



# Mental health and wellbeing in offshore teams

An overview and practical roadmap to promoting mental wellbeing offshore

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# Overview

1. What is meant by “mental health” and “mental wellbeing”?
2. Mental health as a global public health issue
3. Mental wellbeing offshore
4. Considerations for prioritising the wellbeing of offshore teams:
  - a. At the industry level
  - b. At the company level
  - c. At the training level

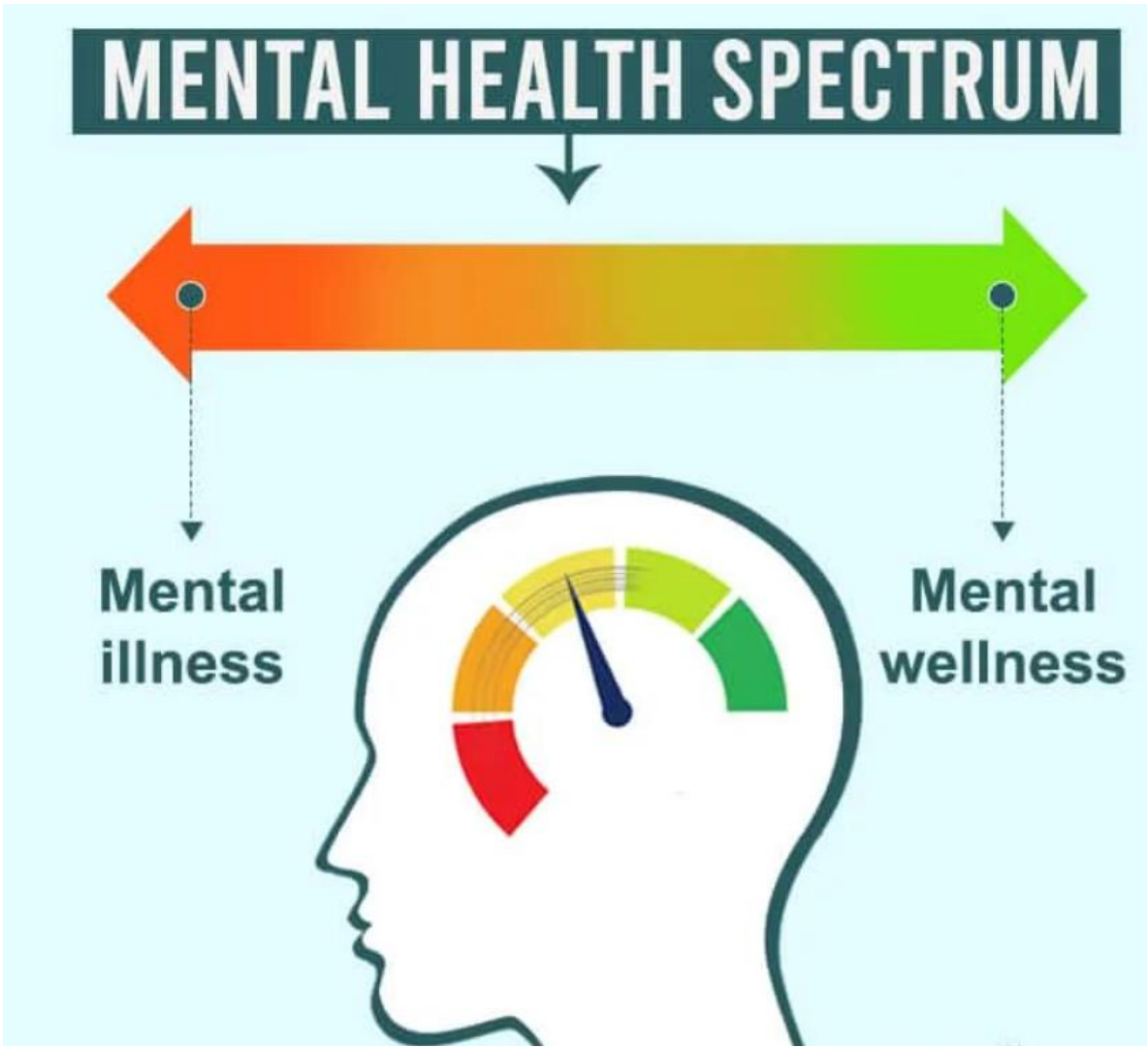


# 1. What is meant by 'mental health' and 'mental wellbeing'

## MENTAL HEALTH

Defined by The World Health Organization

A state of well-being in which every individual realises his or her own potential can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community.



