.50	3.22	0.067	
3.0 Time	2.38	1.83	0.133	
3.0 Diff	3.48	3.11	0.473	
3.0 Cons	3.90	3.69	0.415	
3.0 Sat	3.31	3.06	0.569	
4.0 Freq	3.24	3.10	0.660	
4.0 Time	1.98	1.60	0.103	
4.0 Diff	3.01	3.04	0.940	
4.0 Cons	3.24	3.75	0.297	
4.0 Sat	3.49	3.33	0.828	
5.0 Freq	2.39	3.12	0.072	
5.0 Time	2.35	1.87	0.123	
5.0 Diff	2.92	2.77	0.708	
5.0 Cons	2.86	3.40	0.195	
5.0 Sat	3.36	3.34	0.968	
6.0 Freq	2.94	3.42	0.083	
6.0 Time	2.27	1.98	0.254	
6.0 Diff	3.00	3.19	0.592	
6.0 Cons	3.04	2.94	0.796	
6.0 Sat	3.14	3.37	0.645	
7.0 Freq	2.25	3.02	0.046	Y
7.1 Freq	1.00	1.00	N/A	
7.2 Freq	2.00	2.00	N/A	
7.3 Freq	2.00	3.00	0.313	
7.4 Freq	2.00	3.00	0.272	

DIFFERENCES BY TIME IN NUCLEAR NAVY
EXHIBIT 14: PROJECT DIRECTOR

	Time in Nuclear Navy		Differences	
	Less than one year	One year or more	between means	
	mean	mean	p-value	significant?
7.5 Freq	3.25	4.00	0.243	
7.6 Freq	2.75	3.33	0.211	
7.7 Freq	2.00	2.00	1.000	
7.8 Freq	2.95	3.73	0.033	Y
7.9 Freq	2.00	2.50	N/A	
7.10 Freq	N/A	3.00	N/A	
7.0 Time	2.69	2.02	0.027	Y
7.1 Time	2.00	1.00	N/A	
7.2 Time	2.25	2.00	0.541	
7.3 Time	2.25	2.00	0.541	
7.4 Time	5.00	3.00	0.219	
7.5 Time	2.75	2.33	0.352	
7.6 Time	2.00	2.00	N/A	
7.7 Time	2.50	1.00	0.028	Y
7.8 Time	2.28	1.69	0.167	
7.9 Time	2.00	1.00	N/A	
7.10 Time	N/A	2.00	N/A	
7.0 Diff	3.25	3.78	0.214	
7.0 Cons	3.19	3.75	0.101	
7.0 Sat	3.06	2.92	0.791	
8.0 Freq	2.35	2.71	0.456	
8.0 Time	2.47	2.28	0.776	
8.0 Diff	3.60	3.47	0.649	
8.0 Cons	3.41	3.88	0.322	
8.0 Sat	3.78	3.28	0.335	
9.0 Freq	N/A	1.00	N/A	
9.0 Time	N/A	2.00	N/A	
9.0 Diff	N/A	4.33	N/A	
9.0 Cons	N/A	4.83	N/A	
9.0 Sat	N/A	3.83	N/A	
10.0 Freq	2.63	3.67	0.047	Y
10.1 Freq	3.00	3.67	0.062	
10.2 Freq	2.25	3.50	0.185	
10.0 Time	2.75	2.83	0.846	
10.0 Diff	2.63	2.83	0.733	
10.0 Cons	2.38	2.50	0.846	
10.0 Sat	3.63	3.17	0.671	
11.0 Freq	3.99	4.27	0.312	
11.0 Time	1.89	1.47	0.053	
11.0 Diff	2.29	2.47	0.655	
11.0 Cons	2.50	2.93	0.489	
11.0 Sat	4.00	3.20	0.033	Y
11.1 Sat	4.67	2.33	0.008	Y
11.2 Sat	4.00	3.33	0.062	
11.3 Sat	4.00	3.67	0.721	

DIFFERENCES BY TIME IN NUCLEAR NAVY
EXHIBIT 14: PROJECT DIRECTOR

	Time in Nuclear Navy		Differences	
	Less than one year	One year or more	between means	
	mean	mean	p-value	significant?
11.4 Sat	3.75	3.33	0.352	
11.5 Sat	3.75	3.33	0.352	
12.0 Freq	1.85	2.40	0.355	
12.0 Time	3.36	2.50	0.039	Y
12.1 Time	2.33	2.00	0.495	
12.2 Time	5.00	4.50	0.178	
12.3 Time	3.50	2.00	0.313	
12.4 Time	3.33	2.00	0.219	
12.5 Time	2.33	2.00	0.724	
12.0 Diff	3.88	3.80	0.788	
12.0 Cons	3.28	4.00	0.255	
12.0 Sat	3.41	3.60	0.773	

APPENDIX J
RANKINGS BY FREQUENCY TIMES TIME

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RANKINGS BY FREQUENCY TIMES TIME

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NOTES ON RANKINGS BY FREQUENCY TIMES TIME

This set of appendices shows rankings by position of frequency, time spent, and frequency times time spent for each duty area. For PMs, a third variable, task ratio (R) is added, and FxTxR rankings are also shown.

