

SAFETY DELTA

A Complete Guide



Contents

Safety Delta	3
The Safety Delta concept.....	3
The Safety Delta process	5
The value Safety Delta provides.....	8
The Safety Delta philosophy and beliefs	10
The Safety Delta Learning Library.....	13
The Safety Delta process model	14
Diagnosis.....	15
The Diagnosis stage	15
Theories and concepts behind CSD.....	15
Diagnosis steps	20
STEP 1: Preparing the CSD Survey.....	20
STEP 2: Completing the CSD Survey.....	24
STEP 3: Receiving and reading the CSD Report.....	29
How to read the CSD report.....	33
How to analyse the CSD report	37
Questioning high scores.....	41
Ethical guidelines.....	43
Important facts about the Safety Delta Diagnosis stage	44
Dialogue	45
The Dialogue stage	45
Dialogue steps.....	46
STEP 4: Engaging in crew dialogue	47
STEP 5: Engaging in ship-shore dialogue	51
Ethical guidelines.....	55
Other facts about the Safety Delta Dialogue stage	55
Development	56
The Development stage.....	56
Beliefs and theories embedded in the Development stage.....	56
Development steps	57
STEP 6: Preparing Safety Delta Development Plan (SDP)	58
STEP 7: Executing SDP activities	62
STEP 8: Finalising and evaluating the SDP	63
Ethical guidelines.....	64

INTERACTIVE PDF

For easy navigation, click on the interactive titles and icons. Click on the Safety Delta logo at the header to go back to the contents list.

Safety Delta

A complete guide

Safety Delta is a tool to strengthen a proactive safety culture. It stimulates safety performance evaluation, dialogue, and development processes supporting the continuous improvement of ship and shore safety performance and competencies.

Based on crew perceptions, Safety Delta provides safety performance and condition indicators offering both ship and shore a strong starting point for a qualified dialogue on perceived crew safety performance.

This document has been prepared to help Safety Delta users build an understanding of the principles behind the concept, the way it is designed, and most importantly how to manage it in real life. In order to obtain the full value and effect of the Safety Delta concept, Green-Jakobsen suggests that the recommendations and advice stipulated in this manual are followed.

The Safety Delta concept

Safety Delta is a tool to strengthen a proactive safety culture. It enables crew and shipping companies to identify areas of good safety performance to learn from as well as to react on signs of poor safety behaviour before an incident happens. In this way, Safety Delta stimulates a continuous improvement mindset.

The Safety Delta concept contains three stages linked together in a continuous loop: **Diagnosis**, **Dialogue**, and **Development**. These three stages are appreciated and endorsed by shipping company stakeholders such as clients, insurance companies, and legislators.

- **Diagnosis** - The Safety Delta concept supplies shipping companies with a diagnosis tool named Crew Safety Diagnosis (CSD). CSD is a proactive safety performance assessment of the present on-board safety conditions and performance.
- **Dialogue** - The Safety Delta concept stimulates crew safety awareness and dialogue. It creates the starting point for a focused and accurate

dialogue about the crew’s present safety performance and areas to be improved.

- **Development** - To encourage the constant improvement of the crew’s safety performance, a learning and development library will support on-board learning and development activities, best practice recommendations, processes, and many other resources.

To help ship and shore employees manage these processes, a range of supporting means, such as learning and development tools, training programmes, guidelines, and support, have been developed. These supporting means will help ensure a strong implementation of the concept and stimulate a much more qualified and mature dialogue on crew safety performance.

REMEMBER

Humans live in a world of experienced meanings. But are our meanings about the world correct? Safety Delta helps us investigate how we perceive the world.



Crew involvement

Traditionally, safety development initiatives come from the office or management level. Safety Delta challenges this tradition by enabling crew to engage in and influence the safety culture on board.

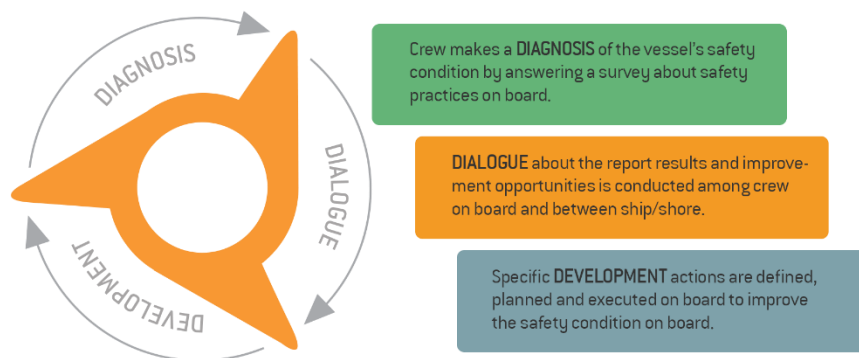
The fundamental belief is that those doing the job should also be involved in discussing, managing, and developing the safety performance on board.

The crew plays an important role in each of the three Safety Delta stages:

- First, crew makes the **diagnosis** by answering a survey about their perception of safety on board.
- Then crew has a **dialogue** about the results and comes up with development ideas.
- Finally, crew executes **development** activities on board and develops their safety skills.

The Safety Delta process

Safety Delta consists of three stages linked together in a continuous loop: Diagnosis, Dialogue, and Development.



When a cycle has been completed, a new cycle can be started. In the new cycle, the results of the development activities can be measured in the Diagnosis. This and new development initiatives can be discussed during the Dialogue and developed further in the Development stage. And this is how it continues.

Diagnosis - measuring safety performance



The Diagnosis stage offers a quick and strong overview of the on-board safety conditions and performance as it is experienced by those who work with it every day: the crew.

It takes each crew member approximately 10-20 minutes to complete the Crew Safety Diagnosis (CSD) survey. The survey provides a secure and anonymous channel for the crew to express their perception of the safety culture on board.

When all on board have completed the survey, the CSD report is automatically generated

and sent to the vessel and the office. The CSD report provides the crew with an instant mirror of the safety performance as it is perceived by the crew.

The report contains written feedback allowing the crew to make quick and proactive adjustments to improve their safety performance and prevent potential incidents. One of the most important roles of the report is to support the following crew dialogue on board and between ship and shore. The dialogue is the basis for developing an open, trusting, and proactive safety culture on board.

NOTE

To be properly prepared for the Diagnosis stage, it is recommended to view the Diagnosis introduction animation (found in the Safety Delta Learning Library) just before the survey period starts.

Dialogue - discussing own safety performance



The only persons who truly experience the safety performance on board are the crew members involved in the daily tasks. The crew members are also the persons who can and should make improvements or changes if needed.

One of the strongest ways to build a strong and proactive safety culture is through the establishment of processes that encourage crew reflection, evaluation, and discussions of the vessel's safety performance. An important aim of Safety Delta

is to generate intelligent dialogue about the true safety performance on board.

The Safety Delta concept is built to ensure that dialogue takes place among crew, and that the output is shared with relevant Office Staff. For optimal effect, it is recommended also that the office staff engage actively in the dialogue with shipboard management and share relevant inputs from the fleet and the industry.

The CSD report should be used as the basis for a focused and competent dialogue across ranks and departments. The dialogue helps officers to develop an open safety culture on board, where crew dare to speak up and share their reflections, experiences, and improvement ideas. Crew input and development ideas will serve as the basis for the Safety Delta Development Plan (SDP).

NOTE

To be properly prepared for the Dialogue stage, it is recommended to view the Dialogue introduction animation (found in the Safety Delta Learning Library) just before the crew receives the CSD report.

Development - continuous improvement



At this point, the crew is aware of the diagnosis of the vessel's safety performance and have discussed the results and presented their inputs and improvement ideas. Now, it is time to develop their safety skills.

Senior Officers will prepare a Safety Delta Development Plan (SDP) based on the inputs and ideas discussed during the dialogue. In the SDP, relevant learning activities are selected and scheduled.

The Safety Delta Learning Library (SDLL) provides support and learning materials to on-board crew to manage the identified learning and development needs. The aim of the SDLL is to bring the right learning on board.

Examples of available learning materials are on-board learning activities, ideas, practical exercises, safety games, introduction to safety areas, safety behaviours and subjects, and various animated learning films.

When the planned learning activities have been executed, the SDP must be evaluated and finalised. This marks the ending of a Safety Delta cycle.

The value Safety Delta provides

Safety Delta offers shipping companies and their crews the best possible safety performance tool. It consists of multiple supporting components, methods, training materials, and best practice advice, all with a hands-on approach. It supports officers to mentor, instruct, and train seafarers on board.

NOTE

To be properly prepared for the Development stage, it is recommended to view the Development introduction animation (stored in the Safety Delta Learning Library) right after the ship-shore dialogue.

Safety Delta is designed for the maritime industry by industry safety experts. It is designed to help drive safety performance and develop a proactive safety culture.

Safety Delta offers value-adds to various stakeholders in a shipping company.

	<p>ON-BOARD CREW</p> <ul style="list-style-type: none"> • The opportunity to give feedback on crew and officer safety performance in a safe and anonymous way • Empowerment and involvement in development processes • Continuous safety performance reflection • The possibility to correct poor performance before anything goes wrong
	<p>SHIPBOARD MANAGEMENT</p> <ul style="list-style-type: none"> • A tool to stimulate or increase on-board collaboration on safety matters • The possibility to react proactively on safety condition based on own concerns, or motivation • A more empowered and accountable crew working in the same direction, shared language, knowledge of processes, standards, and initiatives
	<p>LINE MANAGEMENT DEPARTMENT</p> <ul style="list-style-type: none"> • An overview of the perceived safety conditions of a specific vessel • A starting point for collaboration (dialogue) with the specific vessels about development initiatives • A starting point for collaboration (dialogue) between departments (HSQE/Tech/Crewing) • The revealing of safety performance trends across the fleet



THE COMPANY

- A stronger organisational safety capacity and thereby resilient safety culture
- A better safety performance through safety management
- Safety condition and performance measurements
- The verification of a proactive safety culture

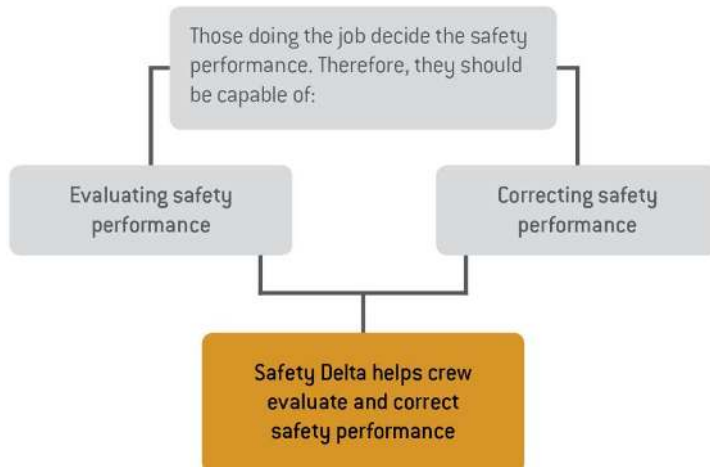
The Safety Delta philosophy and beliefs

Safety Delta is built on the belief that to be safe, seafarers need support, guidance, and help. Safety Delta is also based on the belief that resilient safety cultures require continuous efforts. Safety might have been brilliant yesterday, but this does not necessarily help us today. Conditions, people, and circumstances constantly change, and we have to adapt to these changes. The overall philosophy of Safety Delta is to support seafarers in managing the continuous effort of being safe.

Safety Delta is created around industry best safety practices gained from over 20 years of company experience, own and others’ research, hundreds of seafarer interviews, on-board visits, numerous worldwide safety development projects, and the safety training of thousands of seafarers and office staff. All these experiences have shaped Green-Jakobsen’s beliefs on how to build a proactive, resilient, and reliable safety culture which have been fed into the Safety Delta concept.

REMEMBER

Systems support safety performance. KPI’s measure performance. Training stimulates performance, but humans decide and direct performance.



Building a resilient safety culture and performance does not always come easy in a global industry which is incredibly diverse in cultures, people, competencies, business structures, environments, requirements, and technologies. It requires intelligent solutions, taking numerous considerations, challenges, conditions, etc. into account. But in the centre of it all, we have humans – humans deciding and directing our safety culture and performance, all of them trying to do their job in a professional manner and with the best of intentions.

