

**RESILIENCE**

**Facilitator Guide**



## FACILITATOR GUIDE INTRODUCTION

We would like to start by saying thanks for becoming a facilitator and a champion for resilience.

We hope you enjoy it and are able to develop some new skills in developing and maintaining resilience, and also in facilitating the delivery of the modules for your colleagues.

We are all born with the capacity to deal with and bounce back from problems and challenging situations – this is known as Resilience. This ability, just like one's ability to play a particular sport or instrument, can be improved and strengthened with practice and by learning new techniques. Increasing and strengthening our capacity to deal with life's ups and downs helps us to be the best that we can be as individuals and teams, and has an important link to safety.

This programme is made-up of five core modules. It starts with "What is Resilience" and there is an accompanying video which explains what it is all about.

The other four modules are:

- Change is a Part of Living
- Looking at Situations in a Different Way
- Take Care of Yourself
- Take Decisive Action

Each one has a key resilience technique which is linked to safety. The modules deliver this in a variety of ways such as exercises, discussions and even some role play. All participants will bring their experiences to the table and it's important to get the group to work together to learn from each other. Please feel free to use your own language and terms which would be familiar to the group. We have given example scenarios but encourage you and your team to give their own examples which are more relevant to you.

Please allow at least 30 minutes to complete a module- of course they can go on longer if required. It doesn't matter which order the modules are run in. It's good to leave a period of time between each module (e.g. 1 week, 2 weeks) as it then gives people time to think on what they have learnt, to discuss it with their colleagues and think how it applies to their every day lives.

Each member of the team should be given the "Participants Guide" which contains the paperwork for the exercises, the example scenarios and gives them somewhere to make notes and ideas. The Guide is for their own use so that they can reflect on the topics covered in the session.

### TOP TIPS

1. Present with passion
2. Be enthusiastic and supportive of the content
3. Listen and don't talk too much yourself (the answer is in the room!)
4. Be open and curious (ask open questions)
5. Read this guide and allow enough time to be prepared to facilitate the module and try to think of good examples you can use from your own experience.

### PRACTICAL POINTS

- Read through the module before you deliver it so that you understand what it is about, any examples you could use and also the practicalities of setting up the session
- Find a room/area big enough to hold these sessions
- You will need chairs for all participants and a few tables. Make sure there is enough space for people to break into pairs or small teams for discussion. Where possible keep the session in one room, you will lose valuable time when people are moving in and out of multiple rooms.
- Make sure you have the appropriate equipment available for the session e.g. pens, post-it notes, flip chart etc
- Deliver a short safety brief at the beginning of each session. : familiarise yourself with alarm procedure and emergency numbers, and review the evacuation floor plan for emergency exits and muster points
- Check whether all participants are familiar with each other and if not, hold a brief introduction round where all participants tell their name and function. You can use the opportunity to make it informal by asking each person to say a fun fact about themselves, etc.
- Remind participants that personal information may be shared in these sessions. It is important that we respect each other's confidentiality and do not share sensitive information outside of the sessions.

## WHAT IS RESILIENCE?

**Play the video**

### **THE LINK TO SAFETY PERFORMANCE**

Developing resilience gives us the skills to improve our response to difficult or stressful situations'. The resilience techniques help us to train our brains to see stress in a different way and allow us to use our brains to the best of our abilities during challenging times and while working in safety critical environments.

### **REVIEW THE KEY MESSAGES**

- We work in a hazardous industry and the way we think is critical to keeping ourselves, teams, assets and environment safe.
- By learning more about how we think under pressure and increasing our resilience, we learn an important skill that helps us work safely
- Resilience is the ability to bounce back and effectively deal with problems and challenges in day to day life as well as high stress situations
- Learning resilience techniques give you a number of ways to cope, so if one doesn't work, you can use another way.
- The news is that resilience is a skill that can be learned, and like any skill, the more you practice, the better you get.

### **DISCUSSION**

- **Facilitator leads a discussion by asking the following questions:** *(Page 4 in the Participants Guide)*
  - Have you ever thought about resilience before?
  - Can you think of a time when you have had to be resilient or a situation where a high level of resilience would be helpful?
  - Can you think of a resilient person- in your own life, at work or in public life. *Some examples are given in the Participants Guide- Page 6.*
  - Why was it important that they were resilient?
  - What did it allow them to achieve
  - Are there any experiences that have helped to develop your resilience?
  - How could developing your resilience be helpful for keeping you and your teams safe?

➤ **Explain the rest of the programme and how it will work:**

- There are four more modules. Each module has a key resilience technique linked to safety
- The modules include discussions about team experiences and simple scenarios to practice the techniques. So, all you need to bring is your knowledge and experiences and you all learn from each other.
- The modules can be done in any order and in any time period but it's good to leave a little time between each (1-2 weeks) so that you have time to think and reflect about what you have learnt



**GROUND RULES**

➤ **Facilitator explains the ground rules**

1. For this to work, we need your commitment. We need you to “be here” which means actively listening and being involved in the activities.
2. It is entirely voluntary and you should only share what you feel comfortable sharing. All discussions about personal experiences should be treated as confidential.

**AGREE THE WAY FORWARD**

- Getting the group to decide when/ where / how to facilitate the sessions helps them to “own” it.

Discuss the following ways you might run the sessions with the team. For example:

- Taking turns at facilitating the sessions also helps people to develop their own communication skills and makes it a more inclusive programme
- Agree which module you will do next and then encourage them to think of good examples to share with the rest of the team for the next time.
- Encourage them to discuss the modules afterwards as this helps to build a deeper understanding.

## CHANGE IS PART OF LIVING

### EXPLAIN THE KEY MESSAGE

Change occurs all the time and it can make us uncomfortable, make things seem more difficult and can be very distracting.

In this module we are going to look at how you respond to change and how that impacts others. We are going to practise reacting in different ways to change and learning how you can choose how you react to more positively.



### EXPLAIN THE LINK TO SAFETY

At times of change we can become distracted and it's even more important to be aware and remain vigilant about safety.

A negative reaction to change and/or other peoples' suggestions can eventually cause people to become demoralised and safety issues can be missed.

### EXPLAIN THE GOALS OF THIS MODULE

- 1** Change happens all the time and it is important to prepare ourselves for this
- 2** At times of change there can be lapses in safety as we may be distracted by the changes themselves or by the reaction to it.
- 3** We may not have an influence over the change but we can influence how we react to it. You are accountable for your choice on how you respond to change and how it impacts on others and the safety of the work

### RUNNING THE EXERCISES

#### 1. Whole Group Exercise

Change Is Uncomfortable:

- Ask the group to make themselves comfortable in their chair
- Ask the group to now cross their arms.
- Note how a proportion cross left over right.
- Now ask people to cross their arms the other way.

#### 2. Discussion

- Is that change from your usual position uncomfortable?
- How does it make you feel?
- Do other people in the room look comfortable?
- Are you showing resistance to change?

Even the smallest changes can be uncomfortable and distracting.



3. Group Exercise (3-4) (Pages 10-14 in the Participants Guide)

- Choose one of the following scenarios below
- Each person should be assigned as Person 1, 2 or 3.
- Where there are more than 3 persons per group, the extra people acts as observer/audience.
- Ask the participants to read the appropriate briefing note for their role on pages 13-15 of the workbook
- Allow the group to make the case to and from for 10-20 minutes

Person 1 will make the case for change.

Person 2 will make the case for leaving things as they are.

Person 3 will be supportive and curious without agreeing to the change.

**Scenario 1:**

*Instead of having a cook on-board we will replace them with a microwave*

**Scenario 2:**

*Let's change the PPE policy so that we don't have to wear hard hats*

**Scenario 3:**

*Think of some good examples which may have occurred or could be happening in your own environment*

4. Group Discussion

Bring the room's attention back to you and start a discussion using the questions:

- How did the proposed changer look, feel, and sound when it was opposed? Did that have an impact on your state of mind and how you continued the discussion?
- Are you more likely to come forward with a suggestion for change if ideas are routinely opposed or if they are supported?
- The person opposing the idea was negative and focused mainly on personal comments, not the idea itself. How did that feel and would their actions affect the way you would interact with them in the future?
- If you had flu and your state of mind was low, would it be a good idea to make major decisions?

**SHARE THE SUMMARY**

A negative attitude can adversely affect the team, lower morale and lead to poor decisions.  
You can choose your attitude which can make a positive influence on the outcome.

## LOOKING AT SITUATIONS A DIFFERENT WAY

### EXPLAIN THE KEY MESSAGE

Most of us have had a bad reaction to a situation or person at some point in our lives, only to find out later we were wrong.

The thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions.

This module uses the, 'Challenge Questions' technique to help us separate assumption from fact for a better reaction.

### EXPLAIN THE LINK TO SAFETY

During frustrating situations, being able to identify when we are making assumptions rather than acting on facts is important to help us have the right reaction and the safest reaction.

*Don't ASSUME as it makes an ASS out of 'U' and ME!*



### EXPLAIN THE GOALS OF THIS MODULE

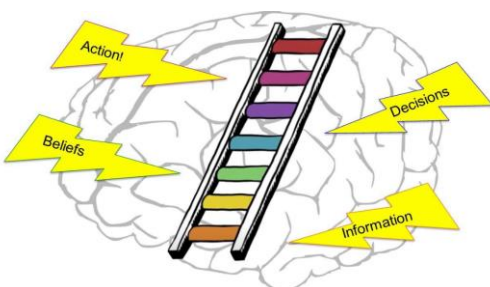
- 1 Understand that actively seeking the right information can positively affect safety behaviour
- 2 Be aware that the thoughts and assumptions we come up with can affect our view of events and can distract us
- 3 Realise that we have a choice in how we respond or react in these situations, and that we can use 'Challenge Question' techniques to find the best way forward

### RUNNING THE EXERCISE

1. Share the following example of a situation where someone made assumptions.

*Where are my binoculars? I always put them in the same place at the end of my watch.  
I bet one of the watch keepers has moved them.  
They are always losing their stuff and now my stuff too.  
They have no respect for my things or me. I will never be able to replace them – they were a gift from my parents.  
[Reflects back with a clearer view]  
Oh, now I remember, I stored them in a different cupboard because of the heavy seas.*

2. Explain the 'Ladder' concept (*page 18 of their guide.*) How we get from fact to decision/action.



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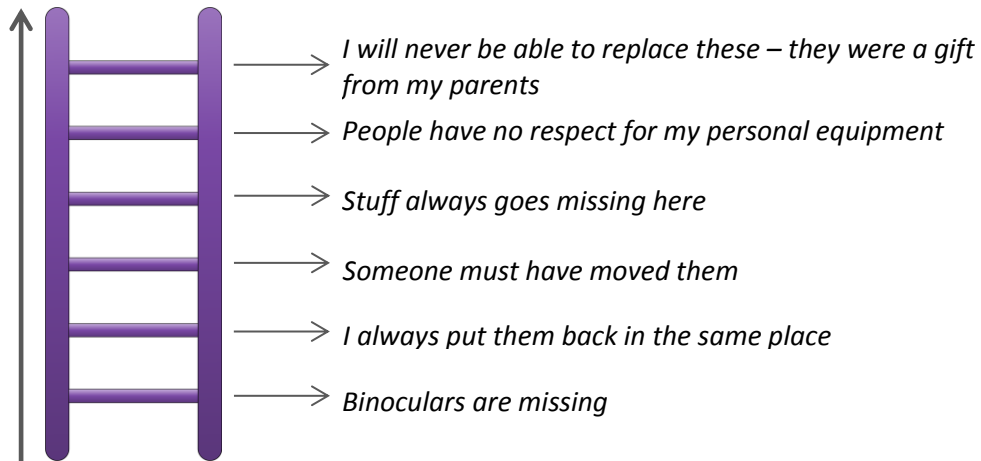
It's easy to become more frustrated about a situation the more we think about it.