**FREQUENCY, TIME, AND FREQUENCY TIMES TIME
EXHIBIT 1: LICENSING ASSISTANT RANKINGS**

Average Frequency, Time, and Frequency times Time Ratings						
ID	Freq		Time		F x T	
	mean	rank	mean	rank	mean	rank
1.0	4.27	1	1.58	4	6.75	1
2.0	3.11	4	1.59	3	4.96	5
3.0	4.00	3	1.58	5	6.30	3
4.0	4.07	2	1.65	2	6.72	2
5.0	2.81	5	1.87	1	5.25	4

FxTxR (FREQUENCY times TIME times RATIO)
EXHIBIT 2: PROJECT MANAGER

By Duty Area								
				Rank of		Rank of		
Duty ID	Ratio(2)		F x T	F x T	F x T x R	F x T x R		
1.0	0.74		5.49	6	4.05	5		
2.0	0.81		5.95	4	4.80	3		
3.0	0.86		7.02	2	6.05	2		
4.0	0.77		5.78	5	4.43	4		
5.0	0.38		6.25	3	2.39	7		
6.0	0.63		4.89	8	3.07	6		
7.0	0.94		7.28	1	6.81	1		
8.0	0.38		5.35	7	2.05	8		
By Task								
				Rank of		Rank of		
Task ID	N	Ratio(1)	F x T	F x T	F x T x R	F x T x R		
1.1	59	0.97	7.53	10	7.28	6		
1.2	58	0.95	5.10	37	4.85	23		
1.3	56	0.92	5.45	30	5.00	19		
1.4	30	0.49	3.01	57	1.48	47		
1.5	49	0.80	4.09	49	3.29	38		
1.6	18	0.30	4.28	46	1.26	53		
2.1	48	0.79	8.81	4	6.93	9		
2.2	46	0.75	5.13	36	3.87	34		
2.3	53	0.87	5.36	32	4.66	26		
2.4	45	0.74	5.24	34	3.87	35		
2.5	54	0.89	5.01	39	4.43	30		
3.1	55	0.90	8.85	3	7.98	3		
3.2	46	0.75	5.94	26	4.48	28		
3.3	56	0.92	6.84	19	6.28	13		
3.4	53	0.87	6.19	22	5.38	16		
3.5	53	0.87	5.99	24	5.21	18		
4.1	59	0.97	6.01	23	5.82	14		
4.2	34	0.56	3.81	53	2.13	44		
4.3	41	0.67	4.39	45	2.95	39		
4.4	53	0.87	7.64	9	6.64	12		
5.1	41	0.67	4.94	40	3.32	37		
5.2	5	0.08	6.51	21	0.53	59		
5.3	16	0.26	4.81	41	1.26	54		
5.4	21	0.34	6.94	16	2.39	42		
5.5	5	0.08	6.86	18	0.56	57		
5.6	46	0.75	6.54	20	4.93	21		
5.7	38	0.62	7.15	14	4.45	29		
5.8	17	0.28	5.29	33	1.48	48		
5.9	28	0.46	5.70	28	2.62	40		
5.10	16	0.26	5.79	27	1.52	46		

FxTxR (FREQUENCY times TIME times RATIO)
EXHIBIT 2: PROJECT MANAGER

Duty ID	Ratio(2)		F x T	Rank of F x T	F x T x R	Rank of F x T x R		
6.1	46	0.75	8.80	5	6.64	11		
6.2	54	0.89	4.69	42	4.16	32		
6.3	54	0.89	4.05	50	3.58	36		
6.4	22	0.36	3.97	52	1.43	50		
6.5	38	0.62	3.01	58	1.87	45		
6.6	39	0.64	3.74	54	2.39	41		
6.7	24	0.39	3.34	55	1.31	51		
6.8	35	0.57	4.15	48	2.38	43		
6.9	53	0.87	5.43	31	4.72	25		
6.10	54	0.89	5.09	38	4.51	27		
6.11	58	0.95	5.19	35	4.94	20		
6.12	27	0.44	2.95	59	1.31	52		
6.13	21	0.34	4.19	47	1.44	49		
6.14	40	0.66	7.52	11	4.93	22		
6.15	10	0.16	4.03	51	0.66	55		
7.1	53	0.87	4.61	44	4.01	33		
7.2	58	0.95	5.97	25	5.68	15		
7.3	59	0.97	7.75	7	7.50	5		
7.4	60	0.98	7.67	8	7.54	4		
7.5	60	0.98	6.97	15	6.86	10		
7.6	56	0.92	9.37	2	8.60	2		
7.7	58	0.95	9.40	1	8.94	1		
7.8	60	0.98	7.23	13	7.11	8		
7.9	58	0.95	4.63	43	4.40	31		
7.10	46	0.75	6.91	17	5.21	17		
7.11	60	0.98	7.33	12	7.21	7		
8.1	4	0.07	8.44	6	0.55	58		
8.2	12	0.20	3.33	56	0.66	56		
8.3	54	0.89	5.46	29	4.83	24		
N is the number of respondents who reported performing the task.								
(1) Task Ratio = N divided by total number of survey respondents.								
(2) Duty Ratio = average of corresponding task ratios.								
F x T (Frequency x Time) is an estimate of total time devoted to this task by those who perform it.								
F x T x R (Frequency x Time x Ratio) is an estimate of total time devoted to this task by PMs as a group.								

FREQUENCY, TIME, AND FREQUENCY TIMES TIME
EXHIBIT 3: PROJECT DIRECTOR RANKINGS

Average Frequency, Time, and Frequency times Time						
ID	Freq		Time		F x T	
	mean	rank	mean	rank	mean	rank
1.0	3.10	4	2.46	3	7.62	2
2.0	2.86	6	1.97	10	5.63	10
3.0	2.24	10	2.14	8	4.80	11
4.0	3.18	2	1.82	11	5.77	9
5.0	2.71	7	2.14	7	5.80	8
6.0	3.15	3	2.15	6	6.75	4
7.0	2.58	8	2.40	4	6.19	6
8.0	2.50	9	2.39	5	5.98	7
9.0	1.00	12	2.00	9	2.00	12
10.0	3.07	5	2.79	2	8.56	1
11.0	4.11	1	1.71	12	7.01	3
12.0	2.03	11	3.08	1	6.24	5

APPENDIX K GAP ANALYSIS

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NOTES ON GAP ANALYSIS

Gap Analysis tables show the average ratings for difficulty (Diff), consequence (Cons), and satisfaction (Sat), and the gaps, or differences, between average ratings for satisfaction and consequence (S-C gap) and satisfaction and difficulty (S-D gap). Duty areas with negative gaps in both S-C and S-D are broken down into tasks to show ratings and gaps at the task level.

