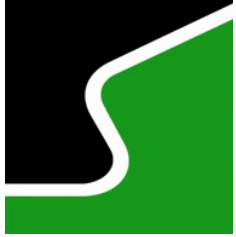

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STENERSEN LEADERSHIP HANDBOOK



Our people – Our leaders

In Stenersen, it is the people that we employ and surround ourselves with that creates value for us.

Taking care of our people, developing them and ensuring a supporting working environment is key.

Our people ultimately define who and what we are as a company.

Being a Stenersen Leader

Our leaders play a crucial role in taking care of our people, developing them and ensuring a supporting working environment.

Being a leader in Stenersen means that you are the company ambassador and that your ways of working and acting will influence the people you lead.

Therefore, it is important that our leaders act and lead according to our company vision, mission and values.

About the handbook

To support our leaders, we have made this Leadership Handbook.

The handbook contains information, concepts and tools that are useful for you as a leader.

We expect that our leaders familiarise with and apply the tools and concepts in their daily work.

In this way, we ensure a supportive work environment and the best possible conditions for our people.



BEING A LEADER IN STENERSEN



A mature safety culture

In Stenersen, our goal is mature as an organization and to be our customers' preferred partner.

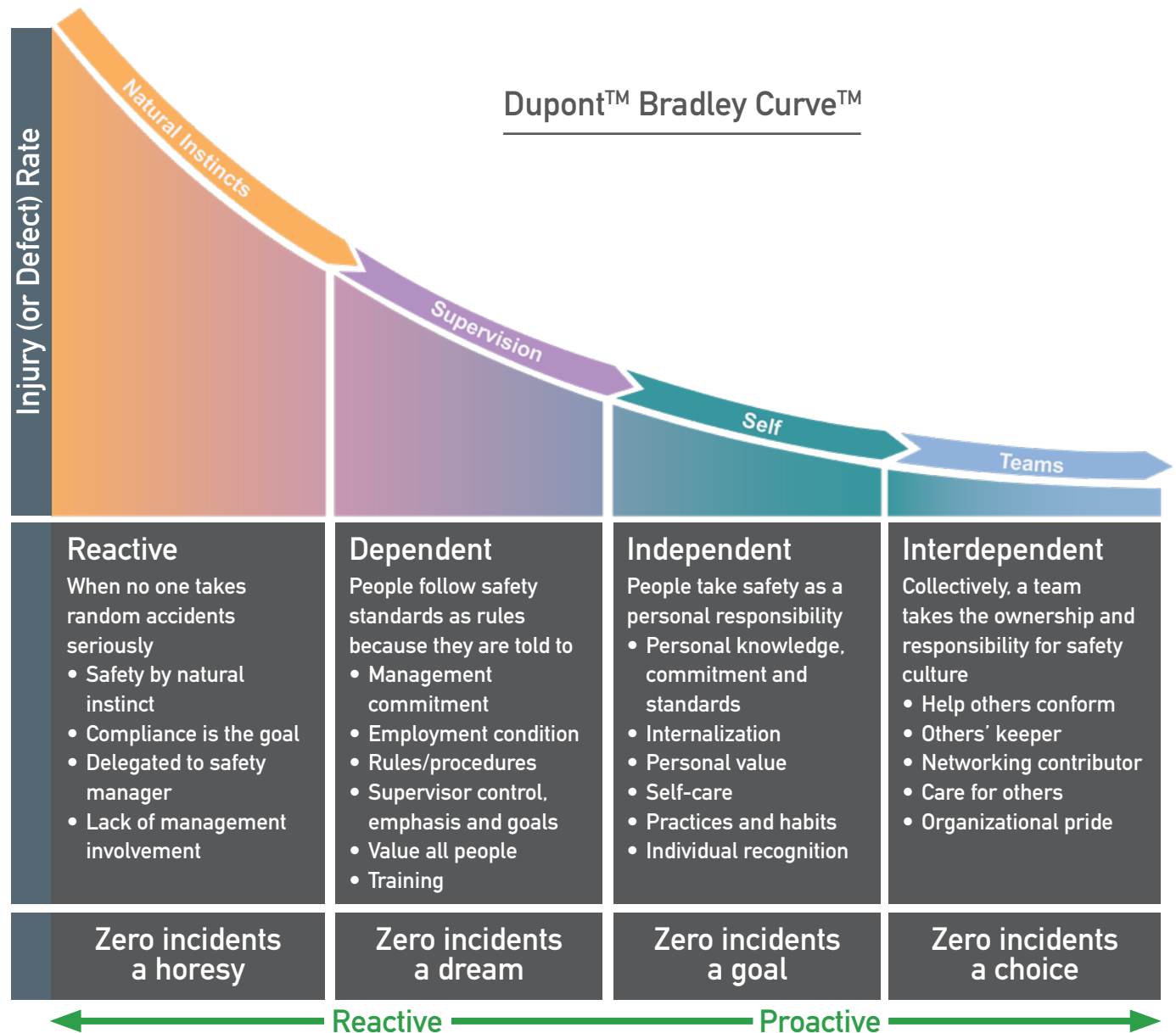
More specifically, we want to have a mature safety culture where safety is integrated in all we do and with injury rates approaching zero.