## 2. Mental health as a global public health issue



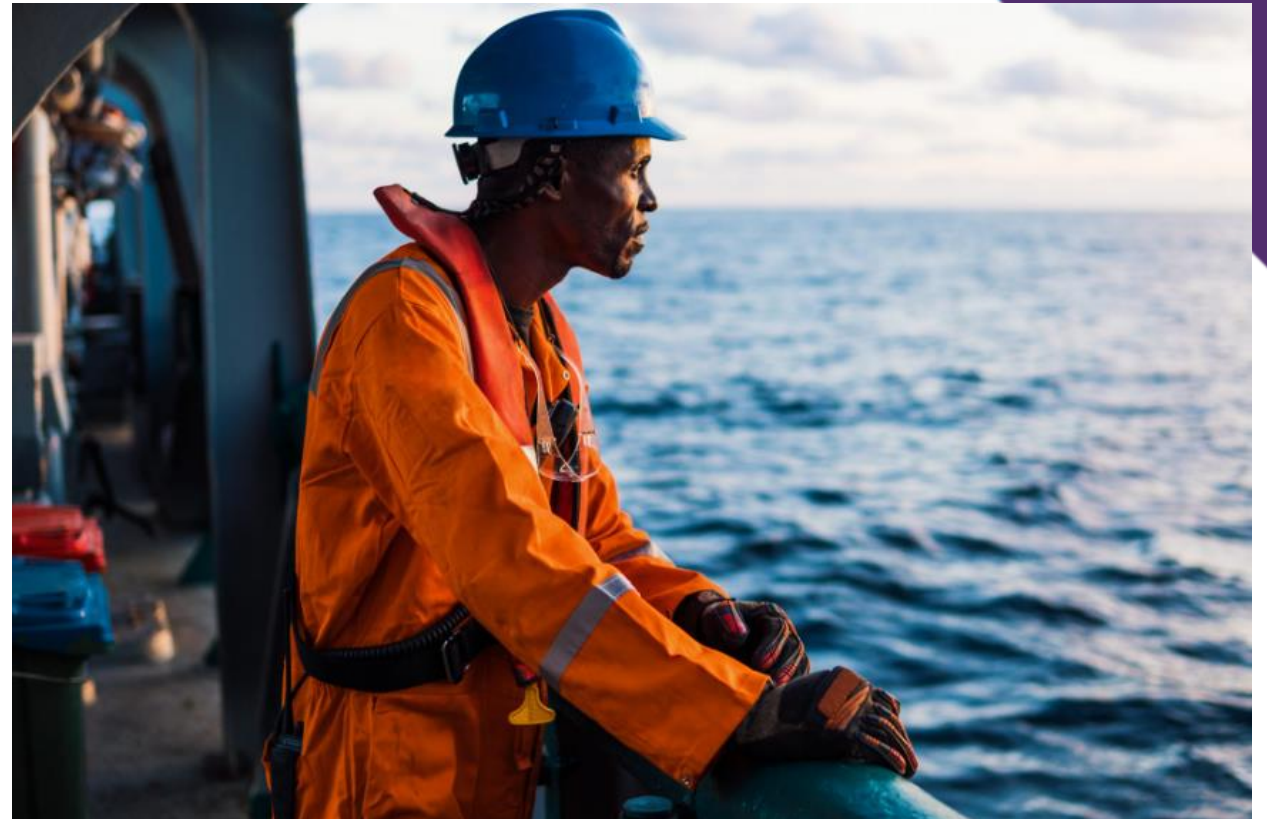


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# 3. Mental health offshore

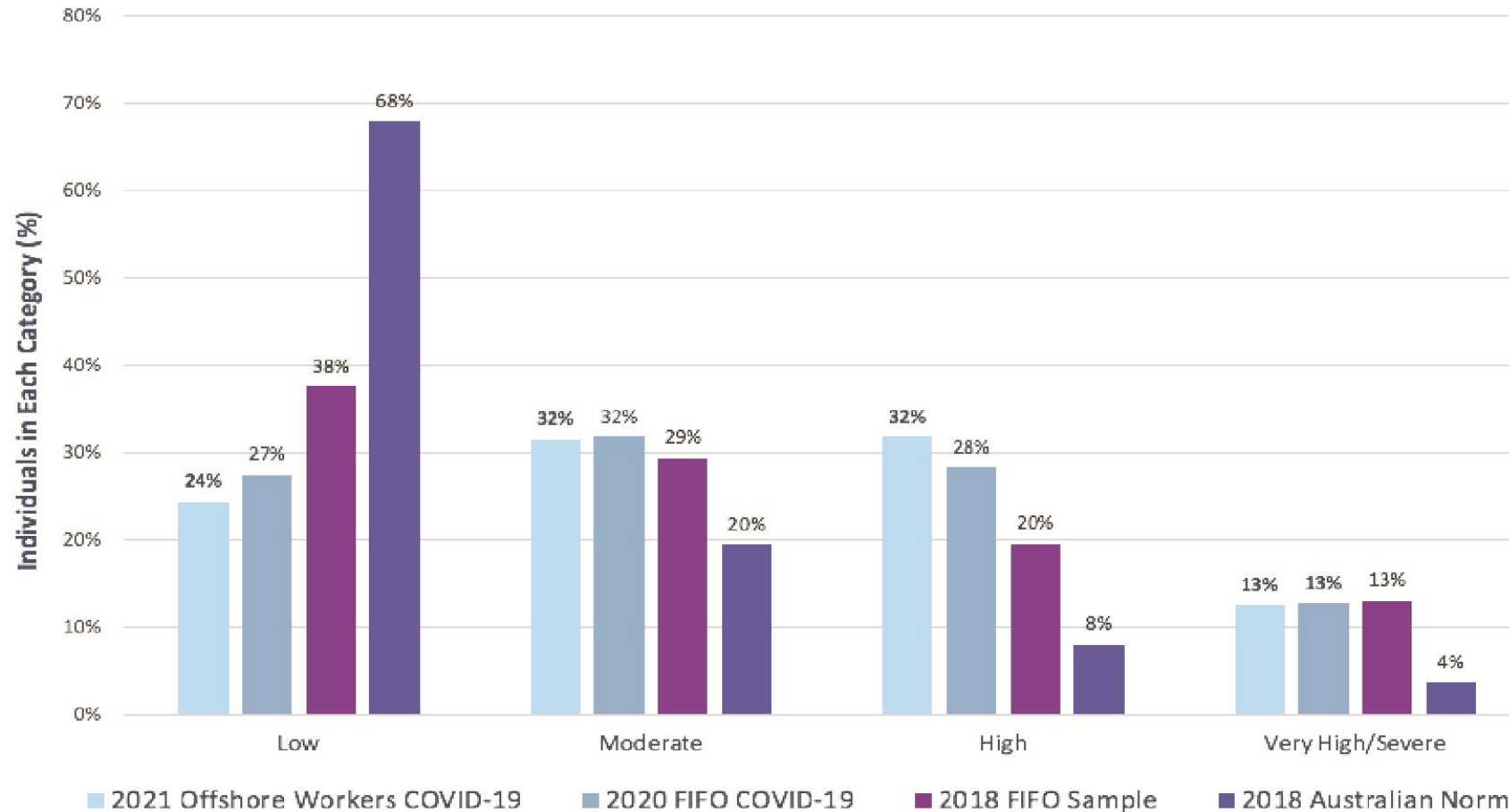
## Contributing or exacerbating factors

- Isolation (physical & cultural)
- Lack of privacy, co-dependence of workers and confined work & living spaces
- Low job control
- Shift work
- Hazardous work
- 'Macho' culture
- Environmental conditions