It's as if you are climbing a ladder where each time you think about what happened, you move up a rung and your level of frustration increases.

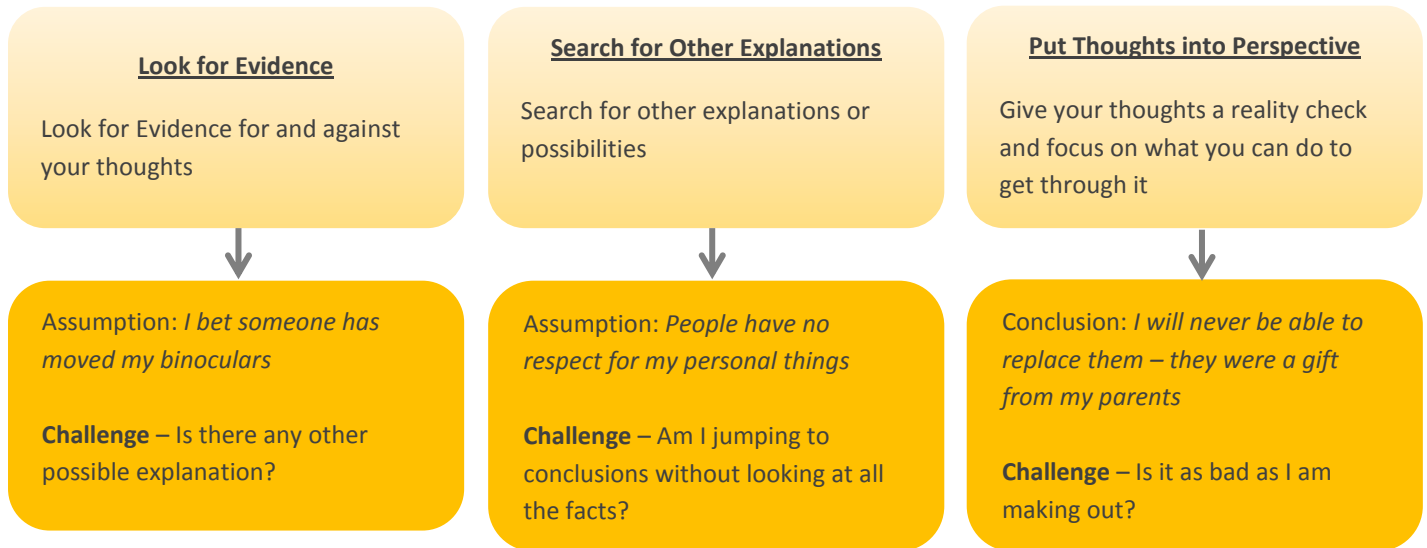
Once at the top of the ladder your reaction may be based on assumptions, incorrect conclusions and frustration rather than fact.



3. Relate the 'Ladder' back to the example you shared. Explain the thoughts at each step of the ladder.



4. Introduce the 'Challenging Questions' technique (page 20 of their guide.) and how they could be used in the example you shared.



5. Individual Exercise

Ask participants to individually think of a time when they have found themselves in a similar situation. They should keep the image of climbing the ladder in their mind. Some examples are given on page 22 of their guide.

6. Pair Exercise

Ask participants to get into pairs and share their examples with each other. Each pair should next pick one example between them and fill in the thoughts at each stage of the ladder using the template (page 21 of their guide.)

7. Group Discussion

Ask for a volunteer to share their example. Next ask the group to discuss which 'Challenging Questions' they could use if they were in this situation.

Ask the group if there is anything else they would do to stop their thoughts leading to negative conclusions and actions. **How might this improve safety on board?**

**SHARE THE SUMMARY**

The thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions. Using the, 'Challenge Question' technique can help us to look at the situation in a different way and we will be more likely to have the right reaction and the safest reaction.

## TAKE CARE OF YOURSELF

### EXPLAIN THE KEY MESSAGE

You only have one body to live in and so it's important that you look after your physical, mental and spiritual needs. This is not just vital for you but for your family, friends and colleagues.

This module allows you to reflect on how well you are looking after yourself currently and look at the options available to improve your health and wellbeing. We will be using the "Wellbeing Wheel" for achieving this.



### EXPLAIN THE LINK TO SAFETY

*'A man too busy to take care of his health is like a mechanic too busy to take care of his tools.'*

Taking care of oneself, physically and mentally, is important for your safety and the safety of your team. It impacts one's ability to respond quickly and safely when things go wrong.

### EXPLAIN THE GOALS OF THIS MODULE

- 1** Understand that paying attention to one's own physical, mental and spiritual needs helps to keep the mind and body ready to deal things when they go wrong.
- 2** When you care about yourself you value your health and your safety much more.
- 3** Actively supporting each other at work to improve your own and colleagues health in turn promotes improved safety behaviour.

### RUNNING THE EXERCISES

1. Start a discussion by asking the following questions:

- What does taking care of yourself mean to you?
  - Taking care of your family?
  - Taking care of your team?
- Why is taking care of yourself important for your health:
  - At home?
  - At work?
- In what ways does being healthy help to keep **you and others safe on-board?**

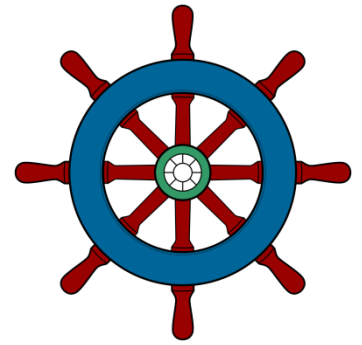
Taking care of you puts your mind and body in a better position to cope and deal with things that go wrong on board.

It is about taking care of your body allowing it to recharge and recover, spending time with loved ones, allowing yourself to engage in pleasurable activities and recognising and paying heed to your mental, emotional and spiritual needs and feelings.

## 2. Wellbeing Wheel

### Where are you now?

- Ask the group to turn to *page 25 and 26 in their guide*
- On the scale of 1-5 ( where 1 is poor and 5 is the best they can be) ask them to judge where they think they currently are in all the 8 areas
- Ask them to discuss with the group their scores if they feel comfortable to do so
  - Were there any surprises?
  - Have you considered your health before in this way?



### Where would you like to be?

- Each person then decides what areas they would like to improve in
- Ask them to complete the table to decide how they will do this and what support they require
- Ask them to discuss with the group
  - What difference would it make to me if I achieved this?
  - What difference would it make to my family /colleagues/ friends if I achieved this?
- Together, agree a date when you will all come back together to see how far you have gone to reaching your goals

### What can we do together?

Working together to achieve a goal builds relationships and trust and helps you to communicate better. It can also be a lot of fun. All of these are important not only in improving your health but also your safety as a group.

- Ask them to look at the ideas for group activities on *pages 29 and 30 of their guide.*
- Discuss as a group the ideas
  - Are they interested in any of them?
  - How would we do this- what resources do we need, what time frame etc.
  - Have we got any ideas of our own?
- Decide on an activity and set a team goal

Doing this exercise has allowed us to reflect on our current state of health and wellbeing and allows us to set goals to improve our health and achieve better balance.

We can be more successful in achieving our goals if we support each other and work together.

### SHARE THE SUMMARY

Make taking care of yourself a priority, as only you can take control of your health and wellbeing and you are definitely worth it.

Appreciate that keeping ourselves fit and well is vital for our family and friends too and means we can have a long, happy, safe and fulfilled life.

## TAKE DECISIVE ACTION

### EXPLAIN THE KEY MESSAGE

Some situations we face are complicated and it can be hard to decide what to do and what action to take. This module provides a technique 'Identifying Blockers' to identify what is stopping you from making the decision so you can plan and take action when situations occur.

### EXPLAIN THE LINK TO SAFETY

When situations happen, it is important to take decisive action. This can protect yourself, your team and your vessel and prevent or limit damage.

### EXPLAIN THE GOALS OF THIS MODULE

- 1 Making decisions results in positive action, and making the right decisions is extremely important in making safe choices.
- 2 Realise that decision making should be a mix of rational thought and gut feeling- BOTH are important
- 3 Learn and practice the 'Identifying Blockers' technique to decisive action and improve safety.

An every-day life example is buying a car. Imagine you are walking onto a parking lot full of used and new cars. What makes you walk over to a particular car for a closer look? What makes you decide not to purchase the car? What do you use to make a final decision?

#### "Heart" and "Gut Feeling"

- Colour
- Something about the car just doesn't seem right
- It looks just like the one your uncle had that you loved as a kid!



#### "Head"- Logic and Experience

- Price
- Safety ratings
- Size
- Age of the car

### RUNNING THE EXERCISE

1. Explain: Now we will look at a work related example situation where we would use both our head and heart/gut feeling to make a decision (*Page 32 in their guide*).

2. Group Exercise (4-6)

*A pump important to your operations has vibration levels that have trended upwards over the last few weeks, but has not reached alarm status. Do you take action or take no action?*

Ask the groups to decide if they would take action or take no action and write their reasons in the table under the headings heart/gut feeling or head/logic.

3. Group discussion

- Did all the groups have decisions that were made using emotional and rational reasons?
- If there were things that made deciding action versus no action difficult, what were they?

Decisions are made using both head and heart/gut feelings. Both are very important. Gut feelings tend to be quick and let you know that something may be wrong but you also need to use your skills and experience to understand the situation and take action.

Here we are going to look at some common things that can get in the way and actually stop or block us from making decisions. Then we will discuss ways to recognise when this is happening and what we can do about it. The technique is called, 'Identifying Blockers'.

4. Pair exercise

Ask participants to choose an example of a time when they had to take decisive action but found it difficult. They can use their own example or an example from their *guide on page 35*. Participants should then fill out the Blockers and Unblockers table using their chosen example (*Page 36 in their guide*).

