The Swedish Club

Online Loss Prevention Training

Facilitator Guide

www.swedishclub.com

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1. Introduction

Thank you for facilitating The Swedish Club's Online **Loss Prevention Training.**

Loss prevention is at the heart of everything The Swedish Club does. As part of our service to our members, we actively work to share experience, analyse incidents, and encourage open and constructive dialogue. Through these efforts, we support our members in reducing risk, preventing accidents, and protecting crews, vessels, cargoes, and the environment. Our approach is proactive, focused on learning early, acting before incidents occur, and strengthening safety culture both on board and ashore.

This Online Loss Prevention Training forms an integral part of that service. The training package is provided free of charge and is available online, giving members the flexibility to use the materials at a time and place that best suits their operational needs. In line with The Swedish Club's commitment to safety, openness, and collaboration, the materials are also openly accessible to non-members, supporting safer practices and shared learning across the wider maritime industry.

The training is built around realistic, scenario-based case studies that reflect everyday challenges in maritime operations. It is designed to support meaningful learning both on board vessels and ashore, drawing on participants' own experience and perspectives. The focus is not on blame or fault-finding, but on understanding why incidents occur, how risks can escalate, and what practical measures can be taken to prevent similar situations in the future.

Through discussion, reflection, and shared learning, the training helps translate experience into practical loss prevention insights that can be applied in real operations—contributing to safer ships, safer people, and a more resilient maritime industry.

The training is designed to be:

- **Practical –** linked to real maritime operations
- **Flexible –** suitable for face-to-face, online, or hybrid delivery
- **Discussion-driven –** encouraging shared experience and reflection

The materials can be used **anytime, anywhere, allowing training to take place at times** that best suit operational realities.

To ensure an effective and engaging session, we recommend reviewing this guide and the case materials in advance.

2. Purpose of the training

The Online Loss Prevention Training supports members by:

- Raising risk awareness through real-life scenarios
- Encouraging proactive thinking and safer decision-making
- Supporting safety culture on board and ashore
- Providing practical tools that can be integrated into existing safety and training programmes

Rather than prescribing "right or wrong answers", the cases are designed to **stimulate discussion,** allowing participants to learn from each other's experiences and perspectives.

3. About the training package

The Online Loss Prevention Training consists of **scenario-based case studies,** each reflecting common risks faced by the maritime industry.

Each case includes:

- **Animated video –** introduces the scenario in a short, engaging format
- **Case synopsis –** provides context and background
- **Recorded PowerPoint with voice-over –** deepens understanding and highlights key issues
- **Discussion questions –** guide dialogue and reflection
- **Key learning points / lessons learned –** summarise prevention insights from a Loss Prevention perspective

4. Where and how the materials can be used

The training materials are intentionally flexible and can be used in a wide range of settings, including:

On board

- Monthly or quarterly safety meetings
- Toolbox talks or focused safety discussions
- Officer and crew training sessions
- Familiarisation for new joiners or promoted officers
- Follow-up discussions after incidents or near misses

Ashore

- Shore management safety meetings
- HSQE or operational workshops
- Crew training sessions
- Internal learning or induction programmes

Joint or formal settings

- Officers' conferences
- Fleet seminars
- Safety days or campaigns
- Hybrid sessions with shipboard and shore-based participants

The materials can be used:

- As a stand-alone session
- Integrated into an existing training programme
- Revisited over time to reinforce learning and safety culture

5. Role of the facilitator

As a facilitator, your role is to **enable learning rather than deliver a lecture.**

You guide the group through each scenario by:

- Encouraging open and respectful discussion
- Asking open-ended questions
- Drawing out different perspectives and experiences
- Linking the discussion back to practical loss prevention measures

The most effective sessions are those where participants feel comfortable sharing their views and experiences.

If you need assistance or support with facilitation, please contact:
lossprevention@swedishclub.com

6. Preparing for the session

Familiarise yourself with the materials

Before the session:

- Review the animated videos and case synopses
- Watch or listen to the voice-over PowerPoint presentations
- Identify suitable points to **pause and discuss**
- Review the discussion questions and key learning points

Plan the logistics
Online or hybrid sessions

- Send calendar invitations with date and time
- Ensure all participants can access the digital materials (all materials are available on The Swedish Club's website)
- Encourage participants to take notes and engage actively

Face-to-face sessions

- Print sufficient handouts
- Arrange seating to support discussion and interaction

Group size

- Recommended group size: **12–15 participants**
- Larger groups should be divided into smaller discussion groups
- The training can also be completed individually and followed by a scheduled group discussion

7. Training method

Video-based method (recommended)

This is the preferred method and offers the most engaging experience.