We use the Dupont™ Bradley Curve™ to set the direction of our efforts and to reach this goal.

The Dupont™ Bradley curve™

The Dupont™ Bradley curve™ shows the relation between the maturity of the safety culture and injury rates.

Through the 4 stages, the curve describes how an organization can move forward through time.



Reaching the Interdependent level

Our long term goal is to reach the highest level: The Interdependent level. This is the best foundation for being our customers' preferred partner.

To reach this long term goal, developing our approach to work and safety is key.

We want to move away from a compliance mindset: *'I do it because I'm told'*.

Instead, we want to move towards empowerment and true commitment of our people: *'I do because I want to'*.

We depend on our leaders

Our leaders play a crucial role in reaching the Interdependent level and to become our customers' preferred partner.

As a leader you carry additional responsibilities not only due to your function but also because you are responsible for inspiring, motivating and guiding employees to strive for our goals.

Leaders' responsibilities

In practice you must master skills in all areas in order to effectively lead others. But in Stenersen we have defined 3 overall leader responsibilities that are especially important in order for us to reach the interdependent level:

- Setting a high standard
- Developing teams and people
- Managing processes and tasks

Developing strengths within each of the three leadership responsibilities enables you to act better as a leader.

Leadership handbook as support

This Leadership handbook offers relevant information and tools for the fulfilment of your responsibilities, hereby enabling you to develop your leadership skills.

Our vision, mission and values

Being a leader in Stenersen, it is important that you act and lead according to the Stenersen vision, mission and values.

Our vision, mission and values are the overall principles that should guide our decisions and behaviour. They provide the basis for the company culture and help us ensure an aligned focus in our development towards the Interdependent level.

Our goals and our guide

Our vision and mission describe the overall aims of our efforts – what we should all strive towards. The values are more concrete. Together with the Safety I's and our Code of Conduct, they guide us on how to contribute to the work culture in the company.

Follow and inspire others to follow

Being a leader it is your role to both act and lead according to the Stenersen vision, mission and values, but also to inspire your crew to do the same.



Our vision and mission

The Stenersen vision and mission statements are the overall aims for our efforts in operation and development on a daily basis.

Vision is a description of the **ideal** state of business that we continuously strive towards.

A **Preferred partner** provides a better service than the alternatives, and the service reaches above and beyond the expected.

Our vision: The Preferred partner

We aim to create added value for our customers, employees and investors based on running an effective and profitable business

To be **effective** means that you are successfully producing a desired or intended result.

To add **value** to something is to make it worth more than the original value. We want customers, employees and investors to experience an added value when they are dealing with Stenersen

Mission is the description of how we will achieve our vision

Our Mission: The Reliable Partner

We aim to provide safe, reliable and effective tanker transportation by pursuing the highest quality, safety and environmental standards

Continuously meeting the standard makes you reliable but meeting the **highest standard** makes the reliability even more valuable.

A **Reliable partner** is someone you can count on and trust. The risk of working with a reliable partner is minimal. Stenersen can only be a reliable partner if the employees are reliable in their work and behaviour.

Our values

Values are important because they are a way to guide you in your daily work.

When you as a leader engage in various situations or when making decisions, the values describe the general approach that supports the work culture in the company. At the same time, it is important that you encourage and inspire your crew to act according to the values.