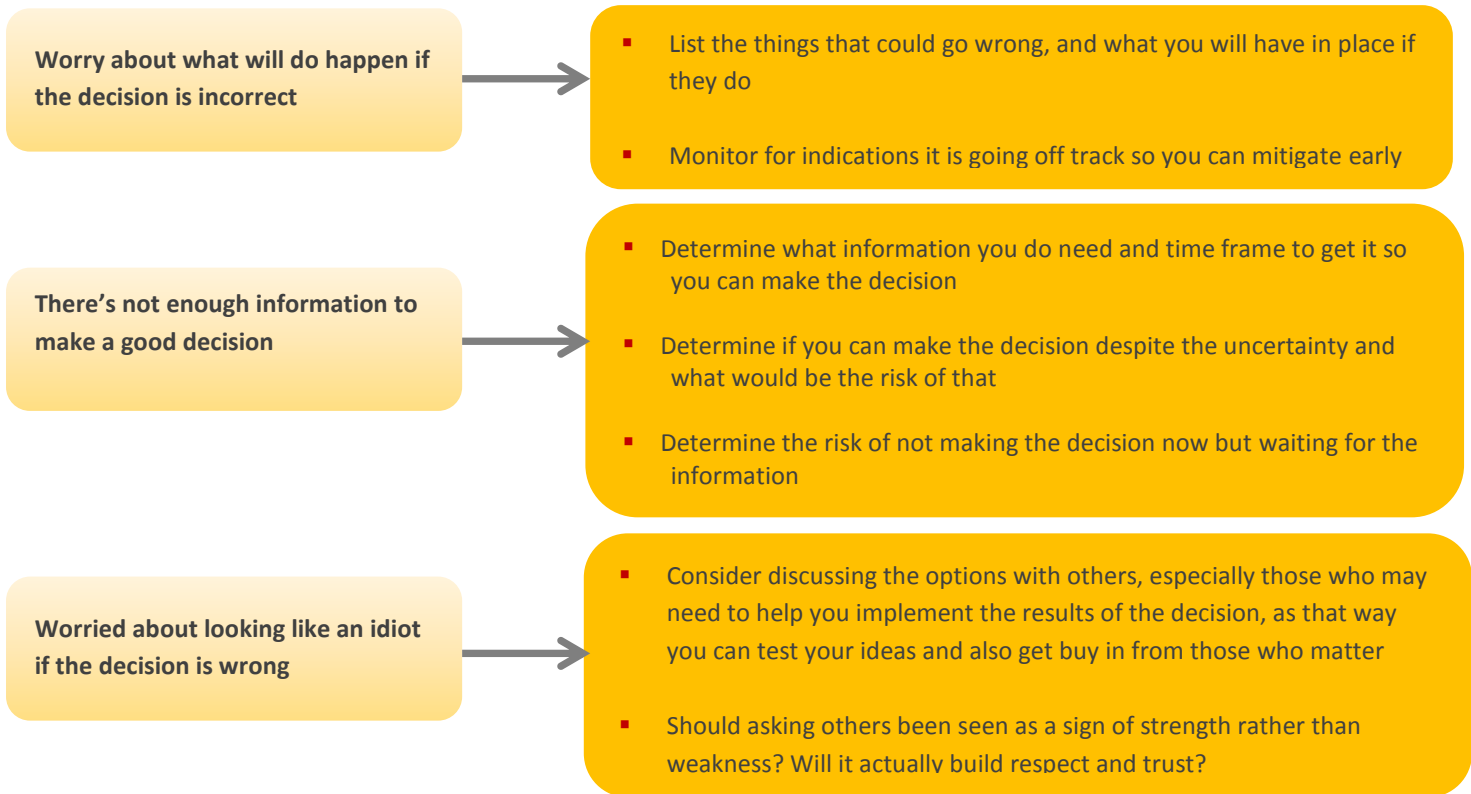
5. Group discussion

Ask for a volunteer to share their example and ask the group to discuss what blockers might stop someone from taking decisive action. What could someone do to overcome the blockers?

Sometimes it's hard to make a decision and we create blockers that stop us from doing so. It's important to identify what blockers are in place and ways to overcome them.

BLOCKERS

WAYS TO OVERCOME



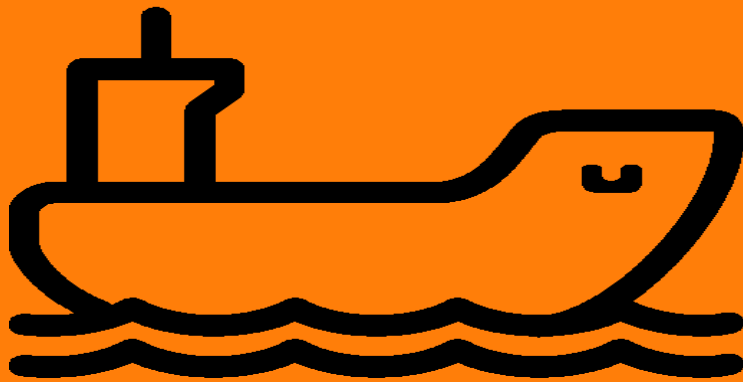
Ask the group **how do you think taking decisive action will help us improve safety on-board?** Can you think of any situations you have been in where taking decisive action made a difference to your safety or the crew's safety?

SHARE THE SUMMARY

Using the techniques we just practiced will help us take decisive action, ensuring that situations are dealt with safely and in a timely manner. Our heart/gut feelings as well as our head/rational thinking are very important in decision making. Identifying what is stopping us from making decisions and finding ways around is vital to respond to a situation in a timely and safe manner. This improves safety behaviour and performance.

**RESILIENCE**

**Facilitator Guide**



**Vol 2**



## FACILITATOR GUIDE

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This booklet is made up of three modules:

- Dealing with a Crisis
- Maintaining a Hopeful Outlook
- Making Connections

Each one has a key resilience technique which is linked to safety. The modules deliver this in a variety of ways such as exercises, discussions and even some role play. All participants will bring their experiences to the table and it’s important to get the group to work together to learn from each other. Please feel free to use your own language and terms which would be familiar to the group. We have given example scenarios but encourage you and your team to give their own examples which are more relevant to you.

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MODULE  
**DEALING WITH A CRISIS**



## DEALING WITH A CRISIS

### EXPLAIN THE KEY MESSAGE

- At some point, everyone experiences crises and difficult circumstances.
- When this happens, we can feel overwhelmed and everyone feels this way; it is a normal reaction.
- We can draw on experience, knowledge and support from others and we can learn and grow through this.
- We don't have a choice on the crises we experience, but we do have choices on how we react to them and the choices we make.



### LINK TO SAFETY

- Going through a crisis can feel overwhelming and this could have a negative effect on-board
- During times of crisis often critical decisions and choices need to be made; we have choices on how we react.
- Using each other's' knowledge, skills and support will help you to make safe choices and get you through the crisis

### EXPLAIN THE GOALS OF THIS MODULE

- 1** Be prepared and accept that all of us will experience crises or difficult circumstances of varying degrees throughout our lives
- 2** You can't change the crises but you can have an influence on how you react to them and the choices you make.
- 3** Recognising your own reactions and asking for support from others will help you make better choices and safer decisions.

When we are making decisions, we react using two of the thought processes seen below:

- "The emotional Brain" thinking from the heart – the fast acting, older part of the brain which acts quickly to prepare us to "Fight or Flight" to protect us from immediate danger
- "The thinking brain" thinking from logic – the more logical part of our brain where our knowledge, skills and experience lies and where we can consciously think through issues and problems

In times of crises our emotional brain is the first to act, sensing danger, causing our heart rate to increase and release hormones to prepare our muscles and get us ready to run away or to fight. In circumstances this can be very helpful (e.g. a fire on board) but it can also block the thinking brain from working efficiently and getting perspective on a situation. It is important for us to recognise how our body makes us feel at these times and how it can affect our thinking.

During crisis, you have a choice:



You can see a problem as impossible to solve and get stuck in feelings and thoughts about negative consequences



Break the problem down, see the opportunities it presents and start working on improving the situations

Through crises we learn and grow - *"In the worst of times we can find our best selves"*

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## Exercise 1

### “PREPARING FOR A CRISES” – Part 1

- Ask participants to get into groups of 3



Here is an example of a potential crisis on Board:

You are sleeping at night and you hear the fire alarm going off. There is a big fire in the Galley.

Each participant should consider the following on his/her own:

- What is your initial reaction to the crisis- how does it make you feel?
- How large does the problem feel/look/sound at the time?
- What choices do you need to make?
- Who can you draw on to help you?
- What could be an effective approach?
- How large or impossible does it look now?



Part 1 of the exercise is about recognising the natural feelings of hopelessness that may initially overwhelm you and to realise that this is very common.

## Exercise 2

### Part 2

Ask for a volunteer in the group to share a personal example of when they faced a situation which he/she feels comfortable sharing, such as family situation or natural disaster?

- How large or impossible did the problem feel/look/sound at the time?
- What made that challenge seem that way?
- What was an effective approach?
- How large or impossible does it look now?



**Part 2 the aim of this exercise is to make people overcome crises before and in retrospect, one could overcome a seemingly impossible problem.**

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Discuss together as a group and look at the choices you made and decide how you can work together more effectively

### SHARE THE SUMMARY

We all go through crises in our lives and they can feel overwhelming. We may not have a choice on the crisis occurring but we do have choice on how we react and the choices we make. It is important to recognise that we need to be aware of how we react and how we can draw on the support of others to make good and safe choices.

MODULE  
**MAINTAINING A HOPEFUL  
OUTLOOK**



## MAINTAIN A HOPEFUL OUTLOOK

### EXPLAIN THE KEY MESSAGE

We can learn to shift negative patterns of thinking and feeling, with positive thinking and maintaining a hopeful outlook.

This module will help us to understand:

- How maintaining a hopeful outlook improves your quality of life
- Maintaining a hopeful outlook is something that you can control yourself with some practice



### EXPLAIN THE LINK TO SAFETY

When situations happen, having a positive outlook help us to look for the best solution and can protect us, our team and our vessel from damage.

### EXPLAIN THE GOALS OF THIS MODULE

- 1** Be aware that maintaining a hopeful outlook improves your quality of life.
- 2** Be aware that maintaining a hopeful outlook is something that you can control yourself with some practice.
- 3** There are different ways to turn around negative thinking, be aware you can give and receive help.

As humans, we tend to make negative assumptions, however things may not be as bad as they look. Here is a situation where someone made assumptions.



*Is the glass half empty or half full?*

While at sea the pump-room high bilge alarm sounds. After entry checks we enter the pump-room and we see oil in the bilges. The first thought that comes to mind is that there has been a major leak in the cargo pipeline. Our brain starts thinking of all the added issues i.e. - finding the leak, gas accumulation, pumping the oil, cleaning of bilges, etc.

However, we take a step back and start investigating the content of the oil in the bilges. When we move the surface, we realise that it is only a thin sheen of oil and rest is all water. The FW line has given way. The oil is from an old residue in the bilges. This helps us to calm down and investigate only the water lines. We realize that a fresh water line section has broken which flood the pump-room. We repaired the line and only focused on cleaning the surface of the water and pump the rest of the water to the appropriate tank.

### **Explaining the context:**

It's easy to become more frustrated about a situation the more we think about it.

When looking at a glass, which is half filled, we have two reactions:

- The people with a negative attitude see the glass as being half empty
- The people with a positive attitude look at the glass as being half full.

However, they are looking at the same glass.

Maintaining a **positive attitude** gives you greater satisfaction with life and makes you **more resilient** to **overcome problems**.

## RUNNING THE EXERCISES

### Exercise 1

---

- Ask participants to get into pairs
- **Introduce the 'Role Play'**
- Allow time for everyone to read the material
- Within the pairs make it clear that one person is Mark and the other is Peter and to read and write down feedback below

#### Role Play:

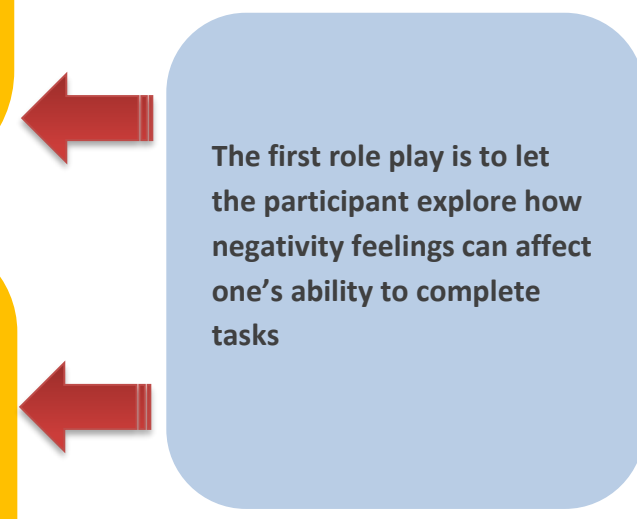
In pairs where one person will be Peter, who has had a negative experience and one person will be Mark, his colleague whom Peter knows well and with whom Peter has a very good and friendly relationship. They have done several difficult projects together and have built up a high level of trust in each other. Read your script, try to play your role as Peter or Mark but also let yourself be influenced by what the other person in the role play says or does.