Therefore, Safety Delta is built on the following key beliefs:

People in the centre

- Those who are involved in any work process should be the personnel capable of assessing and correcting present safety performance.
- Development initiatives should to a high degree be initiated by the people involved in the actual work. This helps ensure relevant development initiatives, local empowerment, and vessel focus. Safety performance is an ongoing process. Resilient safety cultures should not be managed from afar but by those who do the job.

Open and trusting culture

- An open and trusting culture is the foundation for the development of a proactive safety culture. Safety Delta offers a starting point for an open and trusting dialogue.

Dialogue and collaboration

- Safety cultures demand dialogue and collaboration. Crew involvement creates ownership and accountability. We have to help facilitate and support this process.

Strong focus on behaviour

- Behaviour has a strong influence on safety cultures. Safety Delta evaluates safety behaviours believed to have an impact on safety performance.
- To manage and improve safety performance, focus on both strong and weak points and behaviours is equally important. Far too often, we only highlight the bad and forget about the good and respond only when we make mistakes.

The beliefs which are NOT reflected in Safety Delta:

- It is not a leadership measurement tool. Safety Delta helps discuss safety leadership but does not provide absolute and precise numbers on leadership performance.
- The diagnosis is not an objective assessment, but a presentation of the crew's perception of the safety culture conditions at a certain time.
- Progression of the safety culture development cannot always directly be measured in traditional KPI's such as the company LTIF. Instead, Safety Delta focuses on proactivity and perceived satisfaction of the continuous development processes.

The Safety Delta Learning Library

One of the best features of Safety Delta is its digital library of learning materials and Safety Delta information. The Safety Delta Learning Library (SDLL) is designed to support development activities on board and to provide the needed information about Safety Delta.

The SDLL contains more than 50 safety-related learning subjects and different learning materials for each subject. These subjects are also addressed in the CSD report.

The learning materials are presented in the following formats:

- **Brief** - It provides the structure, theoretical foundations, and industry best practices for deeper understanding of the subject.
- **Video/Animation** - These are short stories where the topics and tools presented in the brief become more operational and relatable to the learners.
- **Activity** - It is a follow-up learning activity to ensure the learners receive hands-on training in the subject. The activities are collaborative, reflective, game-based, and tailored to work, training, or recreational processes on board.

In addition, various forms and related tools can be found in the SDLL:

- Information about Safety Delta and the three stages: Diagnosis, Dialogue and Development
- A Safety Delta introduction presentation
- Introduction animations for Diagnosis, Dialogue, and Development
- The Safety Delta Development Plan (SDP)
- Dialogue sheets
- Safety games challenging and developing knowledge and understanding

REMEMBER

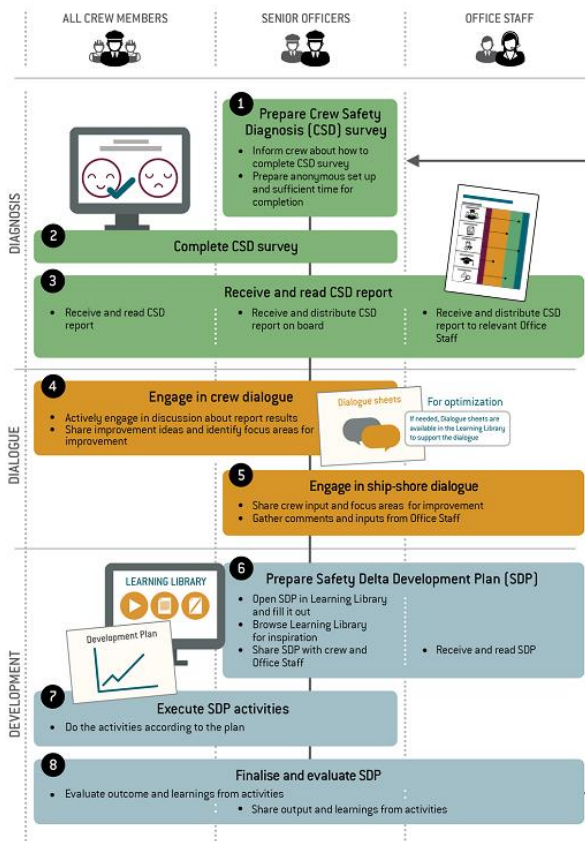
True learning happens when the correct blend between challenge and support is created. The Safety Delta Learning Library does precisely this: it supports on-board crew to manage the identified learning and development needs.

The Safety Delta process model

Safety Delta depends on the management of a structured process. All parties involved – both ship and shore – must possess a shared understanding of how to manage this process.

Safety Delta involves all crew members on board including Senior Officers and designated Office Staff. To ensure a constructive and valuable process, it is important that each group understands the process and is aware of who does what, when, and how.

This process model gives an overview of the entire Safety Delta process. It describes the different roles of office staff, senior officers, and crew members for each stage as well as the various tools which are necessary in fulfilling the steps in every stage.



REMEMBER

Safety cultures are decided by humans. Developing safety culture and performance requires a ‘human’ approach. This belief is fundamental for Green-Jakobsen.

The following pages discuss in detail the three stages of Safety Delta: Diagnosis, Dialogue, and Development.

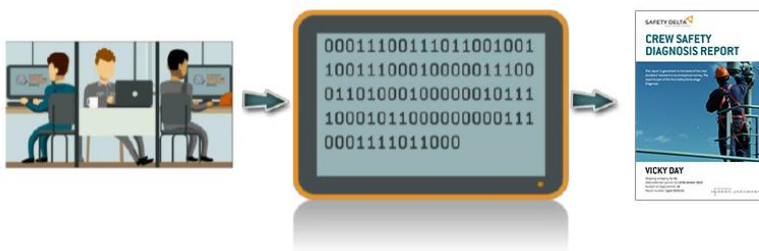
Diagnosis

The Diagnosis stage

The Crew Safety Diagnosis (CSD) is the first stage in the Safety Delta process. In this stage, the crew makes a diagnosis of the vessel's safety condition by answering a survey about safety practices on board. Like a doctor's diagnosis, the CSD indicates what is OK, what 'hurts', and what needs to be improved on board.

Based on the crew's answers, a CSD report is auto generated. The diagnosis of the safety condition on board is made by those who live and have first-hand experience about the safety culture: the crew members.

By providing a status of how well a vessel or crew is performing, the CSD serves as the basis for the next Safety Delta stages: Dialogue and Development.



Theories and concepts behind CSD

The Crew Safety Diagnosis is based on well-founded theoretical concepts and methods.

For instance, the CSD is based on Safety Condition Indicators rather than the traditional lagging and leading performance indicators such as LTIFs, FAC, or the number of safety audits carried out. Furthermore, solid feedback structures and well-tested evaluative intervals serve as the backbone of the CSD report.

Beliefs and theories embedded in the Diagnosis stage

The Safety Delta Diagnosis is anchored on the following beliefs and supported by the following research findings:

BELIEFS

- If we do not evaluate our performance, we cannot develop and improve.
- Good evaluation creates crew reflection, and reflection creates a starting point for a crew dialogue on safety performance.
- Since conditions and people continuously change, we need to evaluate on a regular basis. Our safety performance might have been brilliant yesterday, but how is it today?
- Often shipping companies find it difficult to evaluate safety performance. The Diagnosis process provides a more objective starting point for the evaluation of important safety performance processes.

RELEVANT RESEARCH FINDINGS

- Humans tend to overrate their own capabilities.
- Human experience evaporates if it is not used, reminded, or discussed on a continuous basis.
- Humans who have not experienced any serious incidents believe that they are doing a good job.
- Performance evaluation keeps humans on their toes.
- Good and resilient safety cultures never stop making formal and informal evaluation of their safety performance.
- Humans experience a lot but most of it remains unnoticed.

Safety Indication Tables

When talking about key performance indicators in the shipping industry, there is a strong tendency to only focus on lagging and leading indicators. As an alternative, Green-Jakobsen has introduced the Safety Condition Indicators as an ‘in-between’ indicator helping to measure the actual safety condition.

The Crew Safety Diagnosis measures the crew’s perception of the safety conditions on board over a given period of time. Before we dig deeper into the CSD report and the measuring tool, it is important to understand the concept of Safety Condition Indicators.

Various types of performance indicators

Safety Condition Indicators are a type of performance indicators. Various other types of performance indicators exist. In general, performance indicators help us measure and articulate our present safety performance. Valuable performance indicators provide information on the progress and status of behaviours and activities applied to mitigate hazards and risks related to health and safety.

As mentioned, there are several types of performance indicators, and each type has specific focus areas and limitations. There is no ‘one-size-fits-all’ performance indicator; therefore, we need to understand which indicators are usable for what.



PERFORMANCE INDICATOR	DESCRIPTION	PURPOSE
<p>LAGGING PERFORMANCE INDICATORS</p>	<p>Lagging indicators measure a company's incidents in the form of past accident statistics. They look at the collective result of total safety capabilities.</p> <p>Examples include:</p> <ul style="list-style-type: none"> - LITF's - FAC - Worker's compensation - Costs - Fatalities 	<p>Lagging indicators are the traditional safety metrics used to indicate progress towards compliance with safety rules. These are the bottom-line numbers that evaluate the overall effectiveness of safety performance. They tell you how many people got hurt and how badly.</p>
<p>SAFETY CONDITION INDICATORS</p>	<p>Safety condition indicators measure the safety climate reflecting how safety has been over a given period.</p> <p>Examples include:</p> <ul style="list-style-type: none"> - Employee perception of the workplace safety climate - Employee perception of e.g., the quality of the toolbox talks made - Employee perception of the extent of e.g., the use of safety tools, PPE, etc. 	<p>Condition indicators focus on the quality of safety processes and perceptions expressed and shown by employees at the workplace.</p> <p>If these are assessed to be poor, a potential hazard could be apparent and - if not corrected - predict an unwanted event. Condition indicators offer the company and its employees a starting point for a dialogue (language) about safety before an accident.</p>

<p>LEADING PERFORMANCE INDICATORS</p>	<p>Leading indicators measure activities believed to have a positive and developing impact on the safety performance.</p> <p>Examples include:</p> <ul style="list-style-type: none"> - Number of implemented safety training initiatives - Number of safety audits carried out - Percentage of employees who have undergone safety training 	<p>Leading indicators measure the development activities influencing safety performance and continuous improvement. These measures are proactive in nature and report what improvement measures the company and its employees are taking on a regular basis to prevent injuries.</p>
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Safety Condition Indicators provide an alternative and beneficial measure to the lagging and leading indicators typically used by the maritime industry.

Indications, not precise results

It is important to note that the indicators are not a complete representation of safety performance on board, but the indicators do provide an indication of the safety condition on board. The key benefit of the Safety Condition Indicators is that they can be used to pinpoint areas that need to be improved and hereby help prevent accidents before they happen.

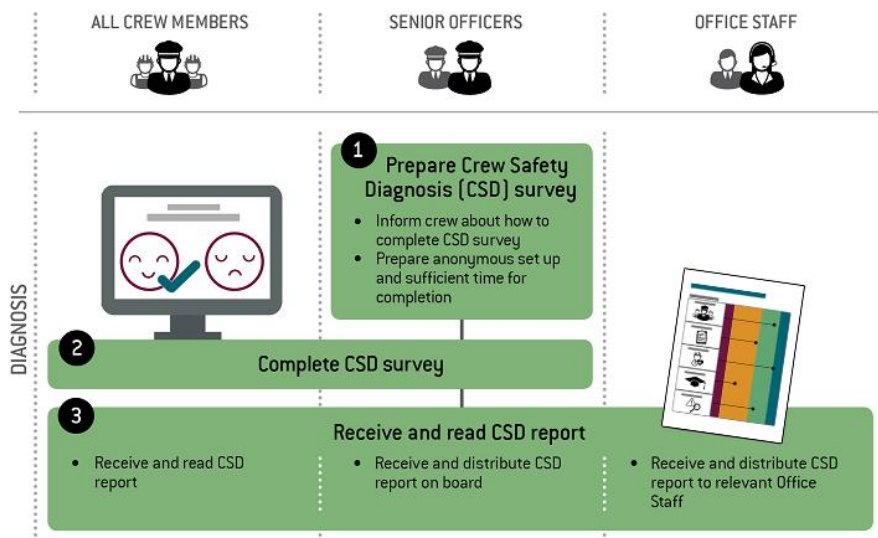
The Crew Safety Diagnosis is based on Safety Condition Indicators. In the Crew Safety Diagnosis stage, the safety condition is measured on a set of carefully chosen indicators. These are the safety areas and their inherent cultivators. Green-Jakobsen believes that these specific indicators can help predict the crew’s ability to manage work in a safe manner.

