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March 15, 2023 | 19th Global Congress on Process, Houston, Texas

Denial, Delusions, and Bias

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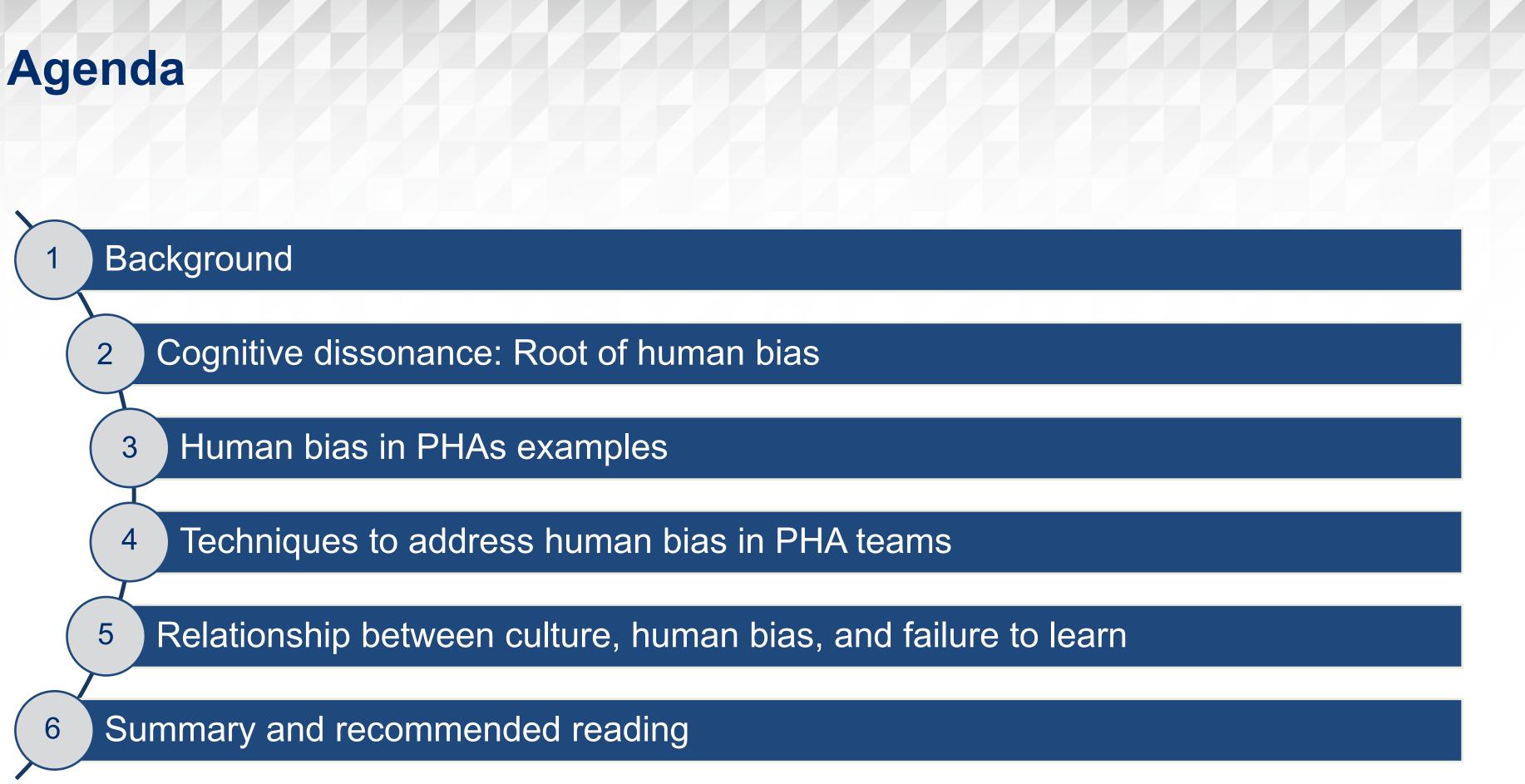
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QMS 7.3 7.4.F06 Rev.9