## Psychological distress in offshore workers compared to other groups

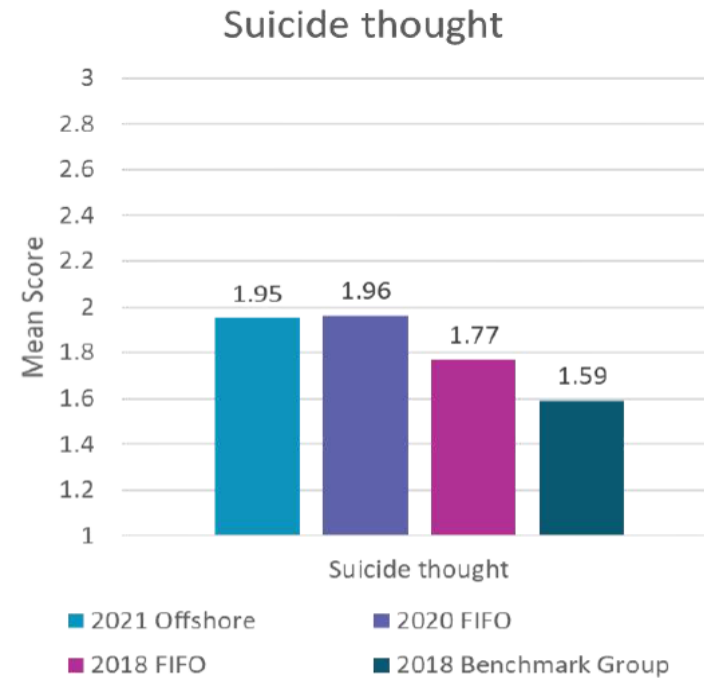
(Australian data, 2021, courtesy of Dr Jess Gilbert, Curtin University WA).







Offshore workers are **15 times more likely to suicide** than the general population.



# 4. Prioritizing wellbeing offshore



## 4. Prioritizing wellbeing... *at the industry level*



# The Mental Health and Well-being Charter

We believe the industry can and should:



**1 Initiate a company and industry-wide cultural change.** This will be driven by an industry-wide mental health and well-being task force made up of mental health experts and signatories at senior management level. Each company should have a mental health and well-being lead at board or senior leadership level with defined roles and responsibilities. Companies should produce, implement, and communicate a mental health and well-being at work plan that promotes the well-being of all employees and the support available to them. This should be embedded in employee inductions and handbooks.



**2 Demonstrate transparency and accountability through internal and external reporting.** Key performance benchmarks should include an audit of current mental health practices, absence rates, ongoing mental health and well-being specific training and a review of mental health and well-being check-in touch points. The task force will work with industry to develop a common framework for KPIs and reporting.



**3 Build mental health and well-being awareness among employees.** Companies must ensure all employees understand the basics of mental health and well-being, how to check in on someone, and how to recognise their own feelings. The task force will share information about organisations that provide recommended courses. Active monitoring and refresher training will support knowledge cascading.



**4 Foster effective people management.** Management should have regular one-to-one sessions with direct reports. As a first step, each company should audit and assess its mental health and well-being processes and practices and identify any gaps. The task force will share an audit template with companies. Every company should publish the charter on its website or equivalent public space.



**5 Encourage open conversations about mental health and well-being and provide employees with good working conditions, including a safe psychological space.** People must be able to openly express their vulnerability. The task force will provide guidelines for onshore and offshore senior management (including OIMs and CEOs) with clarity and definition of their responsibilities. Each company should create a multi-touch-point support system for employees. This might include signposting to a confidential 24/7 mental health hotline, a mental health app, mental health first aiders, and a specialist mental health partner that supports the signatory organisation (arranged independently of this charter).



**6 Provide comprehensive training.** It is recommended that training should be mandatory for all employees, including senior executives, mental health first aiders/champions, and everyone so they can recognise symptoms in themselves and others. Mental health and well-being first aiders must be chosen based on their aptitude. They must receive industry-recognised training and certification, reviewed annually, and receive mental health and well-being support.



**7 Give mental health and well-being the same high priority as physical health.** This includes advising employees of company-recommended mental health self-assessment tools. The task force will review how mental health and well-being assessments can be included in onshore and offshore inductions, medicals, and pre-flight checks. Mental health and well-being should be considered among the human factors in pre-job meetings.



**8 Offer customised mental health support and guidance.** Companies should assess all approaches to mental health and well-being, including new technology. Those that demonstrate employee benefits should be collated with existing tools and best practices. Employees should be regularly updated on the internal and external support services available to them.