Diagnosis steps

Making a diagnosis consists of three steps and is a process that involves all crew, Senior Officers, and designated Office Staff. First, Senior Officers prepare for the diagnosis on board. Hereafter, all crew members on board complete the survey. Finally, Senior Officers and Office Staff receive the CSD report, which is shared with the crew. All are encouraged to read the report.

Who should do what?

The CSD process involves all crew, senior officers, and designated office staff. The model below illustrates who should do what in each step in the process.



STEP 1: Preparing the CSD Survey

Setting up the survey

The CSD survey is typically conducted two to four times a year. In due time, the Captain of each vessel is informed of the survey period and the release date of the Crew Safety Diagnosis (CSD) report.

It is the Captain's (or a designated Senior Officer's) responsibility to ensure the best conditions for answering the CSD survey. The right conditions will help to ensure:

- The anonymity of the seafarers
- Enough time for the seafarer to reflect upon the questions and provide accurate and honest answers
- That the seafarers answer the CSD survey individually
- Completion of the entire CSD survey



Before each data collection period, the Captain will receive an email about how to introduce the crew to the Diagnosis stage, how to set up the right conditions for the completion, and how to access the CSD survey.

The email will also contain a 'CSD survey completion schedule'. This document ensures that each seafarer is assigned a time slot to complete the survey. It is important to ensure that the crew's assigned time slots do not coincide with their working hours, tasks on board, or rest hours.




**Crew Safety Diagnosis (CSD) Survey
COMPLETION SCHEDULE**

All seafarers must complete the safety survey. Please allocate approximately 10-20 minutes to complete the survey. To ensure anonymity, only **1 seafarer** is allowed to enter the room at a time.

Number	Date	Time (Maximum of 20 minutes per seafarer)	Name of seafarer
	<i>EXAMPLE: 23 Feb 2017</i>	<i>10.30-10.50</i>	<i>John Seafarer</i>
1			
2			
3			

If practically possible, the following set-up is suggested:

1. Reserve one computer and one separate room for the completion of the CSD survey. To ensure anonymity, only one seafarer at a time can access the room.
2. On the 'CSD survey completion schedule', each seafarer is assigned a time slot of approximately 10-20 minutes to complete the survey in the room. Alternatively, the seafarers can assign themselves a time slot in the schedule.
3. In their allotted time slot, each seafarer accesses the separate room and completes the CSD survey on the computer.

Ensuring anonymity

Among seafarers, there is a tendency to provide over positive or unrealistic answers. Many do this because they fear that other crew members or superiors will see their answers. In other words, they do not trust the anonymity of the survey.

However, there is no need for doubts or insecurities when completing the CSD survey. It is 100% anonymous. It is not possible for any crew member or Office Staff to access the survey software and view the crew's answers. All data is stored on one of Green-Jakobsen's secured servers and treated confidentially by Green-Jakobsen.

It is an important part of the Safety Delta concept that the seafarers come to trust the anonymity of the survey.

One of the benefits of Safety Delta is that it will help develop a more trusting and open culture in shipping companies – a culture where the crew feel comfortable in voicing their opinions and ideas about safety on board.

Developing an open and trusting culture can take several years and a lot of hard work. Trusting the anonymity of the CSD survey is the first step in developing a trusting culture. Therefore, it is important that the crew experience the CSD survey as a safe and anonymous channel through which they can express their opinion about safety on board.

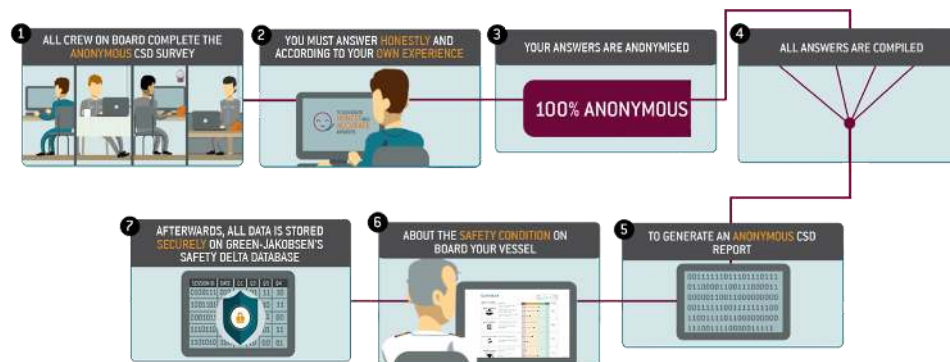


Handling survey responses

To ensure complete anonymity, no person or staff member is directly involved in the handling of crew responses. Instead, a protected software has been developed to make an automatized handling of the survey data.

This is what happens. As soon as a seafarer has completed the entire CSD survey, the data is automatically sent to Green-Jakobsen's server. The data handling software compiles the crew's data during the data collection period. When the data collection period ends, the software generates an anonymous CSD report, which is automatically sent to the shipboard management and designated office personnel.

The model below illustrates how crew responses are anonymised, compiled, transformed into a CSD report, and stored on Green-Jakobsen's Safety Delta Database.



STEP 2: Completing the CSD Survey

Understanding the survey

The CSD survey consists of questions related to the safety on board your vessel.

The questions are divided into safety areas. The office manager responsible for Safety Delta in your company selects which of the safety areas to include in the survey. Thus, the number of survey questions depends on the selected safety areas.

From time to time, new safety areas and questions will be added. Here is the list of safety areas:

- Safety leadership
- Health and well-being
- Risk management
- On-board learning and development
- Safety reporting
- Safety behaviours
- Leading the on-board culture
- Critical equipment

Question types

The survey contains several question types, for example:

- ‘How often’ questions
- Statements
- Negatively-worded questions
- ‘On a scale from 0-10’ questions

To ensure useful and valuable report results, it is important that the crew know about the most used question types and how to answer them. Therefore, you are encouraged to read the following guide about the question types.

- ‘How often’ questions

Most of the questions ask how often (expressed in the percentage of the time) specific safety related situations, behaviours, and actions occur. Here is an example of a ‘how often’ question:

When crew members exceed work hours, how often do they get the compensatory rest? *

% of the time

Never					Some-times					Always
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To answer this question, the crew would need to reflect upon the percentage of the time they get the right rest hour compensation when exceeding work hours. Is it 10% of the time? 60% of the time? Or maybe even 90% of the time?

To help crew select the option that best fits their experience, the words “Never”, “Sometimes”, and “Always” are also available.

Example

If a crew member *never* experiences to get the right rest hour compensation, the option “Never” or “0%” should be selected. However, if he/she experiences to get the right rest hour compensation almost all the time, then the option “80%” or “90%” might be the most suitable.

- **Statements**

Some questions are phrased as statements with answer choices indicating different frequencies. The seafarer must select the answer choice that best applies to his/her experience. This type is very similar with ‘How often’ type questions which require the crew to reflect on how often a specific behaviour occurs or is practiced on board.

On board everyone can practice their religion, tradition and/or culture without being laughed at or bullied. *

Never	Seldom	Half of the time	Frequently	Always
0%	25%	50%	75%	100%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- **Negatively-worded questions**

Some of the questions ask how often negative actions and practices occur. In these cases, it is important that the seafarers still select the option that best reflects their experience.

To make it clear that it is a negative question, the key word in the question is in bold and italics:

How often do crew members violate the rest hour period *without* registering the extra work time? *

% of the time

Never											Some-times	Always
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	50%	100%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do crew members make shortcuts on safety procedures due to *time pressure*? *

% of the time

Never											Some-times	Always
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	50%	100%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ‘On a scale from 0 to 10’ questions

A few of the questions are about the crew member's experience of a topic to be rated on a scale from 0 to 10:

How would you rate the work atmosphere on board?

Please indicate your answer on a scale from 0 to 10:

0 - Negative, ex. negative attitudes, scolding crew, harassment

10 - Positive, ex. positive attitudes, harmony, acknowledgements *

		Nega-									Posi-	
		tive									tive	
	0	1	2	3	4	5	6	7	8	9	10	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

When answering this kind of question, the crew must reflect upon how they would characterise the work atmosphere on board on a scale from 0 (negative) to 10 (positive).

Example

If a crew member experiences the work atmosphere as rather negative, for example, crew members are quite often scolded or harassed and a negative attitude dominates, then option 2 or 3 might be the most suitable. However, if the work atmosphere is experienced as very positive with positive attitudes and acknowledgements, then option 9 or even 10 can be selected.

Having the right mindset when answering

The CSD report is based entirely upon the crew's responses. This gives the crew a lot of impact on the safety on board. Therefore, it is very important that the crew are aware of the responsibility that follows and answer the CSD survey with the right mindset.

To achieve the right mindset and to provide useful answers when completing the CSD survey, please follow these guidelines:

<p>1 /</p>	<p>It is important that the seafarers answer the CSD survey individually and according to their own experience.</p> <p>If seafarers answer the CSD survey in a group or discuss their answers with other crew members, a seafarer’s personal opinion naturally becomes shaped by that of the others. Consequently, the seafarers’ answers accidentally express a collective opinion rather than his/her personal opinion. Therefore, the seafarers should be able to answer the CSD survey in an isolated room that ensures their privacy and anonymity.</p>
<p>2 /</p>	<p>It is very important that the seafarers answer the CSD survey honestly and irrespective of personal relations to other crew members.</p> <p>Some of the questions are about the leaders’ performance on board. In these instances, it is extremely important that the seafarer who answers the CSD survey does not let his/her emotions or personal relationship with the leaders affect his/her answers. Rather, the seafarer should answer the question based on his/her professional perception of the leaders’ performance and assess this objectively.</p>
<p>3 /</p>	<p>Only entirely completed CSD surveys are accepted.</p> <p>If a seafarer stops in the middle of the CSD survey, none of his/her answers are included in the CSD report. In order for a CSD report to be generated, at least 10 respondents – more specifically three (3) Senior Officers, three (3) Junior Officers, and four (4) Ratings – must complete the CSD survey. If this is not fulfilled, a CSD report will not be issued. Therefore, all crew are strongly encouraged to complete the entire CSD survey.</p>
<p>4 /</p>	<p>Take your time and provide accurate and honest answers.</p> <p>The CSD report is based 100% upon the crew’s answers, and it is extremely important that the seafarers provide accurate answers. Seafarers who do not take the CSD survey seriously and complete the survey with ‘closed eyes’ and without reflecting upon the answers can distort the diagnosis and the results. Therefore, all seafarers are strongly encouraged to take their time and reflect upon each question and their corresponding answers.</p>

5 / The seafarer's answers must be realistic and reflect the true conditions on board.

Very often, seafarers provide over-positive answers to survey questions. For instance, they rate the safety culture to be 10 even though they actually assess it to be 6 or 7. There can be many reasons for providing over-positive answers. Some seafarers do not want to blame anyone, or they want to retain the good reputation of their vessel, themselves, and the crew. Others fear that superiors or Office Staff might see their answers and harm them if their answers are too negative. Yet, others believe that over-positive answers will spare them from more work.

Regardless of the reasons, providing unrealistic or over-positive answers is a hazardous act that can have severe consequences for the safety on board. The over-positive answers will lead to an unrealistic CSD report and a false picture of the safety condition on board. Consequently, shipboard management, crew, and Office Staff will all get the idea that safety on board is very good, even though it is not. This is a very hazardous situation. Without a correct and realistic diagnosis, the shipboard management and Office Staff have no chance to act proactively and improve the relevant safety areas. The consequence is that the likelihood of incidents and accidents to happen increases.

STEP 3: Receiving and reading the CSD Report

When the Crew Safety Diagnosis (CSD) report has been generated in the Safety Delta system, it is automatically sent to the vessel and to the designated Office Staff.