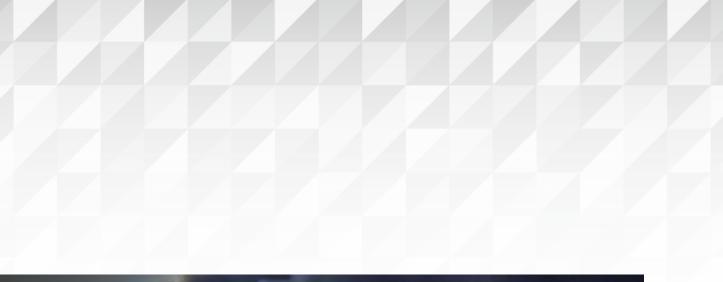






Introduction

- "There are no new accidents; just different people making the same mistakes because of the failure to recognize the relevance to them of other people's experiences, and therefore not learning."
 - Dame Judith Hackitt, Hazards 32







Paper objectives

Explore how human bias leads to failure to learn

- Cognitive dissonance
- Denials as a biproduct of cognitive dissonance
- Delusions and confirmation bias
- Addressing denials, delusions, and confirmation bias
 - What works and what does not





Human bias

Human bias arises from cognitive dissonanceWhen a person holds two reasonings in conflict with each other

Reasonings forms from experience, relationships or culture

To make sense of conflicting ideas, the mind seeks to justify one of the ideas

With conflict reduced, the mind seeks confirmation of the "winning" idea

Known as "confirmation bias"





Highlighted examples

- Paper provides three examples
 - Reflects real experiences in PHA teams
- Highlighting two examples
 - Confirmation bias and credible sources (example 2 in paper)
 - Changing minds (example 3 in paper)





Confirmation bias and credible causes (Example #2)

- Site PHA Team denied that an earthquake could occur and cause a loss of containment
- Site team was convinced that an only a mild tremor could occur
- PHA Facilitator and Process Safety Manager presented scientific data
 - Past incidents involving external events such as earthquakes, tsunamis, and floods, and experience with glass equipment in the region
- Data from the government meteorological agency was discounted
- Site culture was very hierarchical
 - Plan developed to user hierarchy to address roadblock



If I can see it, why can't you?

- Quote from Mistakes Were Made (but not by me):
 - "...People unintentionally blind themselves so that they fail to notice vital events and information that might make them question their behavior or their convictions."
- Scenario reviewed with corporate process safety group and with Vice-President of Operations for the region
- With their support, site team did accept:
 - Cause (earthquake) and
 - Consequence (LOPC)



Changing Minds (Example #3)