#### Peter

The head of department has asked you to complete a challenging job and you pleased you were selected for the job. You write down a list of the steps you must do as it has various difficult tasks, finishing them one by one. Unfortunately, you miss a key step and now must start all over again which has delayed the completion of the job. You feel you have failed the department and become demoralised. You go back to your cabin and on your way, you see Mark. Mark is a good friend and colleague, whom you trust and with whom you have done some difficult jobs in the past. You have known each other for 5 years. You want to discuss your disappointment with him. You are upset, almost in tears.

#### Mark

Peter comes into your cabin You know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years. Peter is upset, almost in tears. You know Peter as being an energetic and resourceful colleague. He is an expert and always wants to do his best. You want to help Peter by analysing what went wrong. Where did it go wrong? What did Peter not do right? Why did he miss that step? Was he sufficiently well prepared? This is not the end of the world; anybody can make mistakes. No need for Peter to be so upset. Cheer up, better luck next time!



The first role play is to let the participant explore how negativity feelings can affect one's ability to complete tasks


---

## Exercise 2

- Ask participants to stay in the same pairs, and ask the participant playing Mark to follow the second script
- Tell all the Marks to ensure they recognise Peter's negative feelings but on the other side to let Peter discover again that he still has lots of good qualities.

### Mark

Peter comes into your cabin You know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years. Peter is upset, almost in tears After listening to Peter's story you want to help him by turning his negative perception of himself and his presently low self-esteem into a more positive attitude. You are convinced that this is the best way to help Peter. Your genuine feedback to Peter is that you understand his disappointment very well. However, after this recognition you should adopt a more positive tone. Your goal is to get Peter to maintain a more positive attitude by focusing on things that are going well instead of emphasising failures. You know Peter as being an energetic



In this section aims to get Peter out of he's sad mood and into a more positive and happier outlook of completing the task at hand

### Group Discussion

- What was the difference between the first and the second role play?
- What does Mark do that influences Peter's behaviour?
- Would you have reacted differently if you were Mark?
- How did the discussion in second role play helped to get or maintain a hopeful outlook?
- What learnings did you pick up from this exercise?

### **SHARE THE SUMMARY**

Maintaining a positive attitude is about looking for solutions from different angles instead of focusing on the things that don't go well.



MODULE  
**MAKING CONNECTIONS**



## MAKING CONNECTIONS

### EXPLAIN THE KEY MESSAGE

- In this industry, we spend time away from home which puts strain on ourselves and our families.
- Building strong supportive networks helps us and our families manage when we are away and when we may need support and assistance to help us deal with difficulties.
- Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.



### LINK TO SAFETY

- If we have problems with ourselves or our families while on-board, it can cause stress
- The stress can distract us and lead to an incident
- Being aware of the support systems around us and our family helps us to deal with the problems more quickly

### EXPLAIN THE GOALS OF THIS MODULE

- 1** Identifying and appreciate the connections we already have and the talents, resources and support these connections can give us.
- 2** Identify people, ways and resources to increase, strengthen and improve your connections
- 3** Learn to accept help from those around you as you would want to help those who you care about.

---

### Exercise 1

#### Part 1

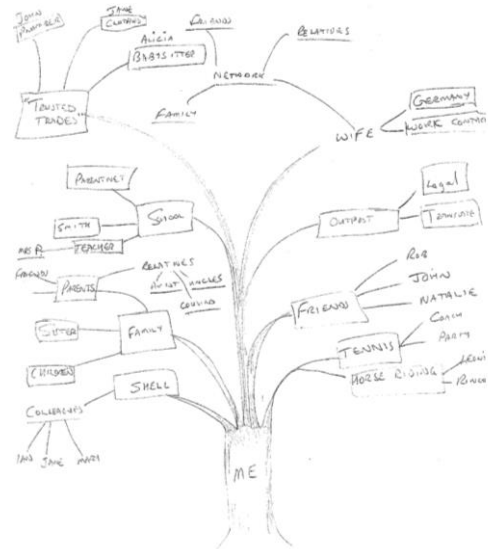
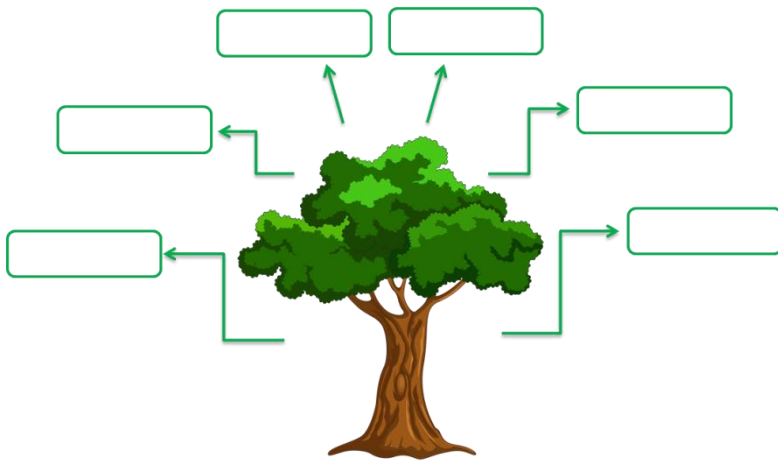
- Ask participants to get into groups of 2 or 3
1. In the first exercise, we are going to start to think of all the connections we have in place already. This can be done by drawing a tree with the branches being the different connections you have



Such connections can include:

- ★ Family members
- ★ Friends
- ★ Work Colleagues
- ★ Neighbours
- ★ Clubs and hobby groups
- ★ Sports teams
- ★ Faith based organisations
- ★ Schools and parent groups

Ask participants to demonstrate on the tree below the connections they have and add their own connections too. An example is shown on the right.



### Discussion

- Were people surprised by the size and complexity of their “tree”?
- Did any forgotten connections resurface?
- What talents, experiences, skills or support system do the above connections have?

## Exercise 2

### Part 2

2. We are now going to think about how your connections can help and support you  
Look at the following scenarios:

1. You are asked to paint the ‘Main deck’ by the end of the day and you are unable to finish in time.
2. You are overhauling a motor in the engine room that needs to be boxed back in 3 hrs time. You are unable to finish it in time
3. Scenario 3- One of your family members is seriously ill and requires treatment that is an hours drive away from your home, what do you do?

Come back together and ask them to share their thoughts with the group



## Discussion

- Had people thought about their connections in this way before?
  - Did anyone identify any missing connections that they will put some effort in to enhance?
  - If someone in your connections had a problem how could you help them?
  - In our everyday life on board, how often do we share the problems with each other?
    - Do we feel comfortable doing so?
    - Do you think we have similar problems?
-

### Exercise 3

#### Part 3

3. How good are you at accepting help?



Sometimes it can be hard to accept help because we feel that we need to sort it out ourselves. This doesn't always help- it means problems don't get solved which can cause more issues and distress.

Sports teams recognise that they need to support each other to achieve the goal- individual effort is great but a single member can't do it on their own.

Asking for help is strength, not a weakness and accepting help from your connections helps you to solve the problems and strengthens your connections.

#### Group discussion:

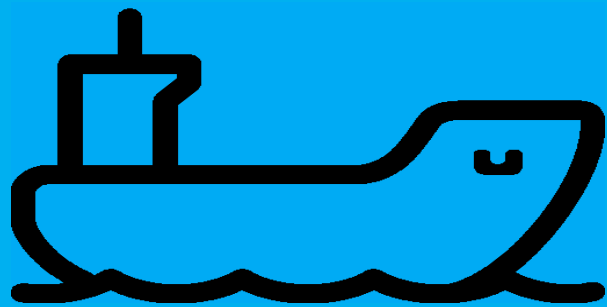
- How comfortable are you asking for help?
- What are the barriers to stop you asking your connections for help?
- What could you do to break down those barriers?

#### SHARE THE SUMMARY

Being aware of all the connections we have helps us build an effective support network but these networks need looking after and we can always strengthen and improve them. This helps us to deal with issues more quickly to reduce stress or distress which would otherwise be distracting and affect our own or others safety. Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.

**RESILIENCE**

**Participant Guide**





# PARTICIPANT GUIDE

## INTRODUCTION

The processes and barriers we manage are kept strong by the individuals and teams that care for them.

We are all born with the ability to deal with problems or stressful situations and this ability, just like one's ability to play a particular sport or instrument, can be improved and strengthened with practice and by learning new techniques.

Increasing and strengthening our ability to deal with life's problems or stressful situations helps us to be the best that we can be as individuals and teams.

This programme is made-up of five core modules which can be delivered in any order. Each module focuses on a different technique to help us deal with problems or stressful situations - both in and outside of work. The five modules are;

- What is Resilience?
- Change is a Part of Living
- Looking at Situations in a Different Way
- Take Care of Yourself
- Take Decisive Action

Each one of the modules gives you a new technique or "tool" to put in your toolbox of ways to deal with situations. Instead of dealing with a problem or stressful situation in the way you always have done before it gives you the ability to try a different way, to look at things in a new way and try different methods to over-come them.

### *How does it work?*

Within the sessions we encourage you to bring your own examples and experiences to the discussions as this makes it a better conversation but this is entirely voluntary and you should only share what you feel comfortable to do so. All discussions about personal experiences within the sessions should be treated as confidential.

The modules can be run in any order although it's useful to start with "What is Resilience" to set the scene. The sessions usually take about 30 minutes but if the conversation is good and you have time there's no reason to spend a longer on them. We suggest that the modules are run no closer than one week apart but it could be fortnightly or monthly if that works better. The reason for leaving time between them is that it gives you time to think about what you have learnt and what that means to you.

This guide is purely for your own use. It gives you information about each topic, examples, the exercises and place to put in your responses. It then acts as a record of what you've covered and allows you to go back after the sessions and review what you've learnt. It's your document so use it as much or as little as you wish.



MODULE

**WHAT IS RESILIENCE?**



# MODULE: WHAT IS RESILIENCE?

## **THE LINK TO SAFETY PERFORMANCE**

Developing resilience gives us the skills to improve our response to difficult or stressful situations'. The resilience techniques help us to train our brains to see stress in a different way and allow us to use our brains to the best of our abilities during challenging times and while working in safety critical environments.



## **THE KEY MESSAGES**

- We work in a hazardous industry and the way we think is critical to keeping ourselves, teams, assets and environment safe.
- By learning more about how we think under pressure and increasing our resilience, we learn an important skill that helps us work safely
- Resilience is the ability to bounce back and effectively deal with problems in day to day life as well as high stress situations
- Learning resilience techniques give you a number of ways to cope, so if one doesn't work, you can use another way.
- Resilience is a skill that can be learned, and like any skill, the more you practice, the better you get.

## DISCUSSION

Have you ever thought about resilience before?

Can you think of a time when you have had to be resilient or a situation where a high level of resilience would be helpful?

Can you think of a resilient person- in your own life, at work or in public life (there are some examples over the page)

- Why was it important that they were resilient?
  
- What did it allow them to achieve
  
- Are there any experiences that have helped to develop your resilience?
  
- How could developing your resilience be helpful for keeping you and your teams safe?

## EXAMPLES OF RESILIENT PEOPLE



Nelson Mandela went through many years of harsh imprisonment but came out with incredible positivity to inspire a nation to freedom and the respect of the world



From genetic and birth deformities to medical conditions and legs lost on the battle field, what amazing resilience do Paralympic Athletes show?



Natural disasters can hit communities and cause devastation however it is remarkable how people come together and bounce back even after great tragedy and destruction

Having had this introduction, what does Resilience mean to you now?



MODULE  
**CHANGE IS A PART OF  
LIVING**



# CHANGE IS A PART OF LIVING

## THE KEY MESSAGE

Change occurs all the time and it can make us uncomfortable, make things seem more difficult and can be very distracting.

In this module we are going to look at how you respond to change and how that impacts others. We are going to practise reacting in different ways to change and learning how you can choose how you react to more positively.