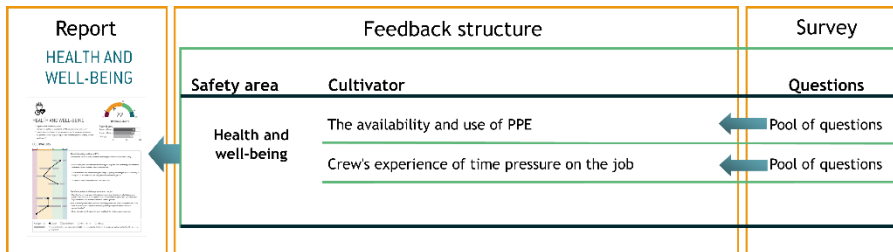
The CSD report is a central tool in the Safety Delta process. It gives insight in the current safety culture on board and offers the opportunity to work with safety in a focused and determined way.

From survey to CSD Report

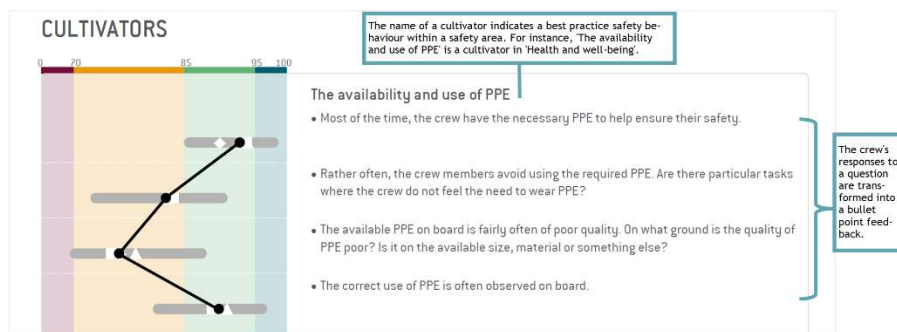
The CSD report is generated based on the crew's answers to the CSD survey. But how are all those survey answers turned into a CSD report? In order to understand how the feedback in the report is generated, it is necessary to understand the specially designed feedback structures and their underlying logic. These feedback structures are the key to generating insight on the safety condition on board a specific vessel.

Feedback structure for safety areas

The Safety area feedback structure contains a direct link between the survey questions and the report. This table shows, using Health and well-being as example, how the crews' answers to a pool of survey questions are transformed into feedback on a cultivator, which is transformed into feedback on a safety area in the report.



As the table shows, each safety area consists of two to three cultivators, and each cultivator receives input from two to seven questions. In order to show the output of the feedback structure, an extract of the CSD report is shown below. It shows how the crew's responses on a question are translated into bullet point feedback. The scores are plotted on the graph with four different colour regions.



Evaluation of scores

The Crew Safety Diagnosis report measures and evaluates safety on board. But how do we evaluate the scores? Here you can learn about how the scores are evaluated and visualised in the CSD report.

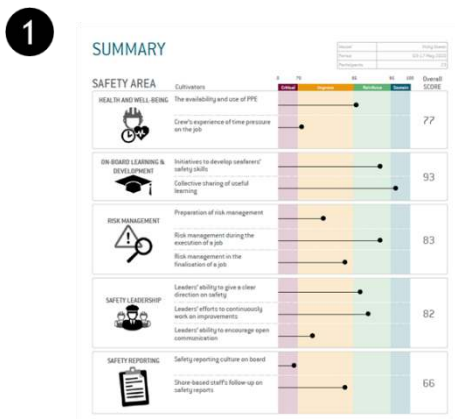
The backbone of the Crew Safety Diagnosis consists of 4 intervals that evaluate a vessel’s safety performance on a scale from 0 to 100:

INTERVAL	EVALUATION OF PERFORMANCE	RECOMMENDATION
0-69.9	Poor	Critical
70.0-84.9	Mediocre	Improve
85.0-94.9	Moderate	Reinforce
95.0-100	Excellent	Sustain

The interval under which a vessel’s score results fall defines its performance level: e.g., if the overall score on Safety leadership is 69.1, it falls within the interval 00.0-69.9, which results in the evaluation ‘Poor’.

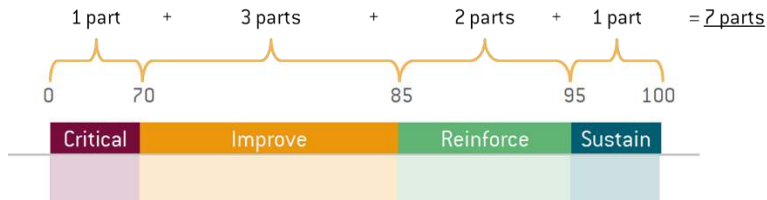
In the CSD report, several visualisations evaluate the vessel’s scores and performance:

1. The Safety condition indication tables
2. Performance barometers
3. Rank scores bar graph



These models contain colours, numbers, and labels indicating the evaluation of the safety conditions. For example, the colour red and the labels ‘critical’ and ‘low’ are used to indicate poor performance (interval 0-69.9).

It is important to note that the visualisations do not provide a 1:1 representation of the scores. Instead, the visualisation of the evaluation is based on a ‘seven-part principle’. The performance score scale (ranging from 0-100) is divided into seven parts:



The seven-part principle ensures a relevant visualisation of the evaluation. In the seven-part principle, the section 0-70 is covered by one part, whereas there are six parts dedicated to the results within the 70-100 section. In this way, the seven-part principle increases the focus on the 70-100 section because there is a tendency that most results lie in this section. This enables a more exact visualisation of each score and ensures a bigger visual spread between the scores within this section.

Sharing the report with the crew

It is the Senior Officer's responsibility to share the report with the rest of the crew. Senior Officers should make enough copies of the CSD report and hand it out to the crew. The crew can either read the report individually or in groups.



It is the responsibility of the Office Staff, who received the report, to distribute it to relevant staff members in the office.

NOTE

It is highly recommended that the crew/Office Staff who receive the report use the dialogue sheets in preparation for the dialogue. The dialogue sheets help stimulate reflection about the results and identify improvement areas.

When Senior Officers and Office Staff share the CSD report, it is important to:

- Briefly inform the crew/Office Staff about the structure of the report: Summary, Safety areas, tables, charts, visualisations, and results
- Remind the crew/Office Staff that the results are based on the crew's answers to the CSD survey

How to read the CSD report

In order to get the full benefit and value of the CSD report, it is important to understand the structure of the report and how to navigate it.

The CSD report consists of three (3) sections:

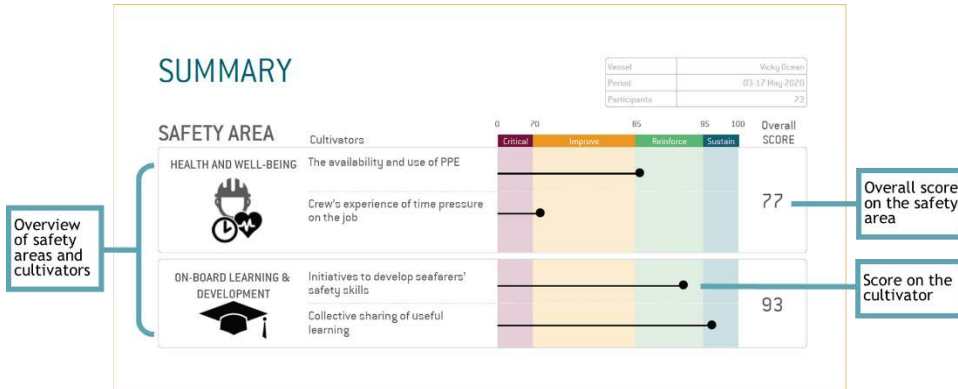
1. Summary - Safety Condition Indication table
2. Detailed report - Safety areas and Cultivators
3. Safety Delta Learning Library Overview

Summary page

The Summary page gives an overview of the vessel's safety performance. This page provides a visual summary and evaluates the vessel's scores on each Safety area and cultivator.

Use the Summary to:

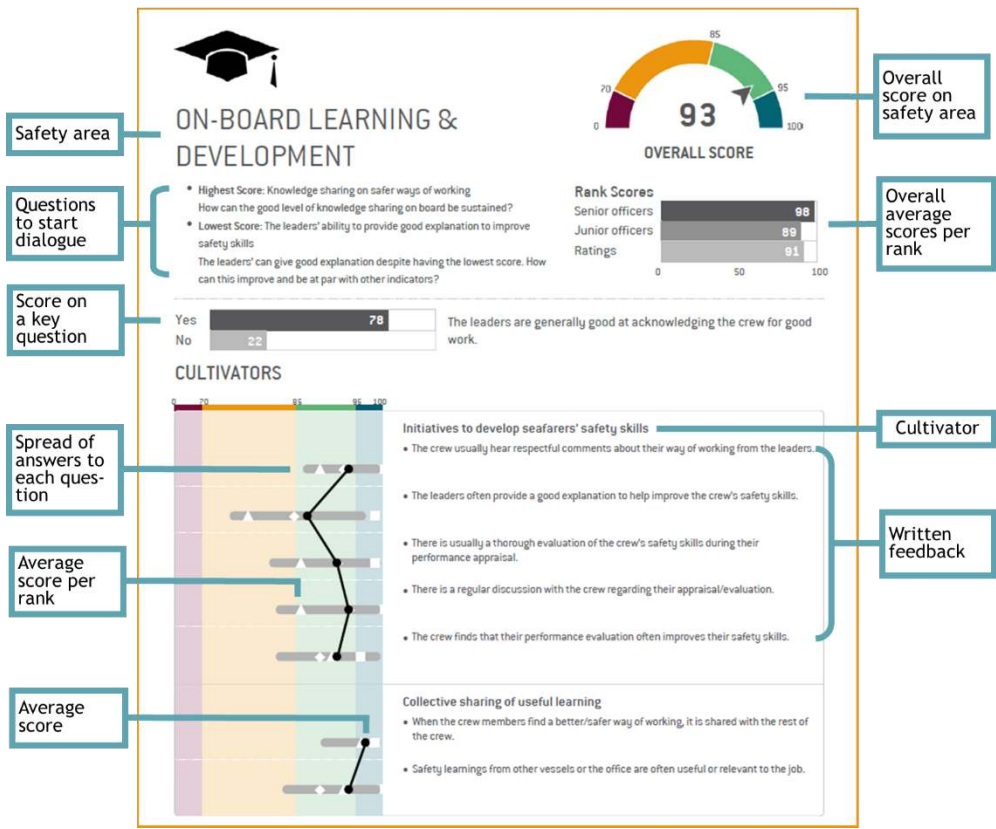
- Get a quick overview of the vessel's overall scores
- Present and discuss the vessel's overall scores
- Compare scores and identify trends across the safety areas
- Identify improvement areas to work on



Detailed report

The Detailed report shows the score per safety area and cultivator. A **safety area** is a process or activity that has a high impact on the overall safety on board. The CSD report focuses on safety areas included in the survey. Each safety area consists of two to three cultivators. A **cultivator** describes a focus point within a safety area. For example, 'The availability and use of PPE' is a key focus point within 'Health and well-being'. A well-performed cultivator positively influences its safety area and the safety performance on board.

The Detailed report consists of a number of charts and descriptions used to analyse and visualise the results.



Safety Delta Learning Library Overview









The last page of the report is the Safety Delta Learning Library Overview. This page lists down the various subjects that are related to each safety area and cultivator and are available in the SDLL.

Use the SDLL Overview to:

- Get an overview of the available subjects for each safety area and cultivator
- Select the relevant subjects for the safety area or the cultivator that the crew can work on

ON-BOARD LEARNING MATERIALS

The Safety Delta Learning Library has a lot of on-board materials to support your safety learning and efforts. Each safety area and cultivator has relevant learning materials and activities ready for your ongoing training.