Participants:

- Watch the animated video
- Review the recorded PowerPoint
- Pause regularly for discussion

This **play–pause–discuss** approach allows participants to reflect while the scenario is still fresh.

Non-video method

If video use is not practical:

- Participants read the case synopsis themselves

or

- The facilitator reads the synopsis aloud

This method works well in low-bandwidth environments or where reading support is needed.

8. Handouts

Participant handouts are available in **PDF format** and may be printed if needed.

Each handout includes:

- Case synopsis with images
- Discussion questions
- Key learning points / lessons learned
- Space for notes

Ensure enough copies are available for face-to-face sessions.

9. Facilitating the session – step by step

1. **Open the session**
   Welcome participants, introduce yourself, and explain the purpose of the training.

2. **Session overview**
   Outline the agenda, duration, and planned breaks.

3. **Safety briefing (if on site)**
   Review emergency procedures and safety arrangements.

4. **Present the case**
   Play the animated video.

5. **Deepen understanding**
   Review the case synopsis and play the voice-over PowerPoint.

6. **Pause and reflect**
   Pause the PowerPoint at key moments to discuss issues and risk factors.

7. **Discussion questions**
   Give participants time to read and reflect on the questions.

8. **Discussion / workshop**
   Facilitate discussion, encouraging participation from all attendees.

9. **Lessons learned**
   Discuss "What can we learn?" and relate insights back to prevention.

10. **Wrap up**
    Summarise key discussion points and practical takeaways.

10. Facilitation tips

- Your role is to **support learning,** not teach theory
- Ask open-ended questions and stay curious
- Listen actively and respect all contributions
- Avoid judgement or criticism—invite reflection instead
- Encourage quieter participants to share their views
- Foster an open, respectful, and inclusive atmosphere
- Pause frequently—discussion is where learning happens

Extended facilitation tips
(Especially for facilitators without a seafaring background)
Effective facilitation does not depend on having sea-going experience. What matters most is your ability to create an open, respectful environment where participants can reflect, share experience, and learn from one another.

Your role is to guide the learning process, not to provide operational answers.

10.1 You are a facilitator, not the "expert"

- You are not expected to have all the answers
- You do not need in-depth technical or nautical knowledge
- The participants themselves—particularly those who serve on board—bring valuable operational experience into the room

Your role is to:

- Ask questions
- Keep the discussion focused on risk and prevention
- Help participants connect the scenario to their own operations

If a technical detail arises that you are unsure about, it is perfectly acceptable to say:

"That's a good point — how is this usually handled on board?"

This reinforces peer learning and acknowledges the experience in the room.

10.2 Focus on why and how, not technical detail

Loss prevention is not about technical perfection—it is about:

- Decision-making
- Situational awareness
- Human factors
- Communication
- Procedures and safety culture

When discussion becomes very technical, gently steer the group back by asking:

- Why did this situation escalate?
- What warning signs were missed?
- What pressures may have influenced decisions?
- What could be done differently next time?

These questions work regardless of technical background and align strongly with LP thinking.

10.3 Ask open-ended, neutral questions

Avoid questions that suggest a "correct" answer.

Good facilitation questions include:

- "What stands out to you in this situation?"
- "What risks do you see here?"
- "What might have influenced the decisions made?"
- "How could this situation realistically develop on your vessel / in your operation?"
- "What barriers could prevent this from happening again?"

Open-ended questions:

- Encourage reflection rather than judgement
- Allow multiple perspectives
- Support shared learning rather than instruction

10.4 Encourage experience sharing — without blame

Participants may share real incidents or near-misses. This is valuable learning.

As facilitator, help ensure the discussion remains:

- Non-judgemental
- Respectful
- Forward-looking

If discussion drifts toward blame, reframe by saying:

"Let's focus on what we can learn from this, rather than who is at fault."

This supports a **just culture** approach and aligns with safety and LP principles.

10.5 Manage silence and participation confidently

Silence is not failure — it often means participants are thinking.

If the group is quiet:

- Allow a few seconds before stepping in
- Rephrase the question
- Invite reflection rather than answers, e.g.