## THE LINK TO SAFETY

At times of change we can become distracted and it's even more important to be aware and remain vigilant about safety.

A negative reaction to change and/or other peoples' suggestions can eventually cause people to become demoralised and safety issues can be missed.

Change happens all the time and it is important to prepare ourselves for this

At times of change there can be lapses in safety as we may be distracted by the changes themselves or by the reaction to it.

We may not have control over the change but we can choose how we react to it. You are accountable for your choice on how you respond to change and how it impacts on others and the safety of the work

How do you respond to change?



## EXERCISE

In this exercise we're going to see how we respond to change and how this can impact or affect us.

Choose one of the following scenarios

1. Instead of having a cook on-board we will replace them with a microwave oven.
2. Let's change the PPE policy so that we don't have to wear hard hats.
3. **Think of a scenario which you have experienced or is relevant to your workplace.**

Once you have decided which scenario you want to do you will be divided into groups of 3

Each person should be assigned as Person 1, 2 or 3.

Where there are more than 3 persons per group, the extra people acts as observer/audience.

There are three different "Briefing Notes" included on pages 13-15 in the guide. Read the appropriate briefing note for your role.

- Person 1 will make the case for change.
- Person 2 will make the case for leaving things as they are.
- Person 3 will be supportive and curious without agreeing to the change.

After the exercise answer the following questions:

**A member of crew proposed an idea that created change. How did it look, feel, and sound when it was opposed? Did that have an impact on your state of mind and how you continued the discussion?**

**Are you more likely to come forward with a suggestion for change if ideas are routinely opposed or if they are supported?**



The person opposing the idea was negative and focused mainly on personal comments, not the idea itself. How did that impact your state of mind? Would these actions impact the way you would be likely to interact with them in the future?

If there was a significant safety issue how would you feel about raising it with your supervisor or other team members?

Any other thoughts or comments?

#### **SUMMARY**

A negative attitude can adversely affect the team, lower morale and lead to poor decisions.  
You can choose your attitude which can make a positive influence on the outcome.

# BRIEFING NOTE – PERSON 1

## Scenario One – PPE Policy Change

**Your goal is to get approval for the following idea.**

You play the role of someone who has a great new idea that will drastically change the way we work. You are very enthusiastic and positive about your idea.

- You don't like wearing a hardhat when you think that there is no perceived risk of something falling.
- You propose to your team for a change in PPE policy to not have to wear a hard hat in these situations.

**Some of your reasons could be:**

- You shouldn't need PPE where there is no risk
- Walking on deck under a clear sky is not a risk
- It's uncomfortable and can restrict visibility
- You don't need to wear your gloves all the time, so why doesn't the same apply to hard hats?
- I can still demonstrate my safety commitment whether I'm wearing my hardhat or not.

## Scenario Two – Replacing the Ship's cook with a microwave

**Your goal is to get approval for the following idea.**

You play the role of someone who has a great new idea that will drastically change the way we work. You are very enthusiastic and positive about your idea.

- A lot of incidents happen in the galley while cutting, cooking, and deep frying. This is a concern for the safety standard on board.
- To help the vessel on the road to a Zero Incident Industry, you propose to replace the cook with microwaves and ready meals.

# BRIEFING NOTE – PERSON 2

Please read the notes and respond to Person 1's proposal for change in your team of three

Your **ROLE** is to resist the change that Person 1 puts forward

Your **GOAL** is to have them withdraw their proposal for change.

Be negative, and try to avoid positives if at all possible without commenting on the actual content of the change being proposed. You are deliberately negative and resistant to this change.

Try to avoid eye contact, or make hostile contact, frown, don't smile, use an unfriendly tone of voice, lean forward, sit with your shoulder towards them rather than facing, raise your voice (a little!). If they speak quickly, you can speak more slowly. Be unenthusiastic. Please use your own words, the following may help.

Your reasons could be:

- It is not your job to do this.
- It poses a safety hazard.
- You should concentrate on your own work and not this.
- You must have too much time on your hands.
- No wonder you don't do your work very well considering you waste all your time with this sort of thing.

\*\*\*\*\*

Make personal, discouraging remarks:

- What makes you think you are good at this?
- What makes you think you have the right to change policies?
- What about the other crew?
- That's just your opinion. How can you be so sure that this plan will help?

## BRIEFING NOTE – PERSON 3

**Please Read the notes and respond to Person 1, who has an idea for change.**

**Your goal is to be seen as supportive and curious, without actually agreeing to the change**

Be positive, but do not actually commit yourself to the idea of Person 1. Ask open questions. Wherever possible, adopt the same posture as Person 1, such as crossing your legs, leaning back in your chair. Pretend you are a mirror reflecting what the other is doing. Make eye contact. Smile.

For instance:

- This sounds interesting. Have you already discussed it with the team?
- Have you already discussed the HSE matters with the HSE department?
- Even if we can't implement this change, I am still motivated to look into alternatives. Thanks!

Make personal remarks:

- Thank you for suggesting this idea. I very much appreciate your initiative.
- Thank you for thinking outside the box. It is useful to consider all new ideas.
- It is very constructive when people in the team, like you, feel they can and should contribute to all disciplines.
- Your proposal is very innovative and gives us the opportunity to discuss a topic that is not directly related to our job.
- This gives others the opportunity to express their views and to contribute.
- I am very pleased that people in the team come up with ideas. This is exactly the environment of trust we need to truly perform well.



MODULE  
**LOOKING AT  
SITUATIONS A  
DIFFERENT WAY**



# LOOKING AT SITUATIONS A DIFFERENT WAY

## THE KEY MESSAGE

Most of us have had a bad reaction to a situation or person at some point in our lives, only to find out later we were wrong.

The thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions.

This module uses the, 'Challenge Questions' technique to help us separate assumption from fact for a better reaction.



## THE LINK TO SAFETY

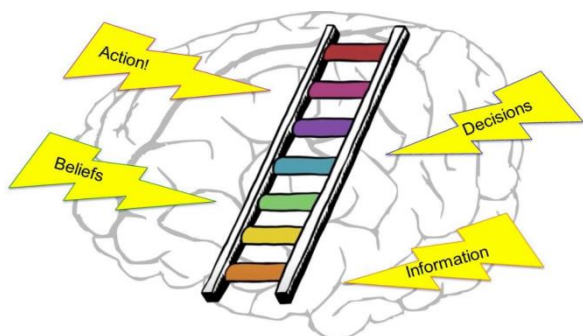
During frustrating situations, being able to identify when we are making assumptions rather than acting on facts is important to help us have the right reaction and the safest reaction.

*Don't ASSUME as it makes an ASS out of 'U' and ME!*

We view the world around us based on what we see and what we hear. We take this view and add our knowledge, our experiences, our expectations & our personality to make a sense of what we think is happening.

But have we got it right? Have we got all the facts? Are we jumping to conclusions?

We can start to have a conversation with ourselves much like those cartoons where a devil would appear on one of the characters shoulders and an angel on the other.



[https://i.ytimg.com/vi/y\\_w80o0yg3l/maxresdefault.jpg](https://i.ytimg.com/vi/y_w80o0yg3l/maxresdefault.jpg)

It's easy to become more frustrated about a situation the more we think about it.

It's as if you are climbing a ladder where each time you think about what happened, you move up a rung and your level of frustration increases.

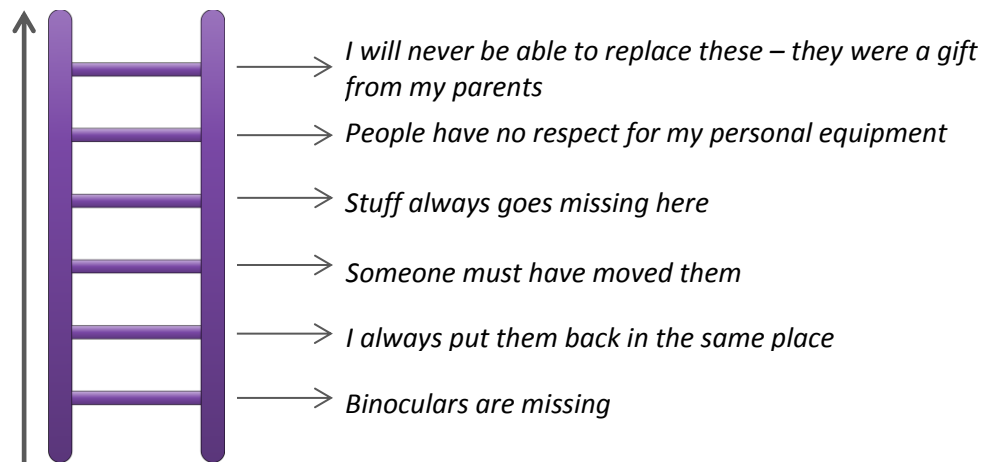
Once at the top of the ladder your reaction may be based on assumptions, incorrect conclusions and frustration rather than fact.

When we're frustrated we become distracted and our safety can be affected.

**Here's some examples to think about:**

*Where are my binoculars? I always put them in the same place at the end of my watch.  
I bet one of the watch keepers has moved them.  
They are always losing their stuff and now my stuff too.  
They have no respect for my things or me. I will never be able to replace them – they were a gift from my parents.  
[Reflects back with a clearer view]  
Oh, now I remember, I stored them in a different cupboard because of the heavy seas.*

Relate the **'Ladder'** back to the example you shared. Explain the thoughts at each step of the ladder.



**Can we look at things differently?**

Yes we can.

When we do the same thing we get the same outcome

Being aware of your inner conversation is the first step of making a change

Changing your view, changes your perception of the problem and reduces unnecessary frustration, anger and worry

Changing your view ensures you get all the information and the facts to make better and safer choices





## Challenging Questions

This is a way that we can challenge our inner conversations, get the facts and make better decisions



### Look for Evidence

What's the evidence for and against my thought?  
Am I focusing on the negatives and ignoring other information?  
Am I jumping to conclusions without looking at all the facts?

### Search for Alternative Explanations

Are there any other possible explanations?  
Is there another way of looking at this?  
How would someone else think if they were in this situation?  
Am I being too inflexible in my thinking?

### Put Thoughts into Perspective

Is it as bad as I am making out? What is the worst that could happen?  
How likely is it that the worst will happen?  
Even if it did happen, would it really be that bad?  
What could I do to get through it?

## EXERCISE

Think of a time when you have found yourself in a similar situation or use one of the examples on page 22. Keep the image of climbing the ladder in your mind. Then use the Challenging Questions to re-think the situation. How does changing your view affect how angry or frustrated you are?



**How can recognising your inner dialogue and challenging your assumptions help to improve safety on-board?**

## SUMMARY

The thoughts and assumptions we come up with to make sense of frustrating situations can have a negative impact on our views, our mood and our reactions. Using the, 'Challenge Question' technique can help us to look at the situation in a different way and we will be more likely to have the right reaction and the safest reaction.

## EXAMPLES FOR EXERCISE

### 1. Engine Room watch handover

- *You arrive ready to start your watch.*
- *The previous watch was tasked with making the necessary preparations to leave port.*
- *When you arrive, you find that this work has not been done. This is the third time this has happened.*
- *Now you must complete the work in order to be able to leave port on time.*

Internal monologue:

1. *They knew that it was their responsibility to do this.*
2. *This isn't the first time I've been left having to do their work too.*
3. *I will be blamed for missing the tide and not leaving on time.*
4. *The previous watch is lazy and incompetent*

### 2. The coffee container is empty

- *I was looking forward to having a cup of coffee while on my watch tonight only to find, when I go to make it, that the coffee container is empty.*
- *Now I have no coffee for the rest of my watch.*

Internal monologue:

1. *Why would someone use the last of the coffee and not replenish it?*
2. *The last person here was the new guy.*
3. *That new guy is inconsiderate and lazy.*
4. *It must have been him.*

★ Now think of your own example. Write it here;

MODULE  
**TAKE CARE OF  
YOURSELF**



# TAKE CARE OF YOURSELF

## THE KEY MESSAGE

You only have one body to live in and so it's important that you look after your physical, mental and spiritual needs. This is not just vital for you but for your family, friends and colleagues.