SATISFACTION-DIFFICULTY AND SATISFACTION-CONSEQUENCE GAPS
EXHIBIT 1: LICENSING ASSISTANT

All Gaps			Gaps by Division						
ID	All Gaps		Sig?	East			West		
	S-D	S-C		S-D	S-C	Sig?	S-D	S-C	Sig?
1.0	1.28	0.73		1.26	0.25		1.12	1.01	
1.1	1.38	0.59		1.34	0.00		1.41	1.19	
1.2	0.92	0.67		1.00	0.25		0.83	1.08	
1.3	1.94	1.62		1.00	0.15		1.10	1.10	
1.4	1.40	0.76		1.43	0.27		1.38	1.25	
1.5	1.29	0.83		1.42	0.50		1.17	1.17	
1.6	1.14	0.56		1.06	0.22		1.23	0.90	
1.7	0.42	0.26		0.22	-0.28		0.62	0.81	
1.8	1.23	0.69		1.30	0.34		1.17	1.04	
1.9	2.32	0.65		2.82	0.65		1.82	0.66	
1.10	0.75	0.63		1.00	0.38		0.50	0.88	
2.0	1.46	0.77		1.53	0.35		1.40	1.18	
2.1	1.43	0.00		1.25	-0.75		1.67	1.00	
2.2	1.81	1.17		2.04	1.17		1.50	1.17	
2.3	1.00	0.00		1.00	-1.00		1.00	1.00	
2.4	0.00	0.33		0.00	-1.00		0.00	1.00	
2.5	1.14	0.86		1.75	0.75		0.33	1.00	
2.6	1.88	1.13		2.25	1.00		1.50	1.25	
2.7	2.10	0.83		2.38	0.71		1.82	0.96	
2.8	1.40	0.71		1.71	0.50		1.08	0.92	
2.9	0.00	-0.13		-0.25	-1.25	Y	0.25	1.00	
2.10	1.33	1.50		1.50	1.50		1.25	1.50	
2.11	2.14	1.14		2.67	0.67		1.75	1.50	
2.12	0.00	1.50		0.00	0.00		0.00	1.50	
2.13	1.75	0.63		2.25	0.50		1.25	0.75	
2.14	2.13	1.00		2.25	0.75		2.00	1.25	
2.15	1.40	0.80		0.50	-0.50		2.00	1.67	
2.16	1.88	0.88		2.00	0.50		1.75	1.25	
2.17	1.96	1.00		2.21	0.75		1.71	1.25	
2.18	0.67	0.67		0.33	0.00		1.00	1.33	
2.19	2.00	0.67		2.33	0.56		1.75	0.75	
2.20	1.33	0.88		1.58	0.58		1.08	1.17	
2.21	0.81	0.94		1.63	0.63		0.00	1.25	
2.22	1.37	0.86		1.34	0.50		1.38	1.10	
2.23	1.50	0.25		1.75	0.00		1.25	0.50	
2.24	1.63	1.50		2.00	1.25		1.25	1.75	
2.25	1.50	0.75		2.00	0.25		1.00	1.25	
3.0	1.43	0.95		1.75	0.80		1.10	1.10	
3.1	1.71	0.57		2.00	0.25		1.33	1.00	
3.2	1.13	0.88		1.25	0.50		1.00	1.25	
3.3	1.50	1.38		2.00	1.50		1.00	1.25	
3.4	1.71	0.86		2.00	0.75		1.33	1.00	
3.5	1.25	1.00		1.50	1.00		1.00	1.00	

SATISFACTION-DIFFICULTY AND SATISFACTION-CONSEQUENCE GAPS
EXHIBIT 1: LICENSING ASSISTANT

				Gaps by Division					
	All Gaps			East			West		
ID	S-D	S-C	Sig?	S-D	S-C	Sig?	S-D	S-C	Sig?
4.0	1.36	0.99		1.52	0.94		1.27	1.03	
4.1	1.13	1.00		1.33	0.67		1.00	1.20	
4.2	0.38	1.13		0.33	0.67		0.40	1.40	
4.3	0.75	1.25		1.00	0.67		0.60	1.60	
4.4	0.43	0.71		0.50	-0.50		0.40	1.20	
4.5	0.88	0.75		1.00	0.33		0.80	1.00	
4.6	0.75	1.13		1.00	1.00		0.60	1.20	
4.7	1.50	1.25		3.00	3.00		1.00	0.67	
4.8	2.00	1.13		2.00	1.33		2.00	1.00	
4.9	2.13	1.38		2.33	1.33		2.00	1.40	
4.10	1.63	0.88		2.00	1.33		1.40	0.60	
4.11	1.63	0.88		1.67	1.33		1.60	0.60	
4.12	2.13	0.38		2.00	0.33		2.20	0.40	
4.13	2.00	0.80		2.00	1.00		2.00	0.50	
4.14	2.00	1.13		2.00	1.33		2.00	1.00	
4.15	1.50	1.25		1.67	1.33		1.40	1.20	
4.16	0.88	0.75		1.00	0.67		0.80	0.80	
4.17	1.17	0.67		1.00	0.00		1.25	1.00	
4.18	1.75	1.13		2.00	1.33		1.60	1.00	
5.0	1.56	1.12		1.78	0.87		1.35	1.37	
5.1	1.50	1.14		1.85	0.93		1.16	1.34	
5.2	1.32	1.06		1.48	0.94		1.15	1.19	
5.3	1.88	1.17		2.00	0.75		1.75	1.58	