We have three overall values:

- Hands-on
- Caring
- Responsible

Hands-on: We believe that the best results are achieved through know-how, active involvement and curiosity

Hands-on approach means that:



Caring: We believe that respect and commitment create long term value

Responsible: We believe that being reliable is an effect of our integrity and accountability

Caring means that:

Being responsible means that:

I show attention and consideration to people, equipment and the environment

I care to train and involve my colleagues and crew members so we can get the best results together

I care to work safely and help my colleagues and crew members to do the same



I understand that my decisions and performance influences the result for the company

I speak up if something is unsafe or wrong

I search for the root cause and report it honestly to learn and avoid future mistakes

I'm trustworthy and do what I say

I take my leadership responsibilities seriously and lead by example



DRIVING SAFETY CULTURE



Maturing our safety culture

Maturing our safety culture is a strategic focus of Stenersen. We care for the safety of our employees, leaders, the environment, customers, and our business.

For this reason, we would like to develop the way we think and act safety wise. Some of the most important people in driving this change is our leaders.

Safety I's and Performance Delta

To support our leaders to take lead on and drive our safety culture, we have Safety I's and Performance Delta.

Safety I's is a set of behaviours that we should all show. These best practice safety behaviours ensure we all behave more safely and take care of each other.

Performance Delta is a 3-step process that ensure ongoing reflection, dialogue and development of our safety culture on board each vessel.

Building a proactive safety culture together

We expect that all our seafarers and office employees embrace and support Safety I's and Performance Delta.

In order to drive and make the tools a natural part of how we do in Stenersen, we expect our leaders to support and drive the related processes.



Safety behaviour through Safety I's™

The Safety I's concept is a description of five types of behaviour that everyone representing Stenersen has to adopt.

Where the general values define our overall approach, the Safety I's define the best practice safety behaviours we believe in.

Five behavioural patterns and a shared language

Safety I's consist of five types of behaviour. They describe ways of behaving in our daily work, and hereby they work as a fundamental guide on how to act.



INSIGHT



INNOVATION



INFLUENCE



INTERVENTION



INTEGRATION



The Safety I's provide us with a common language and focus on a team level as well as individually. This makes us better able to remind ourselves and our colleagues of the best practice safety behaviours.

We need to embrace the Safety I's on a daily basis by making the behaviours part of the way we act.

The 'give and take' principle

All five Safety I's represent a 'give-and-take' principle. You should both inspire your colleague and be open to be inspired by others too.

Our culture – above and beyond procedures

The Safety I's are general behaviours that go above and beyond our existing procedures and work processes.

Displaying Safety I's in all we do will minimise the risk of accidents and people getting hurt, as well as contribute to the development towards a more mature safety culture.

Safety I's behaviour

Definition

Key points



INSIGHT

Seek and share knowledge and understanding of all safety-related matters at all times

- Share knowledge, understanding and expertise
- Seek best practice knowledge and understanding
- Ask questions and receive others' knowledge



INNOVATION

Strive for continuous improvement – go beyond compliance and reach for excellence

- Challenge routines and evaluate safety practices
- Implement improvement points
- Be open towards others' ideas and new ways of doing things



INFLUENCE

Use your Influence to inspire your colleagues with good safety manners and to create an open and trusting atmosphere

- Be a good role model by demonstrating best practice behaviour
- Promote an open and trusting environment for discussions
- Appreciate others' input



INTERVENTION

Be the backup for your colleagues and intervene whenever you see unsafe conditions and acts

- Stop unsafe acts immediately to prevent accidents
- Serve as backup and extra eyes for your colleagues
- Show appreciation when others correct you



INTEGRATION

Integrate safety in all work processes, plans and activities

- Integrate safety practice and consideration in all work processes
- Embrace safety to become a natural part of your mindset and actions
- Acknowledge your role as safety performance driver

Proactive safety culture through Performance Delta

To ensure continuous improvement of our safety performance we use the Performance Delta concept.

Building a proactive safety culture

The Performance Delta concept supports processes and activities helping to build and maintain a proactive safety culture.

Performance Delta is a circular process consisting of three stages. It supports a safety culture based on continuous crew evaluation, dialogue, reflection and development.



Crew makes a **DIAGNOSIS** of the vessels safety condition by answering a survey about safety practices on board.

DIALOGUES about the report results and improvement opportunities are conducted among crew on board and between ship/shore.

Specific **DEVELOPMENT** actions are defined, planned and executed on board to improve the safety condition on board.