This module allows you to reflect on how well you are looking after yourself currently and look at the options available to improve your health and wellbeing. We will be using the "Wellbeing Wheel" for achieving this.



## THE LINK TO SAFETY

Taking care of oneself, physically and mentally, is important for your safety and the safety of your team. It impacts one's ability to respond quickly and safely when things go wrong.

What does taking care of yourself mean to you?

- To your family?
- To your colleagues?
  
- Why is taking care of yourself important for your health:
  - At home?
  - At work?
  
- In what ways does being healthy help to keep **you and others safe on-board?**



Taking care of you puts your mind and body in a better position to cope and deal with things that go wrong in your life both at home and at work.

It is about taking care of your body allowing it to recharge and recover, spending time with loved ones, allowing yourself to engage in fun activities and recognising and paying heed to your mental, emotional and spiritual needs and feelings.

## **EXERCISE: THE WELLBEING WHEEL**

### **Instructions:**

This tool is to help you to measure where you are now to then set goals for how you can improve your health and wellbeing.

It is split into 8 sections which cover various aspects of health and wellbeing:

### **Physical fitness:**

How fit you feel you are feeling? Are you in good shape or could you do more about keeping fit?

### **Diet:**

How good you feel your diet is currently. Are you at your optimal weight?

### **Rest & Sleep:**

How much sleep are you getting? Are you feeling rested after a night's sleep? Are you sleepy at work?

### **Performing at my best:**

How am I feeling overall? Do I feel energetic and engaged or tired and not interested? What could be holding me back?

### **How well do I know my crew:**

Do you all know each other well and socialise or do you all go back to your rooms at the end of the shift? The better we know each other the more we understand and trust each other which are very important for safety.

### **Connectivity with home**

When you are away keeping in touch with loved ones is very important. Keeping relationships positive can be challenging.

### **Mental wellbeing**

Your mental health is extremely important. Are you feeling down or sad or do you feel you are coping well and enjoying life?

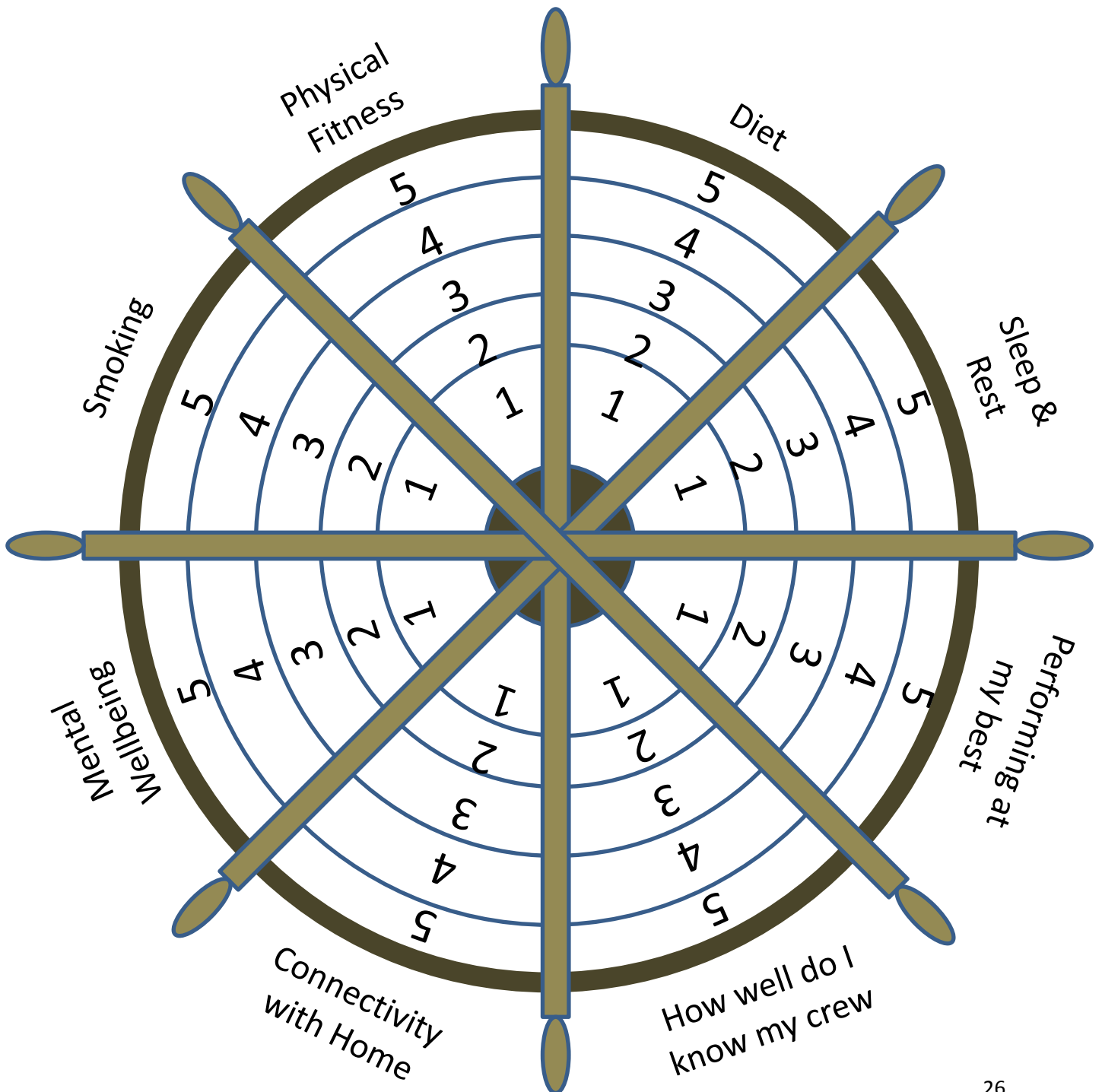
### **Smoking**

Smoking is never good for your health so is it time to give up if you smoke currently?

## SCORING

In the wheel, score yourself 1-5 in each section where my health and wellbeing is:

- 1 Very poor
- 2 Poor
- 3 Okay
- 4 Pretty good but could be better
- 5 The best you can be



## SETTING GOALS

Look at the scores on the wheel:

Where can you improve your health and wellbeing?

Pick 3 areas where you can make an improvement to your health and list them below. You could also think of some of your own.

Think about what help or support you may need to achieve them and set a date to do it by.

Writing down your goals makes it more likely you will achieve them

## MY GOALS

1

GOAL

- When
- How

2

GOAL

- When
- How

3

Goal

- When
- How



What difference would it make to me if I achieved my goals?

What difference would it make to my family /colleagues/ friends if I achieved this?

How can we support each other to achieve our goals?

What can we do together as a team?


### SUMMARY

Make taking care of yourself a priority, as only you can take control of your health and wellbeing and you are definitely worth it.


Appreciate that keeping ourselves fit and well is vital for our family and friends too and means we can have a long, happy, safe and fulfilled life.

## HELPING EACH OTHER REACH THEIR GOALS


We can all support each other in achieving our health and wellbeing goals:




Help people get good sleep and rest – be quiet around cabins so you don't disturb them




Give up smoking together




Share good advice or top tips on getting healthier and keeping fit




Be a gym buddy to one of your colleagues who wants to improve their fitness



Arrange to have a healthy options on the menu or make them available



Help your colleagues set goals and agree that you will discuss them regularly to see how they are doing



Challenge poor health choices and encourage good ones

## TEAM ACTIVITIES

Doing activities as a team helps us to get to know each other better so that we can understand and support each other. Here are a few ideas but there are many you could think of yourselves:

1. Choose a charity or good cause that you could support as a crew together. This could be fundraising or by providing practical help
2. Have at least one meal time/ evening session a week when you all get together to socialise
3. Run team events such as:
  - a. Table tennis tournaments
  - b. Wii tennis / boxing / bowling competitions
  - c. Quiz nights
4. Set Team challenges such as:
  - a. If you have an exercise bike on-board set a challenge to cycle a distance between two points e.g. London to New York. If you are part of a fleet then this could be run across the fleet.
  - b. Weight loss challenge for the crew to lose weight (if they need to do so) by healthy diet and exercise
  - c. Stair climbing challenge to encourage the use of the stairs – set a goal of climbing the equivalent of the Empire state Building or Mount Everest

MODULE  
**TAKE DECISIVE  
ACTION**



# MODULE: TAKE DECISIVE ACTION

## THE KEY MESSAGE

Some situations we face are complicated and it can be hard to decide what to do and what action to take. This module provides a technique 'Identifying Blockers' to identify what is stopping you from making the decision so you can plan and take action when situations occur.

## THE LINK TO SAFETY

When situations happen, it is important to take decisive action. This can protect yourself, your team and your vessel and prevent or limit damage.



## Understanding How We Make Decisions

We have evolved over millions of years to be the humans we are today:

This has resulted in us having different thought processes- all are equally important in how we make decisions:



- The Heart/Gut or emotional brain. This is extremely important because we process information in this part and determine whether it feels right or not. This is extremely powerful and again protects us from danger. It is the "gut feeling" and needs to be listened to because it signals what is right and what is not. It responds immediately.
- The Head logic or rational brain is the newest part of the brain and is concerned with logical thought. This draws on the hard facts; our knowledge, experience and making rational judgement. This is a slower process so kicks in after the emotional brain.

When making a decision we use all these areas and it's good to appreciate this. Both are important in our decision making, neither is better than the other we just use different parts of our brains in different ways.

## EXERCISE 1

*A pump important to your operations has vibration levels that have trended upwards over the last few weeks, but has not reached alarm status.*

*Do you take action or take no action?*

**Complete the table putting in what your heart/gut response is and what your head/logical response is:**

Heart/ Gut Response	Head Logic Response

Think of occasions where you have used both heart/gut and head logic to make a decision.

How can knowing how your brain works help you make safer decisions?

## BLOCKERS

Sometimes it's hard to make a decision and we create blockers that stop us from doing so. It's important to identify what blockers are in place and ways to overcome them.

If we don't we put off making decisions and that can have a negative effect because it may make the issue worse and may cause more distress

In this section we are going to look at identifying blockers and how we overcome them

Here are some reasons why blockers can occur and ways to overcome them:

### BLOCKERS

Worry about what will do happen if the decision is incorrect

There's not enough information to make a good decision

Worried about looking like an idiot if the decision is wrong

### UNBLOCKERS

- List the things that could go wrong, and what you will have in place if they do
- Monitor for indications it is going off track so you can mitigate early

- Determine what information you do need and time frame to get it so you can make the decision
- Determine if you can make the decision despite the uncertainty and what would be the risk of that
- Determine the risk of not making the decision now but waiting for the information

- Consider discussing the options with others, especially those who may need to help you implement the results of the decision, as that way you can test your ideas and also get buy in from those who matter
- Should asking others been seen as a sign of strength rather than weakness? Will it actually build respect and trust?

## EXERCISE 2

Here are some examples to think about or you may have one of your own.

**Use the table on the following page to think about what are the Blockers and what you can do to overcome them.**

### Example 1. Crew member requiring help with the job

During the Work plan Meeting for the next day, the crewmember is selected to disconnect the fuel oil transfer pump #2 and move it to the workshop so the machinist can overhaul it. The crew member did the job of #1 pump a few days ago with success. But during the job there were some parts of the job where he really needed another pair of hands to do the job safer. He managed but he had a few near misses. Should he mention it now?