GAPS BY REGION
EXHIBIT 2: PROJECT MANAGER

	Region											
	I			II			III			IV		
Task ID	S-D	S-C	Sig?	S-D	S-C	Sig?	S-D	S-C	Sig?	S-D	S-C	Sig?
1.0	1.04	0.15		0.42	0.27		1.02	0.55		1.04	0.52	
1.1	1.33	0.41		0.87	0.61		1.18	0.62		1.32	0.76	
1.2	1.19	0.11		0.95	0.57		1.16	0.70		1.27	0.67	
1.3	1.19	0.26		1.26	0.91		1.40	0.97		1.40	1.01	
1.4	1.05	-0.15		-0.47	-0.13	Y	0.69	-0.05		0.56	0.24	
1.5	0.75	0.00		-0.26	-0.20	Y	0.32	-0.14		0.83	0.29	
1.6	0.17	-0.07		-1.25	-0.75	Y	-0.83	-1.17	Y	-0.67	-1.00	Y
2.0	0.72	0.38		0.38	0.30		0.85	0.50		0.36	0.02	
2.1	0.88	0.88		0.50	0.20		0.81	0.31		0.66	0.04	
2.2	0.10	-0.11		-0.09	-0.03	Y	-0.15	-0.17	Y	-0.18	-0.27	Y
2.3	0.89	0.56		0.64	0.55		1.13	0.88		0.75	0.62	
2.4	0.89	0.56		0.10	0.20		1.03	0.91		1.07	0.64	
2.5	0.70	0.17		0.25	0.17		0.65	0.37		0.22	-0.29	
3.0	0.21	0.23		-0.15	0.08		0.08	0.27		0.22	0.25	
3.1	0.33	0.44		0.33	0.42		0.47	0.79		0.49	0.82	
3.2	-0.19	0.17		-0.78	0.00	Y	-0.58	-0.38	Y	-0.52	-0.07	Y
3.3	0.83	0.67		0.15	0.37		-0.06	0.18		0.53	0.68	
3.4	0.37	0.10		-0.13	0.29		0.10	0.21		-0.54	-0.19	Y
3.5	0.19	-0.15		0.40	0.31		-0.04	0.32		0.44	0.24	
4.0	0.33	0.00		0.25	0.00		0.17	0.08		0.42	0.28	
4.1	0.67	0.28		0.54	0.26		0.52	0.54		0.59	0.34	
4.2	0.25	0.50		0.50	0.63		0.50	0.20		0.11	0.11	
4.3	-0.13	0.00		-0.35	-0.45	Y	0.95	0.60		0.36	0.36	
4.4	-0.10	-0.50	Y	-0.45	-0.27	Y	-0.76	-0.88	Y	0.17	0.06	
5.0	0.44	0.06		-0.36	0.13		0.06	0.19		0.47	0.45	
5.1	0.65	0.13		0.05	0.29		0.31	0.20		0.60	0.49	
5.2	N/A	N/A		0.00	0.00		0.00	0.50		-1.00	-1.00	Y
5.3	0.81	0.56		0.69	0.25		0.65	0.29		-0.33	-0.50	Y
5.4	-0.50	-0.50	Y	-1.14	-0.57	Y	-1.20	-1.00	Y	-0.67	-0.33	Y
5.5	0.00	-0.50		0.00	0.33		0.75	1.00		N/A	N/A	
5.6	0.17	-0.13		-0.30	0.00		0.00	0.15		0.48	0.44	
5.7	0.40	0.20		-1.00	-0.13	Y	0.00	0.45		0.33	0.45	
5.8	-1.00	-1.00	Y	-0.17	0.67		0.50	0.50		0.00	3.00	
5.9	1.30	0.50		0.40	1.40		0.86	0.86		1.71	1.43	
5.10	0.25	0.00		-0.25	-0.25	Y	-0.50	-0.50	Y	0.33	0.00	
6.0	0.52	0.12		0.46	0.51		0.75	0.67		0.73	0.40	
6.1	0.11	-0.11		0.36	0.27		0.38	0.31		0.76	0.48	
6.2	0.26	-0.04		0.39	0.44		0.61	0.49		0.39	0.01	
6.3	0.58	0.28		0.03	0.24		1.04	0.47		0.87	0.17	
6.4	-0.08	-0.08	Y	0.27	0.47		-0.17	0.10		0.47	0.53	
6.5	1.17	0.43		0.40	0.23		0.79	0.35		1.20	0.53	
6.6	0.30	0.05		0.25	0.04		0.27	-0.09		0.51	-0.11	
6.7	-0.33	-0.17	Y	-0.57	0.00		0.15	0.88		0.15	0.35	
6.8	0.00	-0.40		0.69	0.38		1.05	1.15		0.26	0.19	
6.9	0.31	-0.06		0.36	0.33		0.53	0.49		0.56	0.28	

GAPS BY REGION
EXHIBIT 2: PROJECT MANAGER

Task ID	Region											
	I			II			III			IV		
	S-D	S-C	Sig?	S-D	S-C	Sig?	S-D	S-C	Sig?	S-D	S-C	Sig?
6.10	0.58	0.08		0.67	0.85		0.64	0.88		1.23	0.75	
6.11	0.97	0.66		1.04	1.16		1.04	1.40		1.12	1.10	
6.12	0.07	-0.60		0.60	0.50		0.20	-0.07		0.44	0.06	
6.13	-0.25	-0.81	Y	0.20	0.55		0.50	0.29		-0.19	-0.38	Y
6.14	1.50	0.83		-0.75	-0.50	Y	0.20	0.33		0.81	0.95	
6.15	N/A	N/A		-1.25	-0.25	Y	0.75	-0.25		2.00	3.00	
7.0	1.30	0.66		1.02	1.01		0.99	1.00		1.27	0.73	
7.1	1.70	0.70		1.42	1.28		1.81	0.94		1.73	1.03	
7.2	1.22	0.54		0.96	0.78		1.16	0.78		1.31	0.48	
7.3	1.50	0.30		0.83	0.83		1.15	1.25		1.52	0.52	
7.4	1.30	0.90		1.46	1.69		0.85	1.30		1.32	0.82	
7.5	1.00	0.75		0.92	1.23		0.90	1.35		1.13	0.98	
7.6	1.20	0.70		0.69	0.46		0.12	0.33		0.74	0.24	
7.7	1.50	0.60		1.08	0.58		0.90	0.85		1.24	0.44	
7.8	1.90	0.70		1.46	1.08		1.75	1.50		1.72	0.92	
7.9	0.87	0.80		-0.28	0.77		-0.20	0.24		0.87	0.83	
7.10	1.43	1.14		1.90	1.80		2.19	1.94		1.29	1.43	
7.11	0.94	0.48		0.57	0.83		0.68	0.65		1.01	0.73	
8.0	2.25	1.88		1.90	1.90		1.79	1.55		1.09	1.19	
8.1	3.00	2.00		2.00	2.00		N/A	N/A		2.00	2.00	
8.2	1.00	1.00		2.50	2.50		2.43	1.00		2.00	2.00	
8.3	2.13	1.88		1.90	1.90		1.74	1.74		1.16	1.26	