Safety Area	Cultivator	Subject
SAFETY LEADERSHIP 	Leaders' ability to give a clear direction on safety	Safety leadership Giving clear instructions Prioritising safety
	Leaders' efforts to continuously work on improvements	Consistent safety standards From reactive to proactive Turning safety ideas into actions
	Leaders' ability to encourage open communication	Encouraging crew to speak up Appreciative feedback Being open to different opinions Active listening Questioning techniques Appropriate assertiveness
		Health and well-being The availability and use of PPE Using appropriate PPE
HEALTH AND WELL-BEING 	Crew's experience of time pressure on the job	Handling time pressure Fatigue management Mental health awareness Stress management
		Three-phase risk management process Preparation of risk management Risk assessment practices Hazard identification Preparations for the job Principles of controlling hazards
RISK MANAGEMENT 	Risk management during the execution of a job	Toolbox talk Situational awareness Stopping unsafe acts Team communication
	Risk management in the finalisation of a job	Restoring the worksite Work debrief
		On-board learning & development Initiatives to develop seafarers' safety skills Corrective feedback GROW coaching model Appreciative feedback Performance appraisal
ON-BOARD LEARNING AND DEVELOPMENT 	Collective sharing of useful learning	Sharing improvement insight
		Safety reporting culture on board Safety reporting No blame culture Incident Investigation
SAFETY REPORTING 	Shore-based office's follow up on safety reports	Safety reporting Turning safety ideas into actions
		Safety behaviours Insight: Seeking and sharing knowledge Insight Innovation: Improvement initiatives and mindset Innovation Influence: Contributing to a strong safety culture Influence Intervention: Intervening when necessary Intervention Integration: Making safety a natural part of everyday work life Integration
SAFETY BEHAVIOURS 		Leading the on-board culture Contribution to company values and goals Turning company values into behaviours
	Leaders' ability to create a trusting and respectful culture	Positivity at work Harassment and bullying Conflict handling Leadership styles
	Awareness and respect for cultural differences	Cultural awareness and bias Communicating across cultures
		Critical equipment Awareness of critical equipment Understanding of usage Quality of critical equipment
LEADING THE ON-BOARD CULTURE 		
CRITICAL EQUIPMENT 		

The subject list will be updated as new titles become available.

How to analyse the CSD report

The Crew Safety Diagnosis report contains a lot of information, feedback, visualisations, and results. When these are properly analysed and discussed, the insights and value of the CSD report will greatly increase.

A common – and not very productive – way of analysing results is to focus only on the lowest scores and try to improve these. The pitfall is that you only focus on what you are poor at, and not what you are good at. In this way, you limit your understanding of the vessel's performance to cover only the negative scores. Also, you miss out on potential improvement opportunities, as the things you are good at very often can be used to improve what you are not so good at.

Therefore, it is important to properly analyse the results and to discuss the analysis with the crew during the dialogue. This will develop a mutual understanding of the vessel's safety performance and enable crew to find the best elements to improve.

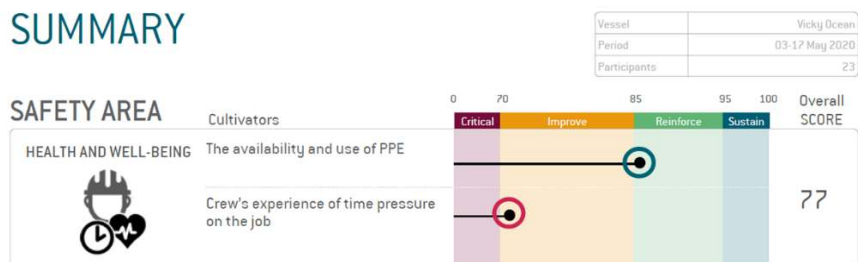
Identifying trends

Trends are patterns that can appear when analysing the results across safety areas. Identifying and discussing trends can help figure out the causes behind the results. The trends and the causes are useful when identifying the best and most appropriate improvement initiatives.

Let us give an example of how to analyse trends and formulate relevant questions about the results for the crew dialogue.

In the CSD report, the scores in the Summary page and the Detailed report pages are useful in finding and analysing trends. By asking questions about the high and low points on the line and especially about the differences among points, trends can be identified, discussed, and elaborated.

SUMMARY



In the summary page, we can easily see the gap between the two cultivators of Health and well-being. The graph shows that the crew must reinforce the availability and use of PPE. However, the crew's experience of time pressure on the job needs improvement.

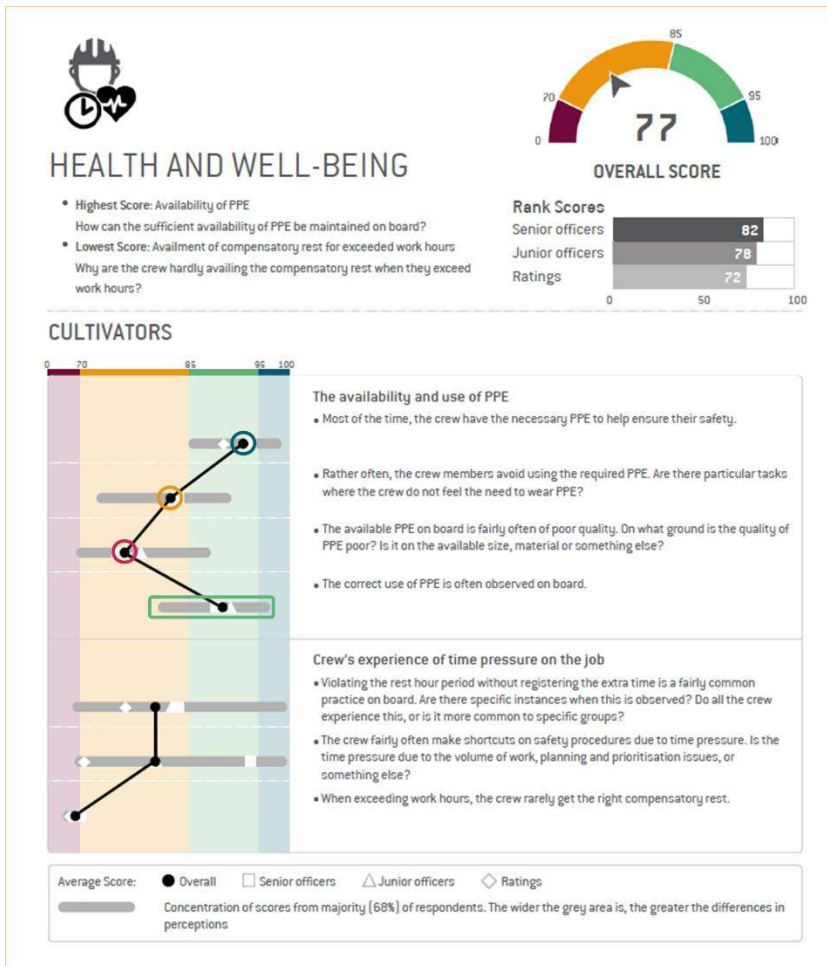
Here are some questions to consider:

- Can you give examples that show the availability and proper use of PPE?
- How can the crew's experience of time pressure on the job be improved?
- Which safety practices in the first cultivator can be applied to improve the second cultivator?

Discussing the high score in one cultivator can reveal strategies that might also be useful in addressing the cultivator with a low score.

The Detailed report for Health and well-being on the next page shows the specific scores on each focus point for each cultivator. This way the crew can know which safety practices are perceived to be at the reinforcement level and which ones are at the improvement level.





The Detailed report can also reveal gaps between focus points within the same cultivator.








REMEMBER

The report contains relevant questions that the crew can discuss during the Dialogue stage. Follow-up questions can also be seen in some written feedbacks.

For example, for the first cultivator in Health and well-being, the CSD report gives the following feedback:

-  Most of the time crew have the necessary PPE to help ensure their safety.
-  Rather often, the crew members avoid using the required PPE.
-  The available PPE on board is fairly often of poor quality.
-  The correct use of PPE is often observed on board.

Here are some questions to consider:

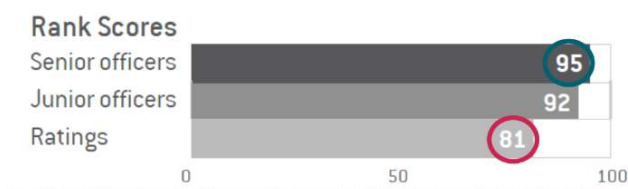
-  The crew seem to agree that most of the time they have the necessary PPE to help ensure their safety. However, why is it that they avoid using the required PPE rather often?
-  Which factors could have affected how often the crew use the required PPE? Could it be because they perceive the PPE to be fairly often of poor quality?
-  What can the crew do among themselves so that they always use the required PPE?
-  What made the crew say that the PPE is fairly often of poor quality? What can be done by the office or the management to improve the quality of the PPE?
-  Based on the spread of answers indicated by the grey bar, on average, the crew members most of the time know how to use the PPE correctly, but some crew members perceive that this point needs improvement. What can be done to address this difference in perception and improve?

Interpreting mixed perceptions among ranks

It is common that the ranks on board have mixed perceptions of the vessel’s performance on different safety areas. This can be expected and should not be rejected. For instance, senior officers often have other roles in conducting tasks than ratings or junior officers, which might result in different views.

It is important that the difference in perceptions among ranks is acknowledged, properly managed, and discussed during the dialogue. However, it can be difficult to discuss sensitive issues openly. Therefore, it is important that the crew, senior officers, in particular, show a mature and constructive approach in the dialogue or when criticised.

This chart shows an example of a significant difference in rank perception.



It is important to talk about these different perceptions with the crew. To do so, you can ask questions like these:

- Looking at the rank scores in the safety areas, is one of the ranks generally showing more positive answers than the others? Or more negative? Do you have any ideas or suggestions why that is so?
- Select a specific safety area where the perceptions vary a lot:
 - Ask the members of the rank with the highest score: To get a better understanding of the results, could one of you share a work experience that relates to the score result?
 - Ask the members of the rank with the lowest score: To get a better understanding of the results, could one of you share a work experience that relates to the score result?
 - Because of all your good inputs we now know more about the results. Do you have any ideas why we have different perceptions of what is going on?
 - When thinking about it, do you think it is a problem that we have different perceptions? Why?
 - Should we do anything to align what we do? If yes, do you have any suggestions?

Overall, it is recommended to avoid asking questions which imply ‘correct’ or ‘precise’ answers. Asking this kind of questions can influence the crew’s willingness and readiness to answer due to the fear of giving a wrong answer. Instead, ask the crew if they have any ideas or thoughts about the subject. This way, they will feel invited to share immediate considerations, views, and thoughts.

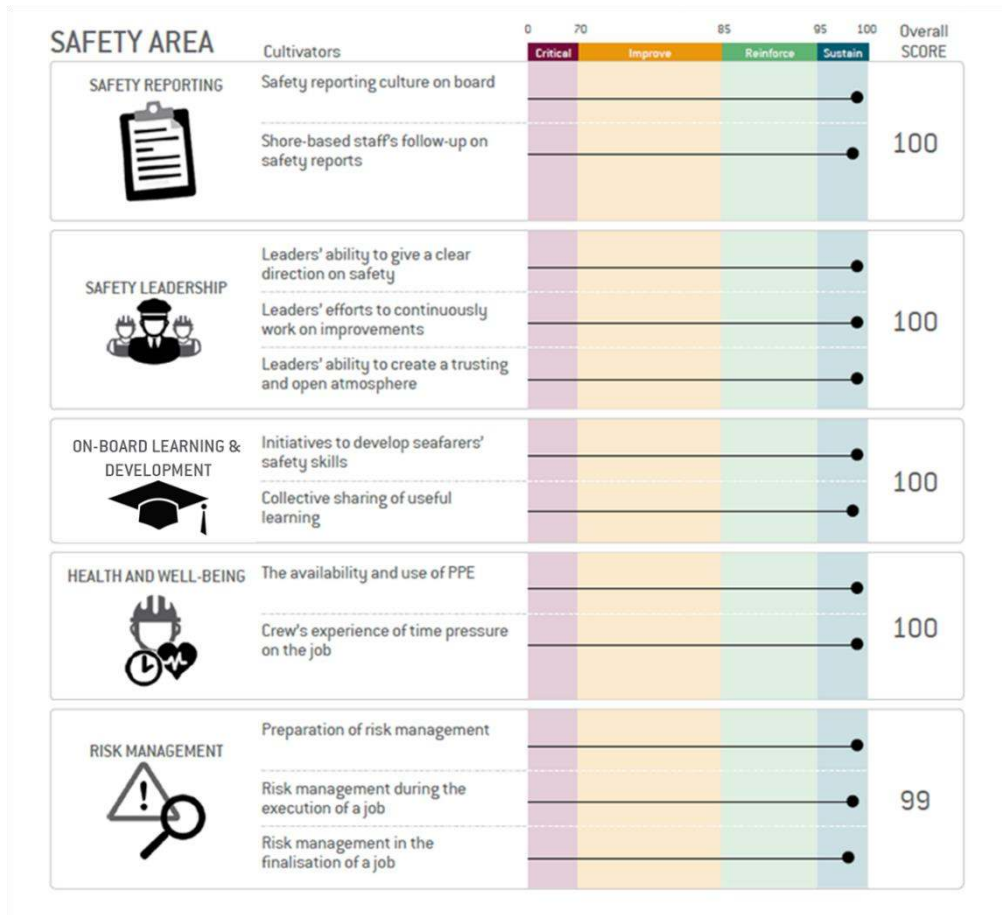
Questioning high scores

Some vessels might experience extremely high scores, for example, when all scores are above 95 in their CSD reports. Even though it looks good, it might not reflect the true conditions on board.