"Take a moment to think about how this might apply in your own work."

To encourage broader participation:

- Gently invite quieter participants:
- "Would anyone who hasn't spoken yet like to share a view?"
- Avoid putting anyone on the spot
- Acknowledge every contribution with appreciation

10.6 You do not need to challenge operational opinions

Participants may express strong or differing views based on their experience.

Your task is not to judge accuracy, but to:

- Acknowledge different perspectives
- Encourage discussion on risk and prevention
- Link back to learning points provided in the material

If differing opinions arise:

"It's interesting to hear how practices can differ. What are the risks and benefits of each approach?"

This keeps discussion constructive and inclusive.

10.7 Use the materials — you are not expected to improvise

The training materials are designed to support you:

- Discussion questions guide the conversation
- Key learning points provide LP alignment
- PowerPoint voice-over reinforces Club perspective

You can rely on the materials and do not need to add extra content.

A simple and effective approach is: **Play → Pause → Discuss → Summarise**

10.8 Link discussions back to practical prevention

Towards the end of each case, help participants translate discussion into action:

- "What could be done differently next time?"
- "What practical steps could reduce this risk?"
- "What can be applied immediately on board or ashore?"

This reinforces the proactive loss prevention objective.

10.9 Close each case with a clear summary

Before moving on, briefly summarise:

- Key risks identified
- Main discussion points
- Practical prevention measures
- Summaries help:
- Reinforce learning
- Align understanding across the group
- Improve knowledge retention

10.10 Remember: the facilitator enables learning

A successful session is one where:

- Participants feel heard
- Different perspectives are shared
- Practical prevention insights emerge
- The discussion feels relevant to real operations

You do not need maritime experience to achieve this — curiosity, structure, and respectful facilitation are enough.

10.11 Facilitator phrases you can use

Opening the discussion

"There are no right or wrong answers here — the purpose is to learn from each other's perspectives."

"This scenario is based on real events. Let's explore how something like this could develop in practice."

"I'm not here as the technical expert — I'm here to help guide the discussion."

Encouraging participation

"What stood out to you when watching this case?"

"Does anyone see this situation developing differently on their vessel or in their operation?"

"We haven't heard from everyone yet — would anyone like to share a different viewpoint?"

When the group is quiet

"Let's take a moment to think about how this relates to your own work before we discuss."

"If this happened tomorrow, what would be the first challenge you'd face?"

"What would make this situation difficult to manage in real life?"

Steering away from technical debates

"That's an interesting technical point — let's also look at what influenced the decisions being made."

"Rather than how it should work in theory, how does this usually work in practice?"

"What pressures or constraints might people be dealing with at that moment?"

Managing differing opinions

"It's helpful to hear that different approaches exist — what risks come with each one?"

"Those are two different perspectives. What do they have in common from a safety point of view?"

"This shows how experience can vary — what can we learn from that?"

Avoiding blame

"Let's focus on what we can learn from the situation rather than who is responsible."

"Many incidents develop through a series of small decisions — what can we spot early?"

"If we assume everyone was trying to do the right thing, what still went wrong?"

Linking back to loss prevention

"What practical steps could reduce the likelihood of this happening again?"

"Which risks here are within our control?"

"What could realistically be changed on board or ashore to reduce exposure?"

Supporting non-seafarer facilitators

"For those with sea-going experience — how would this typically be handled on board?"

"From a shore perspective, how could this risk be better supported?"

"What information or support would be most useful in this situation?"

Wrapping up a case

"If you had to summarise the main lesson in one sentence, what would it be?"

"What one takeaway would you bring back to your next safety meeting?"

"What's the most practical change that could come out of this discussion?"

Closing the session

"Thank you for the openness in today's discussion — this is exactly how learning happens."

"Loss prevention is about learning before an incident happens, not after."

"These discussions only work because of shared experience — thank you for contributing."

How to use these facilitation tips?

- Use the facilitation tips as-is
- They can be:
  - Used as speaker notes
  - Facilitators can pick and choose phrases that feel natural to them

11. Summary

The Online Loss Prevention Training focuses on understanding what can go wrong—and, more importantly, how similar situations can be prevented.

By encouraging discussion, reflection, and shared learning, the training supports safer operations, stronger safety culture, and more informed decision-making.

Your role as a facilitator is essential in helping participants translate the case studies into practical loss prevention actions relevant to their own operations—on board and ashore.

Notes


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