**GAPS BY ASSIGNED PLANT
EXHIBIT 3: PROJECT MANAGER**

	Assigned Plant?					
	No			Yes		
Task ID	S-D	S-C	Sig?	S-D	S-C	Sig?
1.0	1.01	0.45		0.85	0.34	
1.1	1.28	0.79		1.11	0.53	
1.2	1.53	0.98		1.02	0.41	
1.3	2.24	1.36		1.16	0.64	
1.4	1.13	-0.67		0.57	0.01	
1.5	0.70	-0.45		0.37	-0.02	
1.6	-0.67	-1.33	Y	-0.60	-0.67	Y
2.0	0.91	0.60		0.53	0.22	
2.1	1.00	0.00		0.67	0.28	
2.2	0.11	-0.32		-0.14	-0.17	Y
2.3	1.41	0.85		0.83	0.59	
2.4	1.60	1.20		0.65	0.48	
2.5	1.17	1.10		0.37	-0.06	
3.0	-0.31	-0.14	Y	0.11	0.20	
3.1	0.43	0.57		0.40	0.55	
3.2	-0.79	-0.50	Y	-0.42	-0.05	Y
3.3	0.60	0.21		0.20	0.37	
3.4	1.03	0.55		-0.11	0.09	
3.5	0.81	0.35		0.14	0.16	
4.0	0.51	0.01		0.23	0.12	
4.1	0.76	0.31		0.49	0.38	
4.2	0.00	-0.50		0.39	0.29	
4.3	0.50	0.25		0.29	0.13	
4.4	-0.33	-0.83	Y	-0.36	-0.34	Y
5.0	0.01	0.06		0.18	0.28	
5.1	0.68	0.06		0.29	0.25	
5.2	-0.33	0.00		1.00	1.00	
5.3	-0.33	-0.50	Y	0.73	0.43	
5.4	-2.00	-2.00	Y	-0.75	-0.45	Y
5.5	1.00	1.00		0.19	-0.54	
5.6	0.11	-0.11		0.09	0.20	
5.7	0.33	0.17		-0.10	0.39	
5.8	N/A	N/A		-0.36	0.14	
5.9	-0.33	0.67		1.27	1.07	
5.10	-0.50	-1.50	Y	0.00	0.07	
6.0	0.93	0.77		0.55	0.37	
6.1	0.17	0.33		0.33	0.16	
6.2	0.65	0.50		0.34	0.16	
6.3	0.14	-0.05		0.73	0.31	
6.4	-0.33	0.17		0.22	0.22	
6.5	0.60	0.13		0.89	0.25	
6.6	-0.07	-0.58	Y	0.38	0.00	
6.7	0.70	1.07		-0.34	0.11	
6.8	-0.17	-0.33	Y	0.65	0.51	
6.9	0.60	0.43		0.43	0.25	

**GAPS BY ASSIGNED PLANT
EXHIBIT 3: PROJECT MANAGER**

	Assigned Plant?					
	No			Yes		
Task ID	S-D	S-C	Sig?	S-D	S-C	Sig?
6.10	1.13	0.87		0.59	0.55	
6.11	1.26	1.22		1.06	1.17	
6.12	0.89	0.11		0.35	0.04	
6.13	0.50	0.75		0.14	-0.05	
6.14	1.00	0.50		0.24	0.29	
6.15	-2.00	-3.00	Y	0.11	0.33	
7.0	1.10	0.80		1.09	0.84	
7.1	1.00	0.00		1.74	1.06	
7.2	1.28	0.78		1.13	0.65	
7.3	1.40	0.90		1.04	0.63	
7.4	1.18	1.18		1.16	1.16	
7.5	1.32	1.41		0.84	0.93	
7.6	0.36	-0.29		0.64	0.46	
7.7	1.22	0.78		1.17	0.68	
7.8	1.82	1.18		1.60	1.02	
7.9	-0.05	-0.07	Y	0.32	0.69	
7.10	1.50	1.50		1.78	1.58	
7.11	0.54	0.36		0.77	0.68	
8.0	1.55	1.41		1.71	1.59	
8.1	2.00	0.00		2.67	2.67	
8.2	0.00	-2.00		2.45	1.64	
8.3	1.64	1.64		1.63	1.63	