Blockers

- No one is really available as everyone is allocated a job for the next day
- The Chief Engineer is really trying to give me better jobs to expand my experience and he might think that I am not capable of doing the job
- They might bring up why I did not stop the job last time and ask for help, I will get reprimanded

### Example 2. Higher than Normal Pump Vibration

A pump important to your operations has vibration levels that have trended upwards over the last few weeks, but has not reached alarm status.

Blockers:

- You are not sure if this is a problem
- You don't want to escalate something for no reason
- Taking the pump offline would impact the operations
- Taking the pump offline creates extra work for your co-workers



**INSTRUCTIONS:**

1. Choose an example of a time when you had to take decisive action but found it difficult to do so. (use your own or one of the examples on the next page)
2. List what would happen if you take action
3. List what would happen if you don't take action
4. List what where the things that stopped you taking the action, or delayed you taking the action
5. List some ways in which you may be able to overcome those blockers
6. Discuss with the others in your small group.

<b>Describe a time when you had a difficult decision to make.</b>	
<b>What would happen if you take action?</b>	<b>What would happen if you don't take action?</b>
<b>What are some of the blockers to taking decisive action?</b>	
<b>What could I do to overcome the blockers to me taking decisive action?</b>	

This gives you some ideas on how you may be able to overcome blockers to making decisions.

This is not intended to be an exhaustive list, just a starting point. You may wish to add your own ideas or note down some of those put forward during your session.

BLOCKER	OPTIONS TO OVERCOME	COMMENTS
Concern over what may go wrong if the decision is incorrect	List all the things you can think of that may go wrong	Documenting this can help clarify what the issues really are and help you control the process, rather than just feeling anxious but not having a method to deal with it
	Work out how you can monitor for any indication that those things in your list are happening, so you have early warning and can take corrective action	
	If your list is long and the consequences are too serious, it may be good evidence your decision is wrong, so you can use it to help make a better decision	

You don't have enough information to make a decision	List the information you do need and what time frame you need it in so you can make the decision	This process can help you determine if you can safely wait to gather more information or if you really do need to decide now.  It can also help to clarify what it is you really need to know before you can make a decision
	If you are unable to get the information or cannot get it quickly enough, work out if you can make the decision without that information and what will be the risks	
	If there are risks, work out how you can manage those risks – write them down so you have a clear plan for managing the decision and the risks	
	Work out also the risks of NOT making the decision in a timely manner, this can help you determine whether you need to make the decision now before you have all the information, or can wait	
	If you want, check your reasoning with another person	

BLOCKER	OPTIONS TO OVERCOME	COMMENTS
You are worried about looking like an idiot if the decision is wrong	Consider discussing the options with others, especially those who may need to help you implement the results of the decision, as that way you can test your ideas and also get buy in from those who matter	You do need to be accountable for your decisions, and if you are worried you could look foolish if the decision is wrong, this can be tough.
	If you have a mentor, discuss with them your concerns	Remember though – you don't need to do it alone!

You just don't know whether to make a decision at all	List what will happen if you make the decision, and what will happen if you don't make the decision, to determine what will deliver the worst outcome	You can actively decide to take no action – that is OK. You just need to do this deliberately.
	Determine if the issue is whether you don't have enough information to make the decision, or you are not really clear what it is you are making the decision <i>about</i> – this can help direct your enquiries for further information	
	Then either decide to take action or deliberately decide not to, but at least you are being decisive!	

You have a feeling , a “red flag of warning”, that the decision is wrong	Think carefully about why you may be feeling like this, or talk to a friend or colleague about it. This can be an important alert.	Important - don't ignore this feeling!  This can be an important warning sign as it is your emotional brain alerting you that there could be a problem.
	List the reasons that you have come up with as to why you may be feeling uncomfortable about the decision; this may help clarify why you feel this way.	
	Test the decision with others who are familiar enough with the circumstances to understand the implications of your decision – do they also feel uncomfortable with it?	
	Determine what would make you feel more comfortable with the decision, if you can act on that it will help with making the decision.	

How will **Taking Decisive Action** improve safety on-board?

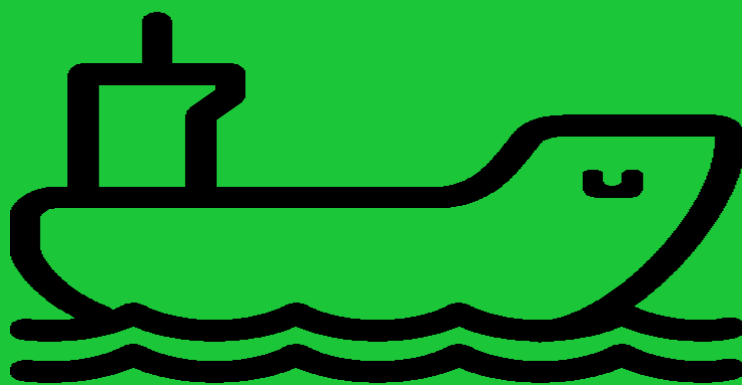
#### SUMMARY

Using the techniques we just practiced will help us take decisive action, ensuring that situations are dealt with safely and in a timely manner. Our heart/gut feelings as well as our head/rational thinking are very important in decision making. Identifying what is stopping us from making decisions and finding ways around is vital to respond to a situation in a timely and safe manner. This improves safety behaviour and performance.

NOTES

# RESILIENCE

## Participant Guide



Vol 2



# PARTICIPANT GUIDE

## INTRODUCTION

The processes and barriers we manage are kept strong by the individuals and teams that care for them.

We are all born with the ability to deal with problems or stressful situations and this ability, just like one's ability to play a sport or instrument, can be improved and strengthened with practice and by learning new techniques.

Increasing and strengthening our ability to deal with life's problems or stressful situations helps us to be the best that we can be as individuals and teams.

This booklet is made-up of three modules which can be delivered in any order. Each module focuses on a different technique to help us deal with problems or stressful situations - both in and outside of work. The three modules are;

- Dealing with a Crisis
- Maintaining a Hopeful Outlook
- Making Connections

Each one of the modules gives you a new technique or "tool" to put in your toolbox of ways to deal with situations. Instead of dealing with a problem or stressful situation in the way you always have done before it gives you the ability to try a different way, to look at things in a new way and try different methods to over-come them.

### *How does it work?*

Within the sessions we encourage you to bring your own examples and experiences to the discussions as this makes it a better conversation but this is entirely voluntary and you should only share what you feel comfortable to do so. All discussions about personal experiences within the sessions should be treated as confidential.

The modules can be run in any order although it's useful to start with "What is Resilience" to set the scene. The sessions usually take about 30 minutes but if the conversation is good and you have time there's no reason to spend a longer on them. We suggest that the modules are run no closer than one week apart but it could be fortnightly or monthly if that works better. The reason for leaving time between them is that it gives you time to think about what you have learnt and what that means to you.

This guide is purely for your own use. It gives you information about each topic, examples, the exercises and place to put in your responses. It then acts as a record of what you've covered and allows you to go back after the sessions and review what you've learnt. It's your document so use it as much or as little as you wish.

MODULE  
**DEALING WITH A CRISIS**





## DEALING WITH CRISES

### EXPLAIN THE KEY MESSAGE

- At some point, everyone experiences crisis and difficult circumstances
- When this happens, we can feel overwhelmed and everyone feels this way; it is a normal reaction.
- We have drawn on experience, knowledge and support from others and we learn and grow through this
- We don't have a choice on the crises we experience but we do have choice on how we react to it and the choices we make



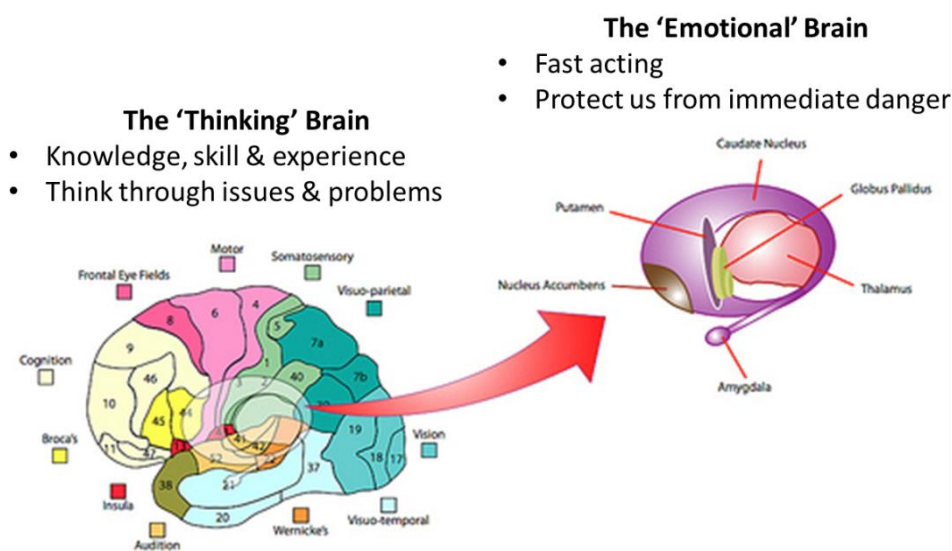
### LINK TO SAFETY

- Going through a crisis can feel overwhelming and this could have negative effect on-board
- During times of crisis often critical decisions and choices need to be made; we have a choice on how we react.
- Using each other's' knowledge, skills and support will help you to make safe choices and get you through the Crisis

### EXPLAIN THE GOALS OF THIS MODULE

- 1** Be prepared and accept that all of us will experience crises or difficult circumstances of varying degrees throughout our lives
- 2** You can't change the crises but you can have an influence on how you react to it and the choices you make.
- 3** Recognising your own reactions and asking for support from others will help you make better choices and safer decisions.

When we are making decisions, we react using two of the thought processes seen below:



In times of crises our emotional brain is the first to act: sensing danger, causing our heart rate to increase and release hormones to prepare our muscles and get us ready to run away or to fight. In circumstances this can be very helpful (e.g. a fire on board) but it can also block the thinking brain from working efficiently and getting perspective on a situation. It is important for us to recognise how our body makes us feel at these times and how it can affect our thinking.

During crisis, you have a choice:



You can see a problem as impossible to solve and get stuck in feelings and thoughts about negative consequences



Break the problem down, see the opportunities it presents and start working on improving the situations

Through crises we learn and grow - *“In the worst of times we can find our best selves”*

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### Exercise 1

#### “PREPARING FOR A CRISES” – Part 1

1. Each get into groups of 3



Here is an example of a potential crisis on Board:

You are sleeping at night and you hear the fire alarm going off. There is a big fire in the Galley.

Each participant should consider the following on his/her own:

- What is your initial reaction to the crisis- how does it make you feel?
- How large does the problem feel/look/sound at the time?

- What choices do you need to make?
- Who can you draw on to help you?
- What could be an effective approach?
- How large or impossible does it look now?

## Exercise 2

### Part 2

Ask for a volunteer in the group to share a personal example of when they faced a crisis which are comfortable sharing



- How large or impossible did the problem feel/look/sound at the time?
- What made that challenge seem that way?
- What was an effective approach?
- How large or impossible does it look now?

Discuss together as a group and look at the choices you made and decide how you can work together more effectively

**SHARE THE SUMMARY**

We all go through crises in our lives and it can feel overwhelming. We may not have a choice on the crisis occurring but we do have choice on how we react and the choices we make. It is important to recognise that we need to be aware of how we react and how we can draw on the support of others to make good and safe choices.