**9 Routinely monitor mental health and well-being.** The mental health and well-being of all employees should be assessed regularly and measured. As part of its work scope, the task force will consider defining the assessment process and may suggest companies consider annually reviewing their progress against the charter's objectives.

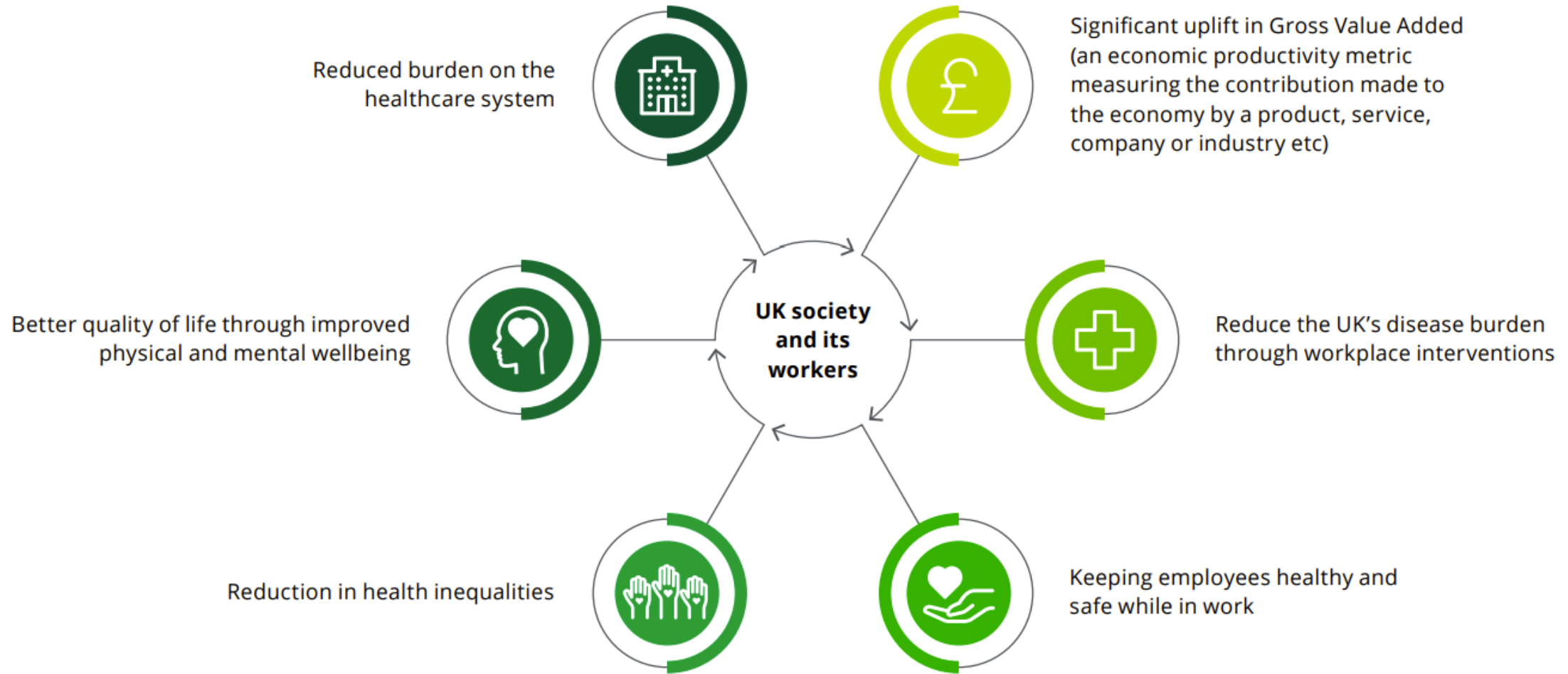


**10 Sharing best practices.** Companies will be encouraged to share examples of their best mental health and well-being practices so they can be collated with existing, industry-wide, best practices and adopted more widely across the sector.