SATISFACTION-DIFFICULTY AND SATISFACTION-CONSEQUENCE GAPS
EXHIBIT 4: PROJECT DIRECTOR

ID	Gaps by Division								
	All Gaps			East			West		
	S-D	S-C	Sig?	S-D	S-C	Sig?	S-D	S-C	Sig?
1.0	0.08	0.18		0.22	0.19		-0.06	0.16	
1.1	-0.07	0.36		0.00	0.00		-0.17	0.83	
1.2	1.16	0.91		0.38	0.06		1.94	1.75	
1.3	-0.23	0.17		0.04	0.33		-0.50	0.00	
1.4	-0.18	0.09		0.15	0.38		-0.50	-0.20	Y
1.5	-0.57	-0.11	Y	0.07	0.21		-1.21	-0.43	Y
1.6	0.00	0.25		0.25	0.75		-0.25	-0.25	Y
1.7	0.13	0.14		-0.40	-0.34	Y	0.66	0.63	
1.8	0.00	0.13		0.75	0.25		-0.75	0.00	
1.9	0.25	0.13		0.50	0.50		0.00	-0.25	
1.10	1.71	0.89		0.92	0.33		2.31	1.31	
2.0	0.09	-0.07		0.14	0.05		0.04	-0.18	
2.1	0.56	0.19		0.44	0.19		0.69	0.19	
2.2	-0.13	0.07		-0.06	0.15		-0.19	0.00	
2.3	0.86	0.57		0.44	0.22		1.17	0.83	
2.4	-1.14	-1.14	Y	-0.67	-0.33	Y	-1.50	-1.75	Y
3.0	-0.12	-0.61	Y	-0.33	-0.50	Y	0.04	-0.69	
3.1	0.14	-0.71		0.00	-0.67		0.25	-0.75	
3.2	-0.19	-0.18	Y	-0.56	-0.61	Y	0.17	0.25	
3.3	-0.40	-0.80	Y	-0.50	0.00		-0.33	-1.33	Y
4.0	0.40	-0.04		-0.10	-0.06	Y	0.77	-0.02	
4.1	0.00	0.00		-0.67	-0.33	Y	0.50	0.25	
4.2	1.00	0.14		0.33	0.00		1.50	0.25	
4.3	0.14	0.00		0.00	0.33		0.25	-0.25	
4.4	0.29	0.00		0.00	0.00		0.50	0.00	
4.5	0.29	-0.29		-0.33	-0.33	Y	0.75	-0.25	
4.6	0.68	-0.07		0.08	0.00		1.13	-0.13	
5.0	0.49	0.26		0.58	0.17		0.43	0.32	
5.1	0.05	-0.09		-0.08	-0.54	Y	0.14	0.25	
5.2	1.17	0.64		0.83	0.33		1.42	0.88	
5.3	0.11	-0.46		0.25	-0.13		0.04	-0.63	
5.4	-0.80	-0.40	Y	0.00	0.00		-1.00	-0.50	Y
5.5	-0.72	-0.64	Y	-0.17	-0.67	Y	-1.28	-0.61	Y
5.6	2.33	2.05		1.78	1.67		2.75	2.33	
6.0	0.16	0.24		0.19	0.42		0.14	0.11	
6.1	1.00	0.86		1.33	1.33		0.75	0.50	
6.2	0.10	-0.20		0.00	0.00		0.17	-0.33	
6.3	0.19	0.05		-0.11	-0.44	Y	0.42	0.42	
6.4	-0.17	-0.17	Y	0.50	0.50		-0.50	-0.50	Y
6.5	0.17	0.50		0.00	1.00		0.25	0.25	
6.6	-0.43	-0.29	Y	-0.67	0.00		-0.25	-0.50	Y
6.7	0.29	0.57		0.33	0.67		0.25	0.50	
6.8	0.00	0.75		0.00	0.00		0.00	1.00	
7.0	-0.48	-0.43	Y	-1.33	-0.92	Y	0.16	-0.06	
7.1	-0.50	-1.00	Y	-1.00	-1.00	Y	0.00	-1.00	

SATISFACTION-DIFFICULTY AND SATISFACTION-CONSEQUENCE GAPS
EXHIBIT 4: PROJECT DIRECTOR

	Gaps by Division								
	All Gaps			East			West		
ID	S-D	S-C	Sig?	S-D	S-C	Sig?	S-D	S-C	Sig?
7.2	-0.53	-0.03	Y	-1.50	-0.50	Y	0.08	0.33	
7.3	0.27	0.27		0.00	-0.50		0.50	0.75	
7.4	-0.20	-1.40	Y	-2.00	-2.00	Y	1.33	-0.67	
7.5	-1.00	-0.43	Y	-1.00	-0.33	Y	-1.00	-0.50	Y
7.6	0.14	0.00		0.00	-0.33		0.25	0.25	
7.7	0.00	0.40		-0.50	0.00		0.33	0.67	
7.8	0.50	0.40		0.16	0.60		0.75	0.25	
7.9	1.33	0.33		N/A	N/A		1.33	0.33	
7.10	0.00	0.00		N/A	N/A		0.00	0.00	
8.0	0.02	-0.05		-0.34	-0.17	Y	0.29	0.05	
8.1	-0.57	-0.43	Y	-1.33	-1.00	Y	0.00	0.00	
8.2	0.67	0.50		0.67	0.67		0.67	0.33	
8.3	-0.25	-0.25	Y	0.00	0.50		-0.50	-1.00	Y
8.4	0.43	-0.14		0.33	0.00		0.50	-0.25	
8.5	1.00	1.50		0.00	1.00		2.00	2.00	
8.6	-0.58	-0.42	Y	-1.17	-0.83	Y	0.00	0.00	
9.0	-0.50	-1.00	Y	N/A	N/A		-0.50	-1.00	Y
9.1	0.00	-1.00		N/A	N/A		0.00	-1.00	
9.2	-1.00	-1.00	Y	N/A	N/A		-1.00	-1.00	Y
9.3	-0.50	-1.00	Y	N/A	N/A		-0.50	-1.00	Y
10.0	0.71	1.00		0.00	0.17		1.25	1.63	
10.1	0.57	0.57		0.00	0.00		1.00	1.00	
10.2	1.33	2.00		1.00	1.50		1.50	2.25	
11.0	1.29	0.97		0.95	1.17		1.55	0.83	
11.1	0.83	1.00		0.67	1.00		1.00	1.00	
11.2	1.71	1.43		1.67	1.67		1.75	1.25	
11.3	2.52	1.19		1.67	1.67		3.00	1.00	
11.4	0.43	0.71		0.33	1.00		0.50	0.50	
11.5	1.00	0.57		0.67	0.67		1.25	0.50	
12.0	-0.38	-0.05	Y	-0.20	0.30		-0.48	-0.22	Y
12.1	-0.20	-0.20	Y	0.50	0.50		-0.67	-0.67	Y
12.2	-0.90	-0.83	Y	-0.50	0.00		-1.08	-1.25	Y
12.3	-0.17	0.67		-0.50	0.00		0.00	1.00	
12.4	0.20	1.00		-0.50	0.50		0.67	1.33	
12.5	-0.80	-0.80	Y	0.00	0.50		-1.33	-1.67	Y

APPENDIX L
CROSS-WALK TO PREVIOUS JOB/TASK ANALYSIS

NOTES ON CROSS-WALK

This table shows duties and tasks that are similar to each other (also called shared duties) for the three HQ positions that were analyzed, and also shows similar duties/tasks from the five Regional positions that were previously analyzed. Similar duties/tasks appear in the same row, reading across the table. For example, PM task 1.5 "Process NEOD requests" was determined to be similar to PD 2.1.2, LA 2.17, PE 23.0, and BC 8.0.