Same PHA as #2 but another scenario

High pressure N2 to glass distillation column without a safeguard

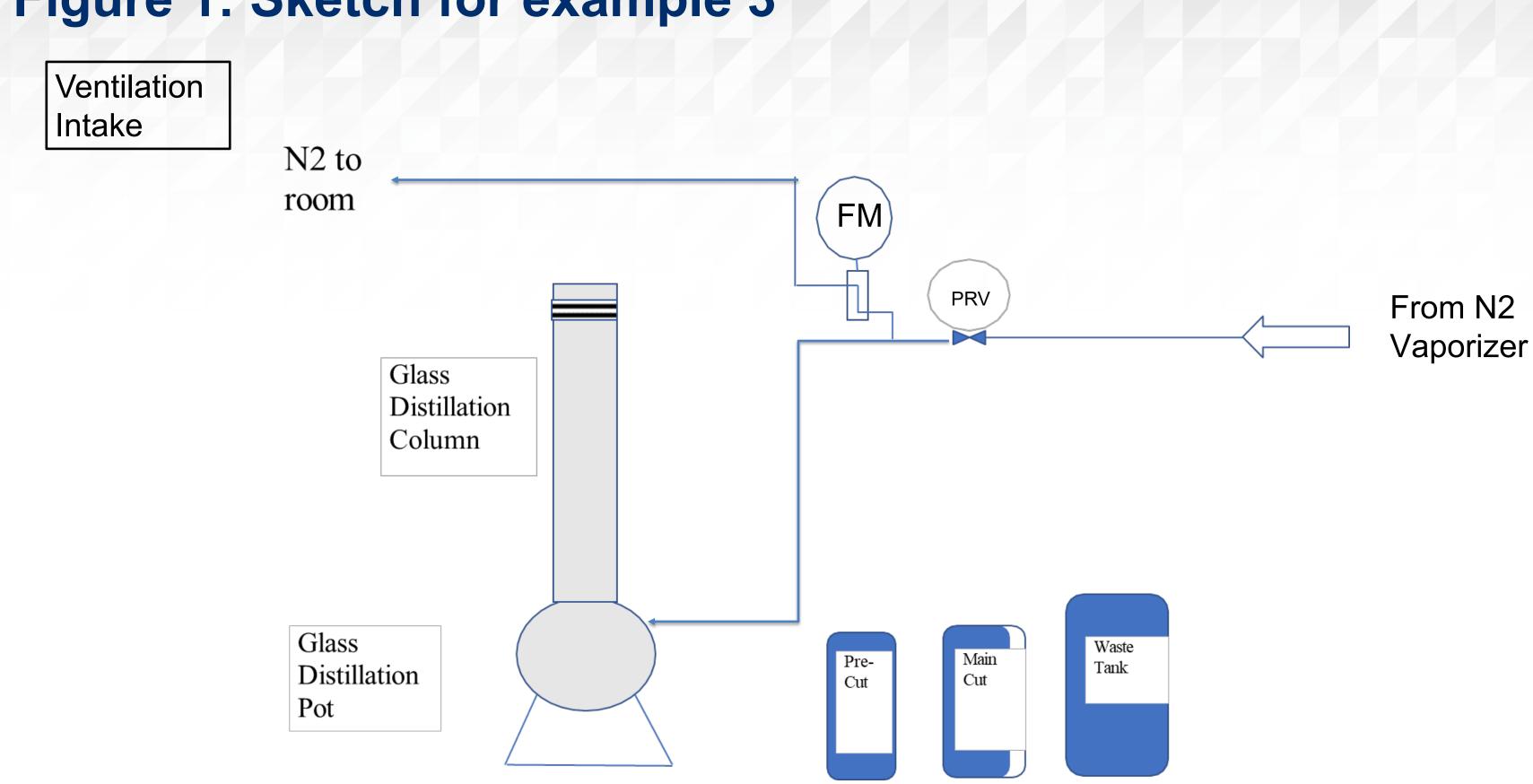
Site team: Excess pressure would be vented through Tee at the outlet of the pressure regulator through a vent line near the ventilation system intake (Figure 1)

In the event of excess flow, the nitrogen would vent into the room

No oxygen gas monitor in the room



Figure 1: Sketch for example 3



Source: ioMosaic Corporation



Addressing the "obvious" risk

- What seemed like such an obvious risk was not considered a risk by the site team
- Took a different approach
 - Asked the site to calculate the %02
 - Site team accepted calculated the %oxygen with nitrogen vented into the room
- Changed their minds Why?
 - Performing the calculations themselves displaced their delusion that there was no hazard ("I might be wrong")
 - They put together the "why" and "how" and it made sense to them
 - They changed their minds



Techniques used to address human bias

Not effective

- Arguments lead to both parties digging in their heels
- Data flood is not effective as it will be discounted
- Effective
 - Calm and empathic
 - Encourage identification of "how" and "why" leading to "I may be wrong"
 - Focus on the "what" can lead to arguments