Contributing to Performance Delta

Being a leader in Stenersen, it is your role to support the Performance Delta process in each stage and ensure crew do the same.

- **Diagnosis:** Inform crew about the importance of giving honest answers to the survey
- **Dialogue:** Create an open and trusting atmosphere where crew dare speak up and share their opinions and improvement ideas
- **Development:** Ensure relevant development initiatives, e.g. conducting on board training

DEVELOPING OUR TEAMS



CIA method: Encouraging crew to speak up

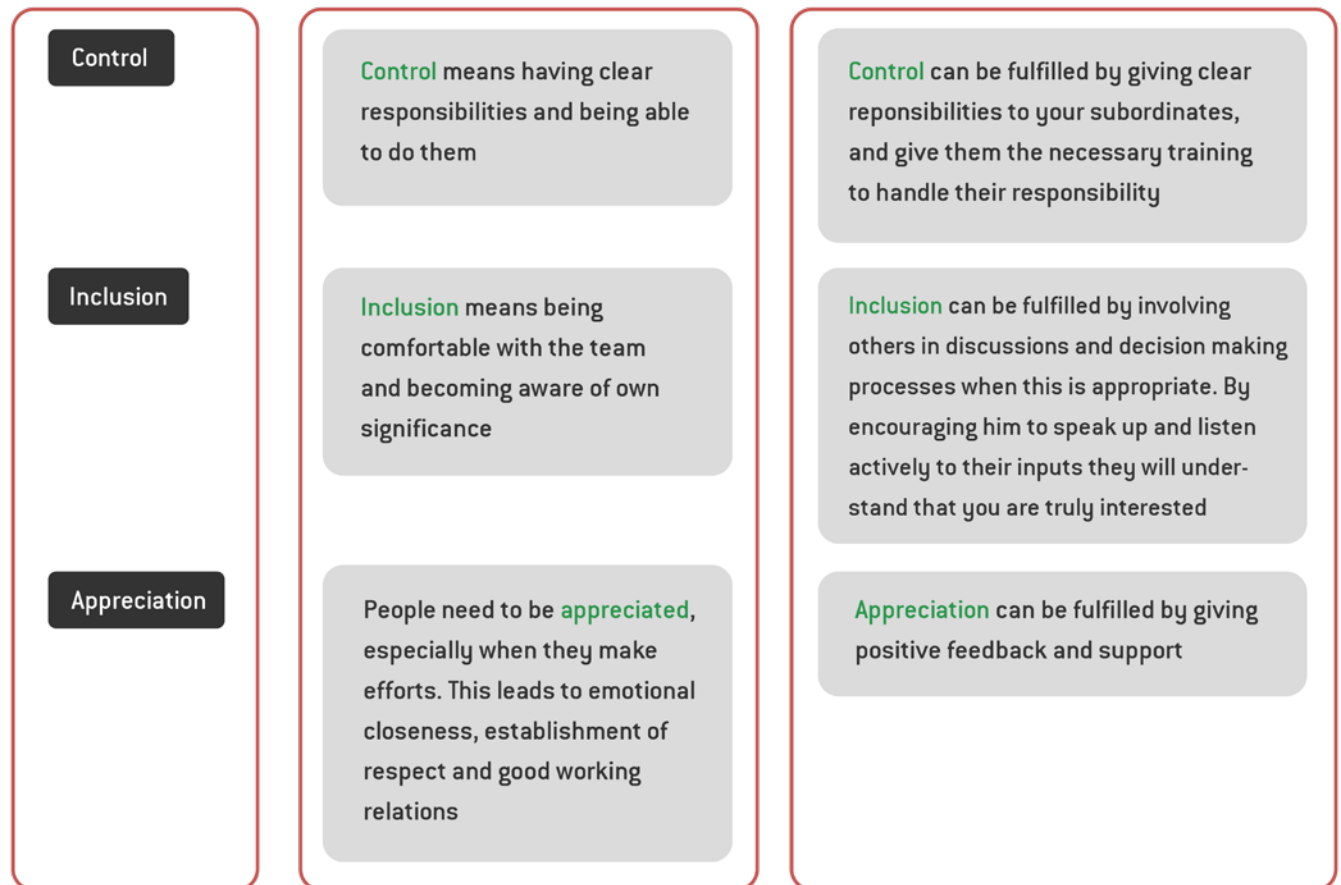
As the leader, you have an important role in breaking your crew's silence and encouraging them to speak up. By doing so, you make them feel empowered, involved, and confident that their input matters.