CROSS-WALK TO PREVIOUS JOB/TASK ANALYSIS

PM	PD	LA	RI	SRI	PE	BC	DD
1.0 Prepare Licensing Actions		2.0 Perform other licensing actions					
1.1 Process amendments	2.1 Oversee the license amendment process	1.0 Perform document and action review (license amendments)					
1.2 Process exemptions		2.8 Prepare/ review exemptions					
1.3 Process relief requests		2.21 Prepare/ review reliefs					
1.4 Process orders		2.19 Review orders					
1.5 Process notice of enforcement discretion (NOED) requests	2.1.2 Decide if NOED is needed	2.17 Review NOEDs			23.0 Participate in NOED and confirmatory action letter activities	8.0 Participate in NOED and confirmatory action letter activities	
1.6 Participate in hearing process	9.0 Participate in Hearings (licensing, 10 CFR 2.206, enforcement)		18.0 Participate in Hearings	18.0 Participate in Hearings	20.0 Participate in Hearings and judicial proceedings		

PM	PD	LA	RI	SRI	PE	BC	DD
2.0 Process Licensing Activities	2.0 Conduct Licensing Activity						
2.1 Process multiplant actions (MPA), generic safety issues (GSI), and unresolved safety issues (USI) per lead PM direction		2.10 Assist lead PM with generic communications and multi-plant actions					
2.2 Process 10 Code of Federal Regulations (CFR) 2.206 petitions							
2.3 Process TIA	6.6 Manage task interface agreements	2.24 Review task interface agreements or technical assistance requests for format and distribution					
2.4 Process other licensing activities (e.g. quality assurance plan changes, security plan changes)							
2.5 Process final safety analysis report (FSAR) updates							

PM	PD	LA	RI	SRI	PE	BC	DD
3.0 Evaluate Licensee Performance	1.0 Evaluate Licensee Performance				7.0 Assess licensee performance	7.0 Assess licensee performance	3.0 Conduct assessment
3.1 Review all inspection reports and be cognizant of their significant aspects and potential problems generated by these reports	1.1 Collect and evaluate docketed inputs (licensee events reports, violations, inspection reports, etc. from PMs, on-site inspectors, regional inspectors, regional counterparts, external sources, etc.)		1.3 Review documentation	1.2 Review documentation	1.2 Review inspection reports	3.2 Approve (inspection) reports	1.3 Review inspection reports
3.2 Conduct 10 CFR 50.59 review			1.3.2 Review operational basis including updated final safety analysis reports (UFSARs)	1.2.11 Review 10 CFR-50.59 report 1.2.2 Review operational basis including UFSARs, etc.			
3.3 Participate in plant performance review (PPR)	1.3 Participate in PPR and review inputs		12.0 Participate in PPR	12.0 Perform PPR	12.0 Participate in PPR	7.3 Perform PPR activities	3.2 Oversee PPR
3.4 Participate in systematic assessment of licensee performance (SALP)	1.5 Participate in the systematic assessment of licensee performance (SALP)		14.0 Participate in SALP activities	14.0 Participate in SALP activities	13.0 Perform SALP activities	7.4 Perform SALP activities	3.1 Conduct SALP

PM	PD	LA	RI	SRI	PE	BC	DD
3.5 Participate in Senior Management Meeting (SMM) process	1.4 Participate in senior management meetings (SMM)		13.0 Assist with SMM	13.0 Assist with SMM	14.0 Participate in SMM activities	16.2 Attend SMM	3.4 Support SMM
4.0 Review events and issues	3.0 Respond to emergency and other plant events		21.0 Conduct agency response to emergency operations	22.0 Participate in event response	26.0 Participate in emergency operations activities	17.0 Participate in emergency response activities	4.0 Participate in emergency response
	1.10 Ensure PM is evaluation licensee performance			21.1 Supervise the RI program			
4.1 Review licensee reports			19.5 Review licensee progress reports		17.3 Review and analyze reports		
4.2 Review Part 21 reports and coordinate appropriate action							
4.3 Support incident response			21.2 Respond to incidents or accidents	22.3 Respond to incidents or accidents	26.2 Respond to incidents or accidents	17.3 Respond to incidents or accidents	

PM	PD	LA	RI	SRI	PE	BC	DD
4.4 Take action for NRR as necessary to assist in resolution of issues regarding operability/nonconforming conditions							
5.0 Perform Special Assignments							
5.1 Perform lead PM tasks for MPAs, GSIs, and USIs							
5.2 Perform lead PM tasks for independent spent fuel storage installation (ISFSI)							
5.3 Manage ISFSI activities (plant-specific PMs)							
5.4 Manage improved technical specifications conversions							

PM	PD	LA	RI	SRI	PE	BC	DD
5.5 Manage decommissioning and license terminations until the responsibility has been transferred from the Associate Director for Projects (ADP)							
5.6 Participate as a member of an inspection team			5.2 Participate in special reactive team inspections	7.0 Participate in team inspections	6.2 Participate in special and AIT inspections	2.2 Participate in formal team inspections	
5.7 Participate and contribute to ad hoc committees and task forces	12.2 Participate in special panels (e.g., harassment and intimidation), task forces (e.g., South Texas, River Bend, Millstone) or assignments			17.3 Participate in special panel and task forces	25.6 Serve on standing or special committees	9.2 Serve on regional committees	9.1 Serve on regional partnership committee
5.8 Manage power uprates							