Failure to learn

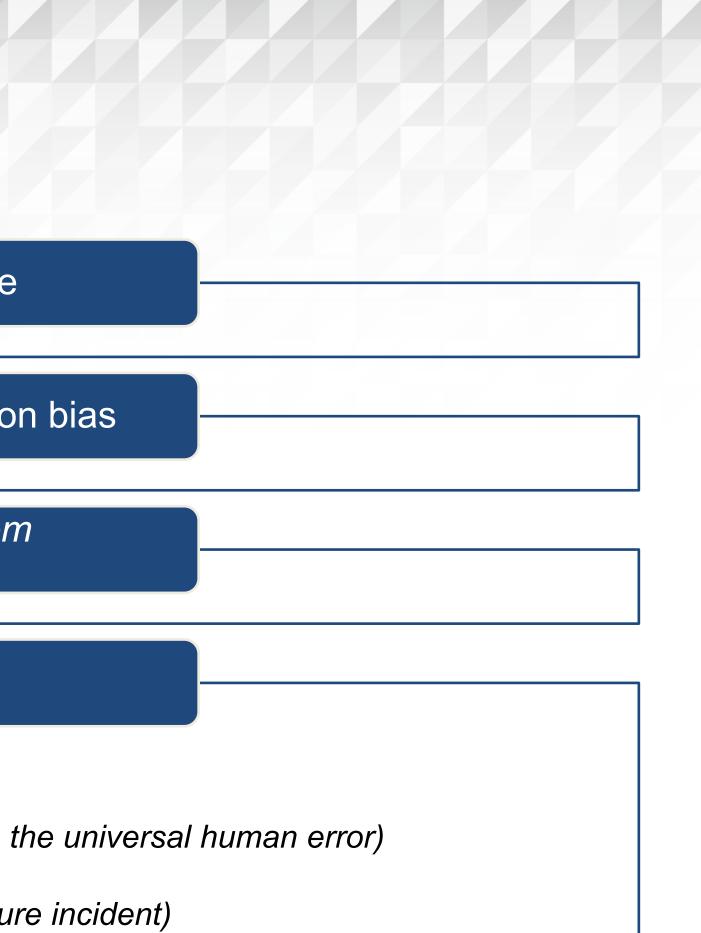
Failure to learn from incidents was included in each example

Lessons were not learned and did not affect their confirmation bias

CCPS: Driving Continuous Process Safety Improvement from Investigated Incidents

Common obstacles to learning were illustrated our paper's examples:

- Normalization of deviance (venting nitrogen into a process area)
- Lack of understanding of hazards (earthquake potential)
- Difficulty seeing beyond one's own experiences (failure to recognize the universal human error)
- Loss of sense of vulnerability (all)
- Assessing blame rather than correcting root causes (prior N2 exposure incident)





REAL (Recalling Experiences and Applied Learning)

- Driving Continuous Process Safety Improvement from Investigated Incidents presents the REAL learning model
- Encourage use of this model
 - Embeds importance of learning into company culture
 - Strengthens commitment to process safety culture





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Summary



Human bias originates from cognitive dissonance.



People develop justifications to reduce the conflict Jus from their inconsistent reasonings



Delusions can lead to denying a potential cause of an incident or that a hazard exists



Leading people to identify "why" and "how" leads to a mind change



Connection of human bias and failure to learn is process safety culture



A strong process culture encourages and supports a learning and questioning environment to proactively address process safety concerns

Justifications lead to denials and delusions



Recommended reading

Title	Author(s)
Mistakes Were Made (but not by me)	Carol Tavris ar
Blind Spot	Mahzarin R. B
How Minds Change: The Surprising Science of Belief, Opinion and Persuasion	David McRane
Driving Continuous Process Safety Improvement From Investigated Incidents	Center for Che

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ioMosaic offers integrated process safety and risk management services to help you manage and reduce episodic risk. Because when safety, efficiency, and compliance are improved, you can sleep better at night. Our extensive expertise allows us the flexibility, resources, and capabilities to determine what you need to reduce and manage episodic risk, maintain compliance, and prevent injuries and catastrophic incidents.

Our mission is to help you protect your people, plant, stakeholder value, and our planet.

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