MODULE  
**MAINTAINING A HOPEFUL  
OUTLOOK**



## MAINTAIN A HOPEFUL OUTLOOK

### EXPLAIN THE KEY MESSAGE



This module will help us to understand:

- How maintaining a hopeful outlook improves your quality of life
- Maintaining a hopeful outlook is something that you can control yourself with some practice

### EXPLAIN THE LINK TO SAFETY

When situations happen, having a positive outlook help us to look for the best solution and can protect us, our team and our vessel from damage.

### EXPLAIN THE GOALS OF THIS MODULE

- 1 Be aware that maintaining a hopeful outlook improves your quality of life.
- 2 Be aware that maintaining a hopeful outlook is something that you can control yourself with some practice.
- 3 There are different ways to turn around negative thinking, be aware you can give and receive help.

As humans, we tend to make negative assumptions, however things may not be as bad as they look. Here is a situation where someone made assumptions.



*Is the glass half empty or half full?*

While at sea the pump-room high bilge alarm sounds. After entry checks we enter the pump-room and we see oil in the bilges. The first thought that comes to mind is that there has been a major leak in the cargo pipeline. Our brain starts thinking of all the added issues i.e. - finding the leak, gas accumulation, pumping the oil, cleaning of bilges, etc.

However, we take a step back and start investigating the content of the oil in the bilges. When we move the surface, we realize that it is only a thin sheen of oil and rest is all water. The FW line has given way. The oil is from an old residue in the bilges. This helps us to calm down and investigate only the water lines. We realize that a fresh water line section has broken which flood the pump-room. We repaired the line and only focused on cleaning the surface of the water and pump the rest of the water to the appropriate tank.

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## **RUNNING THE EXERCISES**

### **Exercise 1**

#### **Role Play:**

In pairs where one person will be Peter, who has had a negative experience and one person will be Mark, his colleague whom Peter knows well and with whom Peter has a very good and friendly relationship. They have done several difficult projects together and have built up a high level of trust in each other.

Read your script, try to play your role as Peter or Mark but also let yourself be influenced by what the other person in the role play says or does.

- Read the role play above and answer the questions below
- All participants need to get into pairs
- One person is Mark and the other is Peter

#### **Peter**

The head of department has asked you to complete a challenging job and you pleased you were selected for the job. You write down a list of the steps you must do as it has various difficult tasks, finishing them one by one. Unfortunately, you miss a key step and now must start all over again which has delayed the completion of the job. You feel you have failed the department and become demoralised. You go back to your cabin and on your way, you see Mark. Mark is a good friend and colleague, whom you trust and with whom you have done some difficult jobs in the past. You have known each other for 5 years. You want to discuss your disappointment with him. You are upset, almost in tears.

#### **Mark**

Peter comes into your cabin You know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years. Peter is upset, almost in tears. You know Peter as being an energetic and resourceful colleague. He is an expert and always wants to do his best. You want to help Peter by analysing what went wrong. Where did it go wrong? What did Peter not do right? Why did he miss that step? Was he sufficiently well prepared?

This is not the end of the world; anybody can make mistakes. No need for Peter to be so upset. Cheer up, better luck next time!

## Exercise 2

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- All Mark's please read the below script

### Mark

Peter comes into your cabin You know Peter very well. You appreciate him a lot as a friend and as a colleague. You have done some difficult jobs together and you know each other for 5 years. Peter is upset, almost in tears After listening to Peter's story you want to help him by turning his negative perception of himself and his presently low self-esteem into a more positive attitude. You are convinced that this is the best way to help Peter. Your genuine feedback to Peter is that you understand his disappointment very well. However, after this recognition you should adopt a more positive tone. Your goal is to get Peter to maintain a more positive attitude by focusing on things that are going well instead of emphasising failures. You know Peter as being an energetic

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### Group Discussion

- Discuss as a group what points you came up with?
- What was the difference between the first and the second role play?
- How did the discussion in second role play helped to get or maintain a hopeful outlook?



### SHARE THE SUMMARY

Maintaining a positive attitude is about looking for solutions from different angles instead of focusing on the things that don't go well.



MODULE  
**MAKING CONNECTIONS**



## MAKING CONNECTIONS

### EXPLAIN THE KEY MESSAGE

- In this industry, we spend time away from home which puts strain on ourselves and our families.
- Building strong supportive networks helps us and our families manage when we are away and when we may need support and assistance to help us deal with difficulties.
- Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.



### LINK TO SAFETY

- If we have problems with ourselves or our families while on-board, it can cause stress
- The stress can distract us and lead to a incident
- Being aware of the support systems around us and our family helps us to deal with the problems more quickly

### EXPLAIN THE GOALS OF THIS MODULE

- 1** Identifying and appreciate the connections we already have and the talents, resources and support these connections can give us.
- 2** Identify people, ways and resources to increase, strengthen and improve your connections
- 3** Learn to accept help from those around you as you would want to help those who you care about.

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### Exercise 1

#### Part 1

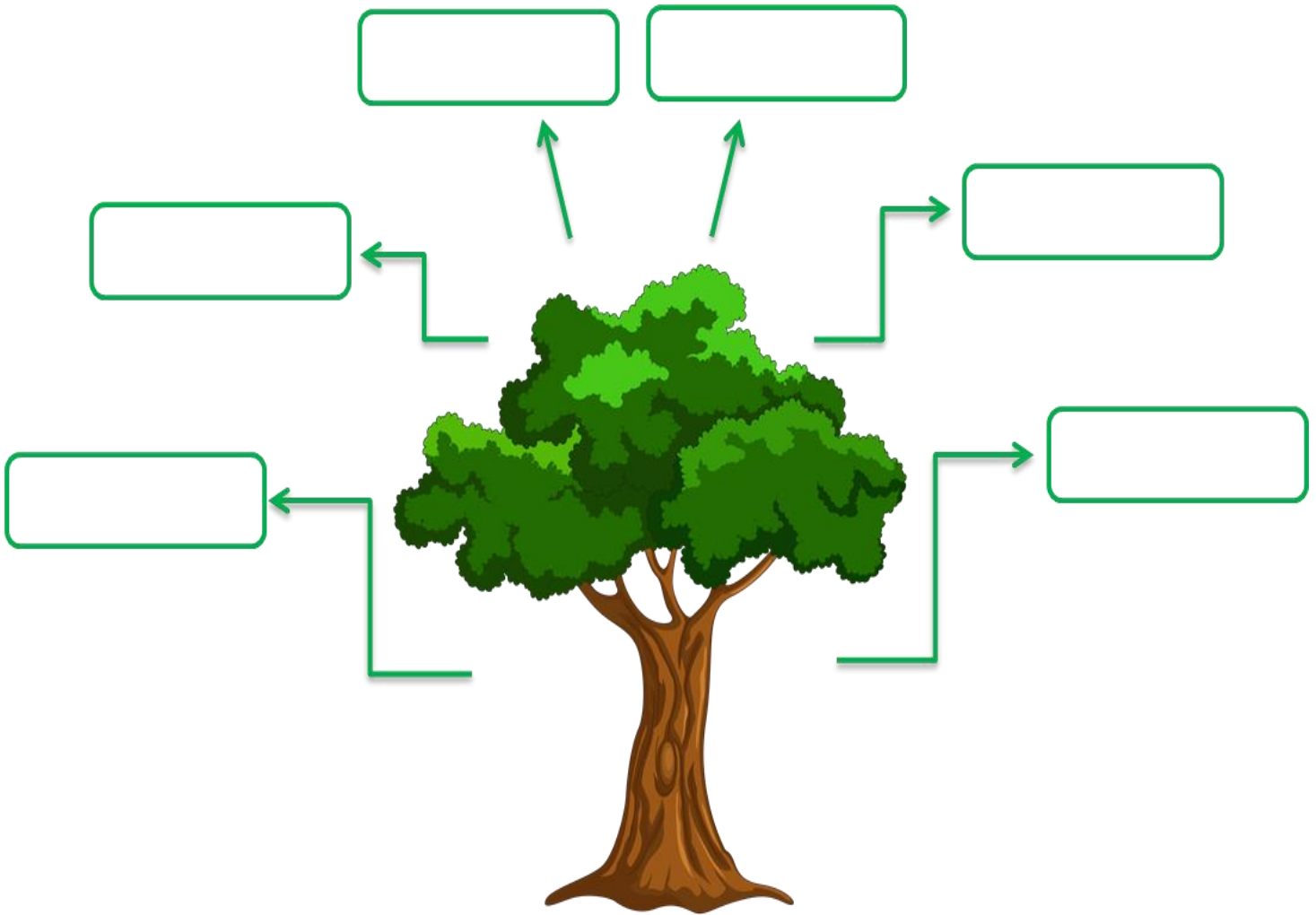
- All participants to get into groups of 2 or 3
1. In the first exercise, we are going to start to think of all the connections we have in place already. This can be done by drawing a tree with the branches being the different connections you have



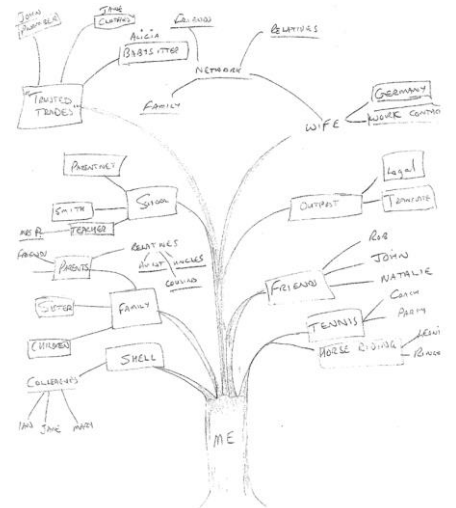
Such connections can include:

- ★ Family members
- ★ Friends
- ★ Work Colleagues
- ★ Neighbours
- ★ Clubs and hobby groups
- ★ Sports teams
- ★ Faith based organisations
- ★ Schools and parent groups

Demonstrate on the tree below the connections you have and add your own connections too.



Example below:



Discussion

- Were people surprised by the size and complexity of their “tree”?
- Did any forgotten connections resurface?
- What talents, experiences, skills or support system do the above connections have?

## Part 2

2. We are now going to think about how your connections can help and support you  
Look at the following scenarios:

Scenario 1- You are asked to paint the 'Main deck' by the end of the day and you are unable to finish in time.

Scenario 2- You are overhauling a motor in the engine room that needs to be boxed back in 3 hrs time. You are unable to finish it in time

Scenario 3- One of your family members is seriously ill and requires treatment that is an hours drive away from your home, what do you do?



How would you use your connections to help out in scenario 1, 2 and 3?

1.

2

3.

## Discussion

- Had people thought about their connections in this way before?
  
- Did anyone identify any missing connections that they will put some effort in to enhance?
  
- If someone in your connections had a problem how could you help them?
  
- In our everyday life on board, how often do we share the problems with each other?
  - Do we feel comfortable doing so?
  
  
  - Do you think we have similar problems?

## Exercise 3

### Part 3

3. How good are you at accepting help?



Sometimes it can be hard to accept help because we feel that we need to sort it out ourselves. This doesn't always help- it means problems don't get solved which can cause more issues and distress.

Sports teams recognise that they need to support each other to achieve the goal- individual effort is great but a single member can't do it on their own.

Asking for help is strength, not a weakness and accepting help from your connections helps you to solve the problems and strengthens your connections.

Group discussion:

- How comfortable are you asking for help?
- What are the barriers to stop you asking your connections for help?
- What could you do to break down those barriers?

#### **SHARE THE SUMMARY**

Being aware of all the connections we have helps us build an effective support network but these networks need looking after and we can always strengthen and improve them. This helps us to deal with issues more quickly to reduce stress or distress which would otherwise be distracting and affect our own or others safety. Accepting support from those who care about you, and will listen to you, strengthens your ability to get through life's challenges.