PM	5.9 Assist interns in all activities associated with the plant or "shadowing" the PM. Be accessible and help the intern understand the process and the functions of being a PM	5.10 Perform and/or coordinate special technical evaluations of topical reports	6.0 Perform Occasional Duties	6.1 Serve as acting Project Director (PD) in the absence of the PD	6.2 Prepare responses to principal/controlled correspondence, (Congressional sources, state and local officials, the general public, etc. - yellow/green tickets) for assigned projects	8.1 Manage responses to controlled correspondence (10 Code of Federal Regulations [CFR] 2.206 and other ticketed items)	3.0 Review controlled correspondence									
PD																
LA																
RI	20.2 Coordinate activities of interns															
SRI																
PE																
BC																
DD																

PM	PD	LA	RI	SRI	PE	BC	DD
6.3 Respond to freedom of information act (FOIA) requests		2.9 Coordinate response to FOIA requests					
6.4 Process unsolicited information (UI) requests							
6.5 Manage media inquiries/speeches, papers, and journal articles	8.4 Respond to press inquiries/provide press briefings		17.0 Interact with public and media	17.0 Interact with public and media	19.0 Interact with public and media	13.0 Interact with public and media	8.3 Interact with public and media
	8.0 Conduct external interactions (federal, state, local)					14.0 Interact with outside agencies	8.0 Communicate and interface
6.6 Process allegations	4.0 Respond to allegations		10.0 Participate in allegations and investigations	10.0 Participate in allegations and investigations	9.0 Participate in allegations and investigations	5.0 Perform allegations and investigations activities	6.0 Manage allegations
6.7 Participate in Advisory Committee on Reactor Safeguards (ACRS)	7.1 Maintain awareness of petitions for rule making					16.4 Make presentation to ACRS board	
	6.4 Provide inputs to plant issues matrix (PIM)		11.0 Maintain PIM	11.0 Maintain PIM	11.0 Maintain PIM	7.2 Perform activities related to PIM	

PM	PD	LA	RI	SRI	PE	BC	DD
6.8 Review investigation reports	7.6 Review OI investigation reports		10.0 Participate in allegations and investigations	10.0 Participate in allegations and investigations	9.0 Participate in allegations and investigations	5.0 Perform allegations and investigations activities	
6.9 Support enforcement process	6.3 Cooperate with region on enforcement actions		9.0 Participate in escalated enforcement activities	9.0 Participate in escalated enforcement activities	8.0 Participate in escalated enforcement activities	4.0 Participate in escalated enforcement activities	5.0 Participate in escalated enforcement activities
6.10 Coordinate licensee drop-in visits	1.9 Participate in meetings and visits with licensee 11.5 Respond to drop-in visits		19.0 Interact with licensee	19.0 Interact with licensee	17.0 Interact with licensee	12.0 Interact with licensee	8.4 Interact with licensee
6.11 Visit the site			19.0 Interact with licensee	19.0 Interact with licensee	17.0 Interact with licensee	12.0 Interact with licensee	
6.12 Prepare 10 CFR 50.54(f) letters	2.4 Generate demands for information, orders to licensees, confirmatory action letters	2.12 Review justification for continued operation letters					
6.13 Manage backfit actions							
6.14 Provide site coverage							

PM	PD	LA	RI	SRI	PE	BC	DD
6.15 Participate in differing professional opinion and differing professional view process	7.5 Resolve conflicts and policy issues involving PMs and other personnel on technical matters					9.1 Participate in differing professional opinions & views	
7.0 Perform Routine PM Duties							
7.1 Review licensing fee data							
7.2 Coordinate meetings, visits, and public interaction			15.2 Coordinate visits to site by regional personnel 16.7 Coordinate visits by HQ and other personnel	15.2 Coordinate visits to site by regional personnel 16.5 Coordinate visits by HQ and other personnel	21.0 Coordinate visits		
7.3 Maintain management information systems (project manager report, WISP, etc.)	12.3 Formulate management tools (exemption database, etc.)			23.16 Maintain administrative aspects of computer databases			
7.4 Participate in staff meetings							

PM	PD	LA	RI	SRI	PE	BC	DD
7.5 Attend training	10.0 Participate in Personal Development Programs				24.0 Participate in Personal Development Programs	11.0 Maintain technical proficiency	10.0 Participate in Personal Development Activities
7.6 Perform backup PM duties							
7.7 Maintain regular interface with RI and region	6.0 Interface with and support regions		15.0 Interact with other resident/regional staff				
	7.0 Interface with other HQ organizations		16.0 Interact with HQ and other NRC officials	16.0 Interact with HQ and other NRC officials	16.0 Interact with HQ and other NRC officials	16.0 Interact with HQ and other NRC staff	8.1 Interact with HQ
7.8 Perform administrative tasks (travel arrangements, time and attendance, etc.)	11.0 Conduct administrative activities		23.0 Perform administrative activities	23.0 Perform administrative activities	25.0 Participate in administrative activities		12.0 Perform administrative activities

PM	PD	LA	RI	SRI	PE	BC	DD
7.9 Develop performance appraisal inputs	5.1 Perform activities related to the evaluation and development of personnel			23.8 Complete individual development plans		10.3 Participate in performance appraisal activities 10.4 Provide training and career development	11.2 Write appraisals
	5.2 Perform activities related to management and reporting of time [attendance] and effort					10.2 Perform time and effort tasks	
	7.9 Provide budget input (FTE estimates) on request					10.5 Determine staffing needs	12.2 Develop budget
7.10 Read routine information (e.g., Inside NRC, media monitors, routed information, network announcements)	11.2 Attend to routine correspondence (phone, email, reports)			23.6 Retrieve, review, and file mail			

PM	PD	LA	RI	SRI	PE	BC	DD
7.11 Perform general focal point activities (e.g., research NRC policies or positions for licensee or regional staff, etc.)	11.4 Attend to general requests from licensee		19.0 Interact with licensee	19.0 Interact with licensee 23.9 Respond to non-inspection related requests for information	17.0 Interact with licensee	12.0 Interact with licensee	8.4 Interact with licensee
8.0 Perform Non-related PM Activities							
8.1 Participate in agency committees (partnering, equal employment opportunity, etc.)							
8.2 Participate in union actions and activities							
8.3 Attend agency sponsored functions (award ceremonies, all-hands meeting, fire-side chats, etc.)							