In return, it will be easier for you to get ideas and suggestions from them, which will make your meetings and talks a two-way, productive conversation.

Motivating your crew to speak up

One reason why people communicate is to fulfil their needs. This makes the CIA Interpersonal Needs Theory an effective way to encourage your crew to speak up.

CIA stands for **Control**, **Inclusion**, and **Appreciation**. If you apply this method, your crew will be more motivated to engage in the conversation.



DEALING WITH PEOPLE



People are the core of Stenersen

Dealing with people is one of the most important elements of being a leader – and often the most challenging.

In Stenersen, our people are the core of our business.

Therefore, it is important that our leaders feel well-equipped to deal with our people in the best way possible.

Useful tools when dealing with people

To help our leaders support their staff on board and in the office we have a set of soft skill tools.

The tools are easy to use and help ensure good communication and a positive and constructive work atmosphere.

Overview of tools

- Questioning techniques
- Corrective feedback using SOED and Sandwich models
- Conflict handling – using I language
- Mental health awareness – BACES guideline
- Harassment and bullying – Handling harasser and harassed



Questioning technique

By asking the right questions you will get more information from another person about his or her experience. In a work situation this will enable you to have a better understanding and make more correct decisions.

7 types of statements

When talking to your crew, you might hear statements that are hard to be relied upon or difficult to understand and handle.

Here are 7 types of statements you should watch out for during your conversations with other people. For each statement, there is a suggested way of handling them.

Type of statement	Description	How to handle this type of statement
1 / Generalisation	These are statements that use a part to represent the whole thing. Some keywords that show signs of generalising include: never, every, always, and none.	Example: All captains are aggressive. Question to ask: All? Have you ever met a captain who was not aggressive?
2 / Necessity	These are statements requiring an action or event to take place. Some keywords that show necessity include: must, must not, should, should not, ought, ought not, have to, need to, it is necessary.	Example: We should not question the decisions of the Captain. Question to ask: What would happen if we questioned the decisions of the Captain?
3 / Lost performative	These are statements making a value judgement without specifying who made or said it.	Example: Women don't belong on ships. Only tough men can work on board ships. Question to ask: Says who?
4 / Complex equivalent	These are statements using part of an experience as an equivalent to its entire meaning.	Example: You forgot to secure the tools yesterday. You are lazy. Question to ask: How specifically does my failure to secure the tools yesterday mean that I am lazy?

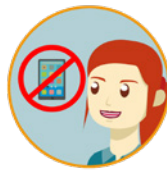


Type of statement	Description	How to handle this type of statement
5 / Mind reading	These are statements claiming knowledge of another person's thoughts, motives, and intentions.	<p>Example: I know that you are not happy being a seafarer.</p> <p>Question to ask: How do you know that I am not happy being a seafarer?</p>
6 / Limitation	These are statements stating personal beliefs about what a person can or cannot do. Some keywords that show limitation include: can, cannot, possible, impossible, am, am not, will, will not.	<p>Example: I can't report a superior for his unsafe acts.</p> <p>Question to ask: What would happen if you reported a superior for his unsafe acts?</p>
7 / Cause-effect	These are statements implying that another person caused something, as if the first person has no choice.	<p>Example: You made me unable to do my scheduled PMS this week.</p> <p>Question to ask: How specifically did I make you unable to do your scheduled PMS this week?</p>

Active listening

Active Listening helps us to connect effectively with other people. It creates understanding and motivates the person into sharing his or her thoughts. Here is the way to do it.

Non-verbal responses:



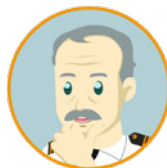
Avoid distractions



Giving eye contact



Showing a relaxed, open body language



Using physical manifestations

Verbal responses:



Using verbal manifestations



Making frequent, short paraphrases



Asking open-ended questions



Summarising key points

Corrective feedback

Giving positive as well as corrective feedback is important to encourage a high standard of performance, make new improvements as well as setting clear expectations and standards.

On-going feedback on a daily basis has shown to be one of the most important performance drivers as it builds commitment and direction.

Feedback is for everyone

Feedback is not only for leaders to develop individual performance skills. Feedback is also a useful as team work communication tool.