Extremely high scores can mean two things. Either the crew is showing a very high safety performance, which is good, or the crew is lacking the will, and/or ability to evaluate the safety performance on board honestly or realistically. If the latter is the case, it is important to focus on creating an open and trusting

atmosphere and building knowledge on best practice via the activities in the Safety Delta Learning Library.

Example of very high scores



CSD scores versus traditional KPI scores

Some might experience that vessels with high scores in the CSD report show lower scores on traditional KPI measurements and vice versa. In these cases, it is important to remember that the CSD report is based on crew perceptions, whereas traditional KPIs are typically based on reports and observations.

In the analysis and dialogue about the scores in the CSD report, it is important that the crew dare to address and discuss if they have truly answered the CSD survey in an honest and objective way. Furthermore, it can bring value to the dialogue to discuss the vessel's performance on other KPI measurements and compare these to the CSD scores.

To do this, you can ask and discuss the following questions:

- How well do we do on other KPIs? How do these scores match the results in the CSD report?
- If there are differences in the scores/evaluations, why do you think the vessel received different scores/evaluations?
- When answering the CSD survey, did you feel that you gave honest answers?
- Was it difficult for you to answer the questions in the CSD survey? How?
- Did you feel uncomfortable when answering any of the questions? Why?

Ethical guidelines

A valid Diagnosis requires solid trust in the process among the respondents. To build trust, the following principles are vital to follow:

- **Always ensure crew anonymity** - Crew should always be allowed to answer the Crew Safety Diagnosis survey in a private and undisturbed manner. In addition, no crew member should be questioned about the answers he/she provided during the CSD assessment.
- **Avoid pressuring crew, colleagues, or subordinates to provide positive answers** - Putting pressure on subordinates or colleagues to provide positive answers should always be avoided. Safety Delta is not a benchmarking exercise where ship crews are competing against each other.
- **Also appreciate poor evaluations** - The main purpose of the CSD report is to stimulate dialogue and reflection about the present safety performance – not to punish low scoring vessels. More specifically, CSD results should never be used to terminate employees.

Important facts about the Safety Delta Diagnosis stage

- It takes each crew member approximately 10-20 minutes to provide the input for the CSD report.
- Guidelines on how to provide CSD input have been prepared and shall be communicated to and be made available for all crew members.
- The crew responses to the CSD survey happen either via a web browser and a link provided by the Safety Delta Admin team, or offline through an Excel survey provided by the Safety Delta Admin team. Soon, the survey may also be answered via the Safety Delta Mobile App.
- The CSD report is automatically generated and offers written feedback reflecting the present safety conditions. As soon as all crew members have provided their input, a report can be generated.
- Each CSD report is ship-specific, and it offers a quick overview of the perceived on-board safety conditions and performance.
- The report includes recommendations on what actions the crew should take to improve the present safety conditions and performance.
- The report's feedback is kept in a maritime terminology making it easy to read and relate to.
- CSD is tested by seafarers and office safety staff and described as a highly important safety performance tool.

Dialogue

The Dialogue stage

The only persons who truly experience the safety performance on board are the crew members involved in the daily tasks and operations. These crew members are also the persons who can and should discuss the performance and make corrections or changes if needed.

The Dialogue stage is very important. It increases reflections, knowledge-sharing, and collaboration among on-board crew and departments, and between ship and shore. The dialogue develops a shared language for safety and a mutual understanding of best safety behaviours. As a result, a joint perception of the safety culture emerges and is cultivated among the crew and Office Staff. Consequently, the safety culture on board and in the office becomes stronger and more resilient.

Dialogue is the second stage in the Safety Delta process. Before the actual dialogue, it is recommended that the crew and Office Staff prepare themselves for the dialogue by reading the Crew Safety Diagnosis (CSD) report.

The crew dialogue is an opportunity for the crew to discuss the CSD report, share improvement ideas, and identify focus areas for improvement. The Captain shares the outcome of the crew dialogue with designated Office Staff during the ship-shore dialogue. On the basis of the two dialogues, the Senior Officers decide about relevant development initiatives. These serve as the basis for the next stage: Development.

NOTE

To ensure optimal effect, it is recommended that crew and Office Staff complete the dialogue sheets before the dialogue. The Senior Officers can also use the compiled notes to note down interesting points and improvement initiatives presented in the dialogue with the crew.

Beliefs and theories embedded in the Dialogue stage

The Safety Delta Dialogue is anchored on the following beliefs and supported by the following research findings:

BELIEFS

- When it comes to safety, what is the alternative to dialogue? Silence? A resilient safety culture requires dialogue.
- Those doing the job should also be capable of discussing their performance. Performance dialogues should not only take place when someone from the 'outside' comes on board.
- A dialogue can be both good and bad. To ensure good crew safety performance dialogue, we need to help them develop these skills.
- Human dialogue will directly or indirectly challenge, change, or develop existing perceptions of how safely we perform our job.

RELEVANT RESEARCH FINDINGS

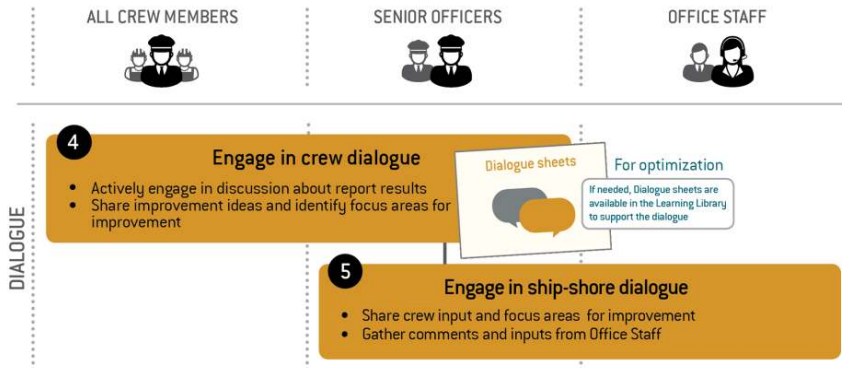
- Dialogue and communication increase human (safety) learning, understanding, and competence.
- An open and trusting safety culture stimulates and helps to build a resilient safety culture. To support this goal, a trustful dialogue is necessary.
- Humans never see reality in the same way. Only dialogue and communication can help improve our understanding of what is going on.
- Conditions, circumstances, and processes not discussed will eventually become normalities and could potentially possess unnoticed risks and hazards.

Dialogue steps

The Dialogue stage consists of two steps and involves all crew, Senior Officers, and designated Office Staff. First, the crew dialogue is conducted on board. After this, the ship-shore dialogue takes place.

Who should do what?

The Dialogue stage starts when the CSD report is made available to shipboard crew and office staff. Four (4) dialogue sheets that help support the crew in the preparation and execution of the dialogue are also available. The model below illustrates who should do what in each step of the process.



STEP 4: Engaging in crew dialogue

The crew dialogue is one of the most essential steps in the whole Safety Delta process.

The crew dialogue is the crew's opportunity to engage in the safety culture and share their experiences, reflections, and improvement ideas. The dialogue enables the crew to develop a shared language for safety and a mutual



understanding of the safety culture on board. In effect, safety becomes a joint effort, and all crew members are involved in developing a strong safety culture.

To ensure optimal effect, the crew dialogue session should take approximately one hour and should be facilitated by a Senior Officer. If possible, the dialogue should be scheduled at a time slot where most crew can attend. During the dialogue session, another officer can note down interesting points to work on together with the improvement ideas. Afterwards, the Captain and the designated Office Staff can discuss the points and settle on relevant improvement initiatives.

Dialogue principles

During the dialogue, it is important that officers ensure an open and trusting atmosphere so that the crew feel comfortable about speaking up and voicing their opinions. Likewise, the crew should actively engage in the dialogue, provide input and comments, and listen to others.

To ensure a respectful and valuable dialogue, all crew should follow these principles:

- **Share your reflections:** Share your reflections about the report results and your experiences regarding safety on board. Only through sharing do we get a better understanding of safety on board.
- **Ask questions:** If in doubt about the report results, the crew's reflections, or comments, ask questions to clarify and get a better understanding. Asking questions is a way to show interest towards the others' safety experiences and reflections.
- **Listen actively:** Listen attentively to the speaker and do not interrupt. Listening attentively with a positive and engaging body language signals respect and interest towards the speaker.
- **Be open minded:** Be open towards others' opinions and experiences even though you disagree. Acknowledging each other's experiences is the first step to an open and trusting culture.

Facilitating crew dialogue

The aim of the crew dialogue is to engage the crew in the safety culture on board. Therefore, the most important task for the facilitator is to ensure an open and trusting atmosphere during the dialogue where the crew feel comfortable about speaking up and voicing their opinions and experiences.

To ensure optimal effect, it is recommended that a Senior Officer facilitate the dialogue and another officer take notes during the dialogue. The facilitator can find support in the 'Senior officer dialogue sheet' and the note-taker can use the 'Senior officer compiled notes' as a helping tool.

When facilitating the dialogue, it is recommended that the facilitator promotes an environment that embraces the following principles:

- **Respect:** All crew members must respect and acknowledge others' opinions and experiences even if they disagree or challenge the report results.
- **Open-mindedness:** All crew members should be open towards criticisms and constructive comments. A dialogue about the things we are not so good at is necessary before improvement opportunities appear.
- **Engagement:** All crew members should engage actively in the dialogue by listening, asking questions, and voicing their opinions.
- **Curiosity:** All crew members should be curious towards one another's experiences and opinions – only through sharing do we get a better understanding of our safety culture.

Agenda

To ensure optimal effect, a time slot of around one hour could be scheduled for the crew dialogue session. Many vessels also prefer making the Dialogue part of their Safety Meetings. If all crew members share the same national tongue, the dialogue can be conducted in the local language.

Below is a suggestion for an agenda for the crew dialogue. The agenda is also included in the Senior officer dialogue sheet. The agenda contains facilitators' notes that can support the facilitator during the dialogue. Please read these thoroughly before facilitating the dialogue.

NOTE

To get better insight about how to analyse the report and ask relevant questions, please go to page 37 in the chapter about Diagnosis.

AGENDA	FACILITATOR'S NOTES
Welcome the participants.	Before the meeting, appoint a Senior Officer to take notes during the meeting (the Dialogue sheet: 'Senior officer compiled notes' can be helpful in relation to this task).
Crew give inputs on what they find are the most interesting points in the report.	If the crew have completed the 'Crew dialogue sheet' ask them to present their answers. Ensure that everyone listens to the speaker and that the speaker feels free to express his/her ideas.
Crew discuss inputs and exchange thoughts and ideas.	Ask clarifying questions on the points raised. Focus first on issues that are raised by several individuals/groups. It is recommended to stimulate reflections by asking the questions in the 'Senior officer dialogue sheet' Part 1 table.
Sum up 3-5 major points that were raised.	The secretary notes down interesting points and improvement ideas.
End the meeting.	Thank the participants for joining the dialogue.

Taking notes during the dialogue

The note-taker's task is to note down interesting points and ideas raised during the dialogue session. For optimal effect, it is recommended to use the Senior officer compiled notes for notetaking.

When taking notes during the dialogue session, please remember:

- To note down the most interesting and relevant points raised by individuals/groups
- To include references to the diagnosis report as these references are useful in the ship-shore dialogue and when completing the Safety Delta Development Plan (SDP)

- (After the dialogue) To inform the crew about what you have noted and ask them to verify the compiled notes

STEP 5: Engaging in ship-shore dialogue

To optimise the effect of Safety Delta, it is recommended that the Captain and designated Office Staff engage in a ship-shore dialogue.

The ship-shore dialogue helps ensure that insights and ideas are exchanged between the Captain and the designated Office Staff. The purpose of the dialogue is to increase collaboration between ship and shore and to develop a shared understanding of the on-board safety culture.



During the ship-shore dialogue, it is recommended to keep the following in mind:

- To be open to input and ideas from the crew
- To be open to learnings from other vessels and the industry
- To avoid jumping to quick conclusions
- To focus on long-term development rather than on short-term, error-finding missions

The outcome of the dialogue between the Captain and the Office Staff is a mutual understanding of the safety condition on board, which is the first step in improving the collaboration between ship and shore.

The below table shows the roles of senior officers and office staff in the conduct of the ship-shore dialogue.

SENIOR OFFICERS	OFFICE STAFF
<p>The Captain's role in the ship-shore dialogue is to share the crew's inputs and reflections about the CSD report results and their improvement ideas. The CSD report is to be used as a supporting tool.</p>	<p>The Office Staff's contribution to the dialogue is to listen to the crew inputs. For optimal effect, it is recommended that Office Staff also share relevant insight from the industry and the rest of the fleet. In this way, they can contribute with a broader perspective on the current vessel's safety condition. The CSD report is used as a point of reference.</p>

Dialogue sheets and notes

To ensure optimal effect, it is recommended that all crew and Office Staff prepare for the dialogue by reading the CSD report and using the available dialogue sheets.

Use the dialogue sheets and notes to:

- Reflect upon the CSD report and prepare for the dialogue
- Facilitate the dialogue among crew on board and among Senior Officers and Office Staff
- Note down improvement ideas and development initiatives

The intention of the dialogue sheets and notes is to prepare the crew and the Office Staff for dialogue by encouraging them to reflect upon the results and their own experiences and then come up with improvement ideas.

There are four dialogue sheets which can be used with advantage by the three key groups.

NOTE

To get more information about the dialogue sheets, please go to the Safety Delta Learning Library (SDLL). The dialogue sheets can also be downloaded from the SDLL.

For all crew members

Crew Safety Dialogue

1 CREW DIALOGUE SHEET

Soft copy version and local language version of the sheet can be retrieved from the Learning Library.

TARGET USERS
 All crew members.

AIM
 The aim of the Crew dialogue sheet is for the crew to identify interesting points in the diagnosis report. These points will be discussed during the crew dialogue meeting and serve as basis for development actions.

INSTRUCTIONS
 1. Read the diagnosis report.
 2. To be prepared for the dialogue, complete the table to the right, individually or in groups of two to three ratings and one Junior Officer.

Remember...

- to focus on both positive and challenging trends
- that there are no right or wrong answers
- that the purpose of the dialogue is for the crew to share opinions and ideas.

	What are the most interesting points in the report?	Why are these points interesting?	What could be the reason behind these points?
1			
2			
3			

Examples:

Risk management: Overall score per rank	Big difference between ranks' perceptions. Seniors are much more positive than Juniors. Why is that?	<ul style="list-style-type: none"> Senior Officers have a managing role Officers are not participating in paperwork Senior Officers are too overwhelmed and are too positive
Overall score on health and well-being as well as safety leadership	Interesting that we see a gap in safety leadership but no gap in health and well-being.	<ul style="list-style-type: none"> We just got a new PTC ship Senior leadership is focusing a lot on time pressure Leaders get stressed because of the focus of shore-based staff on rest hours Leaders get loud about at crew that they need to keep up

For Senior Officers

Crew Safety Dialogue

2 SENIOR OFFICER DIALOGUE SHEET

Soft copy version and local language version of the sheet can be retrieved from the Learning Library.

TARGET USERS
 Senior Officers

AIM
 The aim of the Senior officer dialogue sheet is for Senior Officers to reflect upon the diagnosis report and identify points for development. It also guides the Senior Officers on how to facilitate the crew dialogue meeting in a proper and open manner.

INSTRUCTIONS
 1. Read the diagnosis report and complete the Crew dialogue sheet.
 2. To be prepared for the dialogue, write your reflections on the diagnosis report in the Part 1 table. You may do this either individually or in groups.
 3. Schedule a crew dialogue meeting (approx. one hour in duration) that most of the crew members can attend.
 4. Select a Senior Officer who will facilitate the crew dialogue meeting. If you are selected as the facilitator, read Part 2.

Part 1 – Extra questions for the dialogue

1. Does the diagnosis report match with your perception of the current safety culture on board? Why or why not?
2. Is there any area that the vessel is very good at? Can this expertise be utilised to improve your performance in other safety areas?
3. Based on the diagnosis report, what should you all start doing/ do more of? What should you all stop doing?
4. To stimulate reflection, write 2-3 questions about the diagnosis report that the crew can be asked during the dialogue meeting.

Part 2 – Facilitator's notes (For Senior Officers who will facilitate the dialogue)

Agents	Facilitator's Notes:
1. Welcome the participants.	<ul style="list-style-type: none"> Before the meeting, appoint a Senior Officer to take notes during the meeting. [The Dialogue sheet, 'Senior officer compiled notes' can be helpful in relation to this task].
2. Crew give inputs as what they think are the most interesting points in the report.	<ul style="list-style-type: none"> If the crew have completed the 'Crew dialogue sheet', ask them to present their answers. Ensure that everyone listens to the speaker and that the speaker feels free to express his/ her ideas.
3. Crew discuss inputs and exchange thoughts and views.	<ul style="list-style-type: none"> Ask clarifying questions on the points raised. Focus first on issues that are raised by several individuals/groups. It is recommended to stimulate reflection by asking the questions in the 'Senior officer dialogue sheet' table (Items 1-3 and Senior Officers question in Item 4).
4. Sum up 3-5 major points that were raised.	<ul style="list-style-type: none"> The note taker notes down interesting points and improvement ideas. (the Dialogue sheet, 'Senior officer compiled notes' can be helpful in relation to this task).
5. End meeting.	<ul style="list-style-type: none"> Thank the participants for joining the dialogue.

3 SENIOR OFFICER COMPILED NOTES

Date of meeting: _____

TARGET USERS
Appointed non-taker (Senior Officer)

AIM
The aim of the Senior officer compiled notes is to capture points for further development.
This document should also serve as the basis for the dialogue with the Office Staff, and as the first step in developing the Safety Delta Development Plan (SDP).

INSTRUCTION
Complete the table based on the exchange of ideas during the dialogue.

Remember...

- to make each interesting point, refer to a specific safety area, or cultivator in the diagnosis report. This will help develop the Safety Delta Development Plan (SDP).

	Interesting points to work on (include reference to diagnosis report)	Possible causes of these points	Things we can do to address these points
1			
2			
3			
4			
5			

Examples:

<ul style="list-style-type: none"> When crew don't see the value of toolbox talk (Cultivator: Risk management at the execution of a job). 	<ul style="list-style-type: none"> Toolbox talks are rarely held. There is no mutual communication. Crew members are not involved fully in the toolbox talks. Crew members don't ask any questions. Team members are rarely stopped when they are doing an unsafe act. 	<ul style="list-style-type: none"> Conduct toolbox talk before every job. Job leader should ask questions to involve and engage all crew members. Job leader should encourage all crew members to ask questions. On board training for all crew members about conducting toolbox talks.
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Soft copy version and local language version of the sheet can be retrieved from the Learning Library.

For Office Staff

4 OFFICE STAFF DIALOGUE SHEET

Vessel name: _____
Date: _____

TARGET USER
Office Staff

PURPOSE
Use the Office staff dialogue sheet to capture insights on the results and on how various inputs and learnings from the industry and other vessels can bring other perspectives on the issues.

INSTRUCTIONS

- Read the diagnosis report for a specific vessel.
- Complete the table on the right, either individually or in groups.
- Schedule a dialogue with the ship-board management of the vessel.

Remember...

- to make each interesting point, refer to a specific safety area, or cultivator in the diagnosis report. This will help develop the Safety Delta Development Plan (SDP).
- to avoid jumping to conclusions and be open to crew input and ideas
- to focus on long-term development rather than on short-term or finding solutions

	Interesting points to work on (include reference to diagnosis report)	Possible causes of these points	Inputs or learnings from the industry or other vessels	Things crew members/ Office Staff can do to address these points
1				
2				
3				
4				
5				

Examples:

<ul style="list-style-type: none"> The score is lower on Risk Management during execution of the job. 	<ul style="list-style-type: none"> Poor communication during the job. toolbox talks are rarely held. Crew members are not involved in the toolbox talk. Team members are rarely stopped when they do an unsafe act. 	<ul style="list-style-type: none"> Last year, Vessel XX had good results turning the toolbox talk from one-way (giving instructions only) to two-way dialogue. Regulation from Industry advice about the hierarchy on board being a barrier for a proactive intervention culture. 	<ul style="list-style-type: none"> Conduct a toolbox talk before every job. Job leaders should ask questions to involve and engage all crew members. Job leaders should encourage all crew members to ask questions. Conduct on on board training for all crew members about conducting toolbox talks.
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Soft copy version and local language version of the sheet can be retrieved from the Learning Library.

Ethical guidelines

A strong ‘Dialogue’ process requires an open atmosphere serving as the basis for identification of safety performance improvements. The more open and acknowledging the atmosphere is, the more ideas and suggestions will be put forward. This can be achieved through the application of the following principles:

- **Appreciate that crew perceptions might be inaccurate** - Humans have perceptions and many of these perceptions can occasionally be inaccurate. This does not mean that it is unacceptable to express these perceptions. Ridiculing inaccurate perceptions will only create an untrusting atmosphere and the result will be loss of dialogue and accountability.
- **Stimulate dialogue; do not bury it** - Without a proper dialogue about safety between colleagues, there is limited reflection. With limited reflection, we do not allow ourselves the time to evaluate, elaborate, or improve the safety performance. Dialogue is by far the most important risk management tool we have, and we therefore need to stimulate this.
- **Include all crew members** - All crew members should be allowed to read the report and be involved in the Safety Delta process. Not allowing crew members to see the Crew Safety Delta Diagnosis is without the shadow of a doubt equal to burying the goal of developing an open and trusting safety culture.

REMEMBER

Sometimes dialogue concerning safety performance does not come easy. But what is the alternative to Dialogue? Silence? A resilient safety culture requires dialogue!

Other facts about the Safety Delta Dialogue stage

- The Safety Delta Dialogue tool helps crew to discuss what to:
 - Stop doing,
 - Start doing, or
 - Do more of
- Based on the CSD report, the Safety Delta Dialogue tool structures a competent and focused dialogue on the present safety performance.
- The Dialogue process helps officers develop an open and assertive safety culture - also among submissive crew members.
- In extension of the Dialogue process, the crew will be able to prepare a Safety Delta Development Plan and address areas to be adjusted, improved, or developed.

Development

The Development stage

Development is the third and final stage in the Safety Delta process. The purpose of the Development stage is to develop the crew's safety skills and improve safety on board.

The first step in the Development stage is for the Senior Officer to complete the Safety Delta Development Plan (SDP). This plan specifies the subject to be improved and the learning activities to be executed by the crew. The SDP is shared with the crew and Office Staff.

The next step is to open the learning activities in the learning materials section of the learning library. Over a period of time (a couple of weeks/months depending on the specific vessel), the crew is to execute the selected learning activities on board. This results in the development of their safety skills and improvement of the safety on board. Then it is time to finalise the SDP and evaluate the effect. This marks the end of a Safety Delta cycle.

Beliefs and theories embedded in the Development stage

The Safety Delta Development is anchored on the following beliefs and supported by the following research findings:

BELIEFS

- Change is the only constant that we have, but change is not always for the better.
- To stay safe, we must constantly adjust to the conditions under which we are operating. Status quo will deteriorate our safety conditions.
- Those doing the job should also be capable and accountable for the ongoing development of the existing safety performance.
- Safety development activities can be both small and big. Development should be regarded as equal to big safety programmes. It also refers to small and dynamic workplace changes.