As a leader you should support and encourage good feedback habits among your crew members. When crew members freely share opinions thoughts, concerns and ideas, such feedback habits supports good team work communication.

Giving positive feedback

Acknowledging each other's efforts and sharing positive feedback have a good effect on our work performance and the general working environment.

Nonetheless, many forget to give positive feedback to each other when relevant. As a leader, you have the opportunity to set a new standard.

Positive feedback can be given spontaneously and informally, for example when you experience a team, colleague or subordinate do something good. Ways to do it could be:

- "I like/admire the way you..."
- "Continue to... You are effective when you do that."
- "You are very good at..."
- "Keep it up!"

Giving and getting feedback

Many find it difficult to give and/or get feedback as they simply do not know what to say or how to say it.

When giving corrective feedback some worry about potential negative effects to their personal

or professional relations, or about any emotional reactions.

Receiving corrective feedback can easily be misunderstood as negative or personal criticism. Keep in mind that the feedback is about the job and can help you learn something new and improve your performance.

Useful feedback models

The SOED and Sandwich model are useful feedback models that can help you communicate the corrective feedback in an organised and objective way.

They can also be helpful when preparing for an expected difficult conversation or situation where corrective feedback is needed.

If you have been generous with the positive feedback earlier, it is likely that the addressed person will be willing to listen positively and adjust to what you say.

The SOED feedback model

The SOED feedback model is suitable in situations where the person on the receiving end needs to know why his or her action or behaviour is not acceptable or inappropriate, and what he or she is expected after the talk .

The **SOED** feedback model has four layers: **subject**, **observation**, **effect**, and **demand**.

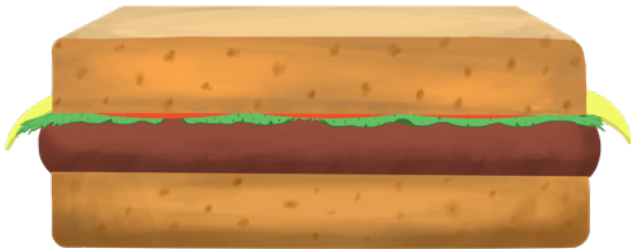
These layers are in sequence and include 'guide words' or incomplete sentences that will help you to remember how to get started.

	LAYERS	GUIDE WORDS
S	Subject Start with the subject you want to provide feedback on.	<ul style="list-style-type: none"> • I want to talk to you about... • I have been thinking about the way we ... which I would like to discuss with you. • There is something I would like to discuss with you.
O	Observation Share your observation about the person's performance.	<ul style="list-style-type: none"> • I noticed... • Lately, I have experienced that... • The other day, I observed that...
E	Effect Explain the effect of the person's performance.	<ul style="list-style-type: none"> • The impact of this is... • What happens when you do this is that... • To keep good working relations on board...
D	Demand Describe the demand on how the person can improve his or her performance.	<ul style="list-style-type: none"> • I would like you to... • Please remember to... • Next time you experience a similar situation, I want you to...

The sandwich feedback model

The sandwich feedback model is named after the usual sandwich that consists of three layers: a top slice, beef, and a last slice.

This model guides you to express feedback in a positive manner almost without the use of negative words.



Top slice



Mention three positive things about the person or the good things that he or she has done. It is crucial to say positive things so that the person will become more open to listening and better prepared to receive your actual feedback.

Beef



Now, express the main matter of your concern. Use the word 'and' as a starting point for communicating the wrongdoing, mistake, or unsafe act which the person has committed. Through this, the 'bad' or 'unpleasant' message becomes more acceptable to the person. On the contrary, using the word 'but' invites some sort of a conflict and it decreases the person's openness to hear more and fully understand the feedback.

Last slice



End the feedback with a general positive comment. Through this, the person will hopefully be composed, happy and motivated to change for the better.



Example: You notice that the Chief Cook has not been wearing his safety shoes inside the galley. You may state the corrective feedback to the Chief Cook in the following manner:

Top slice

Chief Cook, I appreciate that you always keep the galley clean, cook very well, and treat all shipboard personnel nicely.

Beef

And to make it perfect, I would like you to always wear your safety shoes when working in the galley.

Last slice

Generally, I am pleased with your performance.



In **Stenersen**, we are proud to be hands-on, caring of our integrity and accountable for each other and responsible in all our activities.



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