RELEVANT RESEARCH FINDINGS

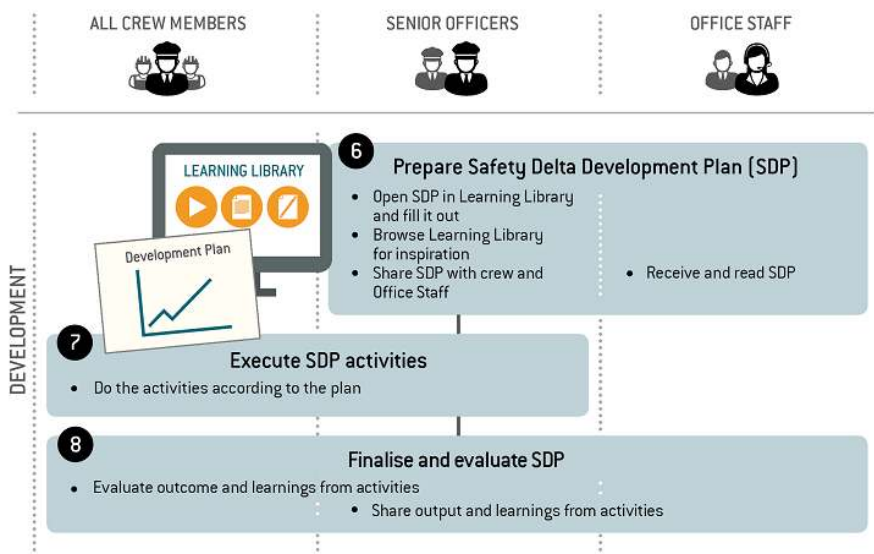
- Lack of development results in complacency and poor performance
- Proactive safety cultures possess continuous learning and development activities both at local (ship) and global (company) level.
- Shipping companies predominately kick-off development activities after an incident or when external stakeholders define new requirements. This approach is defined as reactive.
- Planning and structure is essential to ensuring that development goals are achieved.

Development steps

Who should do what?

The Development stage consists of three steps, which involve all crew members, Senior Officers, and designated Office Staff.

- The Safety Delta Development Plan (SDP) is completed, and relevant learning activities are selected by a Senior Officer. The completed SDP is then shared with the crew and Office Staff.
- The crew executes the learning activities and develops their safety skills.
- The SDP activities are finalised, and the effect is evaluated.



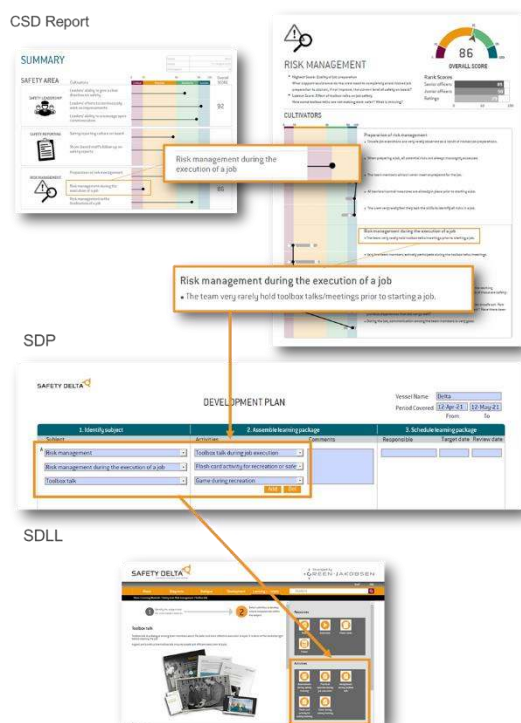
STEP 6: Preparing Safety Delta Development Plan (SDP)

The Safety Delta Development plan (SDP) is a tool for planning and directing the development process. It helps in turning agreed improvement initiatives during the dialogue into concrete development activities.

Right after the ship-shore dialogue, a Senior Officer prepares the SDP based on the inputs and ideas discussed during the crew dialogue and the ship-shore dialogue. The purpose of the SDP is to turn the agreed improvement initiatives discussed in the dialogue stage into concrete development activities. The SDP should be completed electronically.

The SDP links the subjects selected for improvement both to the CSD report and to the available learning material in the learning library. This link ensures that the subjects selected for improvement are matched with relevant learning activities.


For example, if 'Risk management during the execution of a job' gets poor evaluation in the CSD report and is selected as an improvement initiative, the crew can go to the learning materials section and find learning materials about this topic.



Completing the SDP

As the SDP contains the inputs from the dialogue sessions, it is ensured that the crew and office staff perceive the development initiatives as relevant. This increases the crew’s motivation and engagement in the learning activities, which maximises their learning.

The standard SDP form can be retrieved from the SDLL. You should download the SDP PDF file and save a copy to your local folder. When the file is opened, the drop-down list of materials available in the SDLL can be found.

SAFETY DELTA 

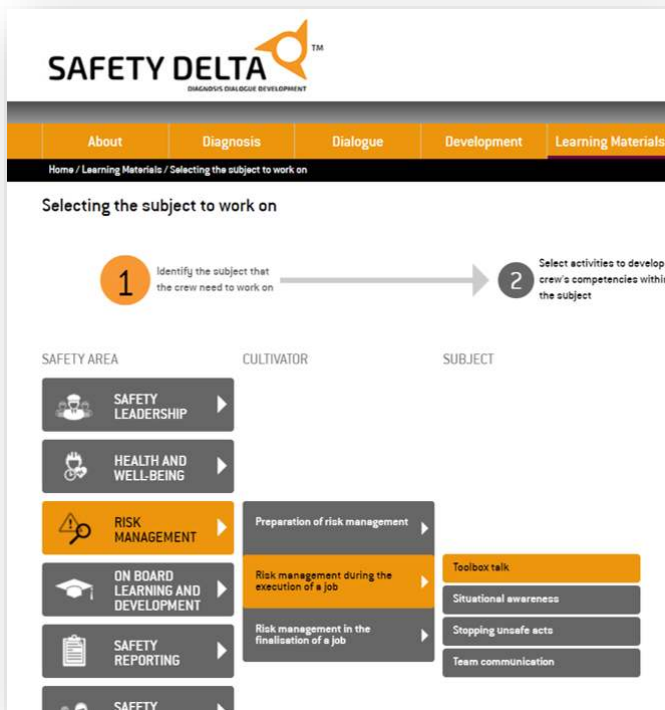
DEVELOPMENT PLAN

Vessel Name
 Period Covered From To

1. Identify subject	2. Assemble learning package		3. Schedule learning package		
Subject	Activities	Comments	Responsible	Target date	Review date
A --Select Safety Area-- --Select Cultivator-- --Select Subject--	--Select Activity--				
B --Select Safety Area-- --Select Cultivator-- --Select Subject--	--Select Activity--				
C --Select Safety Area-- --Select Cultivator-- --Select Subject--	--Select Activity--				

The plan contains three (3) rows, and a subject is to be selected for each row. Up to five (5) learning activities can be selected per subject. It is important to pay attention to the amount of time required for each activity. Avoid selecting more learning activities than the crew's time allows for execution.

For inspiration, go to the learning materials section in the SDLL. Here you can browse through the available learning materials and get a preview of the activities. This will enable you to better assemble a learning package for a subject and select the relevant activities.



Before you complete the SDP, it is recommended to familiarise with it.

DEVELOPMENT PLAN

Vessel Name:
 Period Covered: From To

1. Identify subject	2. Assemble learning package		3. Schedule learning package		
Subject	Activities	Comments	Responsible	Target date	Review date
A Risk management Risk management during the execution of a job Toolbox talk	Toolbox talk during job execution Game during recreation Add Delete				
B Select Safety Area Select Cultivator Select Subject	Select Activity	Click Add to add another row for an activity. Click Delete to remove the row for an activity.			
C Select Safety Area Select Cultivator Select Subject	Select Activity	Here, comments for the execution of the learning activities can be inserted.			

Click **Clear all** to delete all your inputs in the SDP. **Clear all**

STEP 7: Executing SDP activities

Executing the activities

To start the SDP activities, Senior Officers are recommended to share the SDP with all crew members. It is important that all crew members are informed of the learning activities, and who should participate in what activities and when.

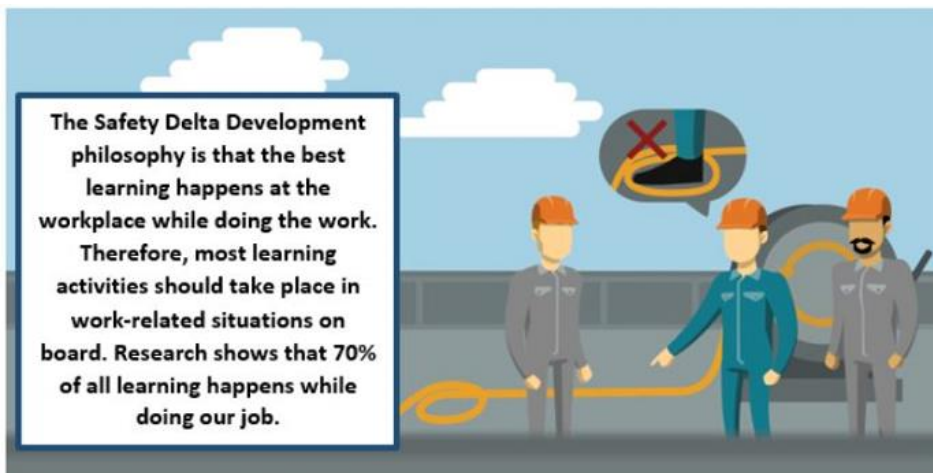
All activities and learning materials are available in the SDLL. Some activities require that an officer facilitate the group learning. In these cases, instructions are provided to guide and support the officer.

When executing the learning activities, the crew must be introduced to the topic which they are going to work with. For this purpose, an animation/film and a briefing document are available.

The crew must be aware that most learning materials are designed to be applied in on-board work-related situations.

NOTE

To learn more about the Safety Delta Learning Library (SDLL), please go to page 13. You can also download a copy of the Safety Delta Development Plan from the SDLL.



When crew are executing the SDP activities, it is important that they:

- **Commit to the SDP:** All learning activities should be performed on or before the target date.
- **Engage actively in the learning activities:** The more the crew are engaged in the learning activities the more they will learn and gain from the training.

- **Apply learning in their daily work:** When crew use what they have learned directly in their everyday work, the effect of the learning is maximised.

If crew experience any challenges in completing the activities, they should inform a Senior Officer. If needed, the Senior Officer can contact the designated Office Staff regarding the challenge in question. If you face difficulty in solving it, you are welcome to contact the Safety Delta Admin team.

STEP 8: Finalising and evaluating the SDP

After finalising the SDP learning activities, it is important to evaluate the impact of the activities on the crew's safety behaviours and safety performance.

When the crew participate in evaluating the learning activities, they begin to reflect upon the learning activities' positive impact on the safety behaviour and safety performance on board. Increased awareness about the positive changes will reinforce and increase the effect of these changes. This is an important step towards making the positive changes a permanent part of the safety culture on board.

The evaluation can be made during a safety meeting. During the evaluation talk, it is important that officers ensure an open and trusting atmosphere to make the crew feel comfortable speaking up and voicing their opinions. Likewise, the crew should actively engage in the dialogue, provide input and comments, and listen to others.

After the crew evaluation, the Captain shares the output and learnings from the activities with the designated Office Staff.

Ethical guidelines

Identifying and implementing actual development initiatives require engagement and involvement. Fostering engagement requires a sense of purpose and achievement. To ignite the engagement among participants, the following principles should be applied:

- **Accept potential poor performance and develop** - All human beings can be subject to poor results. Nobody is perfect, but it is unacceptable to do nothing if conditions have to be changed. Always do what is necessary when change is needed.
- **Appreciate crew development ideas or inputs** - Strong development ideas can be difficult to define, and sometimes we come up with ideas that are not always top class. Allow this to happen and never ridicule crew ideas and input.
- **Look for reinforcement of positives** - Be careful not to focus on poor performance only. The crew is not on a 'mistake-finding' mission and the Safety Delta concept was not developed to be a rod to beat the crew members with in case of poor performance. It might actually reveal that doing more of the positives will improve performance, too. Therefore, never forget to look for the positives.
- **Promote crew influence and involvement** - No true change can be achieved without strong crew involvement and influence. Crew involvement and influence communicate respect for opinions and the likelihood of success increases dramatically. Without these two ingredients, there is no crew commitment.