Signed:

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**Figure 2. The wider benefits to public health from improved employee health and wellbeing**



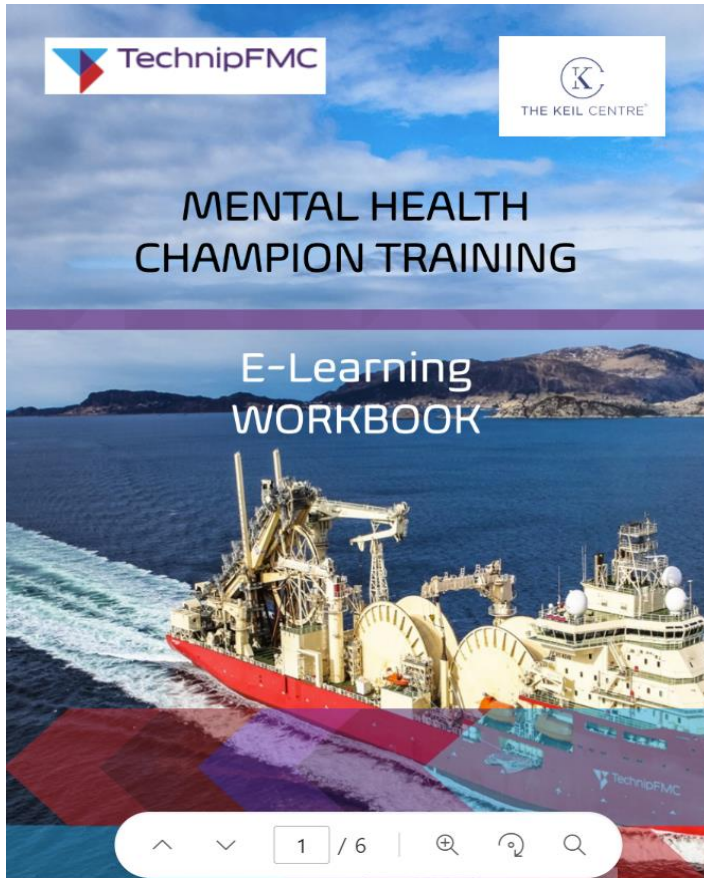
Source: Adapted from CBI 'Seize the Moment' report.

## 4. Prioritizing MH... *at the company level*

### Mental health champions



# Mental Health Champions



## PRE-WORK ACTIVITY ONE



### PRESENTATION EXERCISE

Before the face-to-face workshop be prepared to give a 5-minute presentation on the following:



What mental health topics are relevant to your worksite or vessel?

How could a MH champion provide support in this area?



## PRE-WORK ACTIVITY TWO



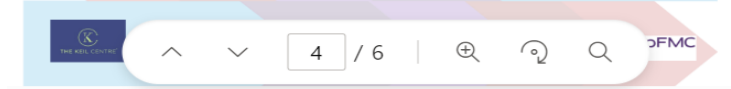
### PLANNING EXERCISE



Think of **one example** of a practical mental health promotion **initiative** for your worksite.



Use the **project planner** on the next page of your workbook to create a draft plan for a mental health promotion initiative. Refer back to the slides for Module 4 for an example of what information is needed.



# 4. Prioritizing mental health



## **Change starts with education**

- What industry culture are we promoting during training?
  
- What support is given to students?



# Interpersonal skills assessment of all students: an ADAS initiative



## 4.1 INTERPERSONAL SKILLS

|   |   |                      |        |        |        |
|---|---|----------------------|--------|--------|--------|
| Assessment title:   |   | Interpersonal Skills |        |        |        |
| Student name:   |   |                      |        |        |        |
| ATE:  |   |                      |        |        |        |
| Performance Rating Scale:   |   |                      |        |        |        |
| 2. Competent  |   |                      |        |        |        |
| 1. Competent after discussion ( <i>decision to be justified in the "comments on performance" section</i> )  |   |                      |        |        |        |
| 0. Not yet competent  |   |                      |        |        |        |
| Note: The Assessor Guidance stipulates that competence must be demonstrated consistently throughout the course. If student's performance falls short of stated expectations, the assessor must record it, along with the date, and any action taken as a result. The assessment rating column will only need to be completed if the performance rating for any of the assessment criteria is below the appropriate standards. |   |                      |        |        |        |
| Observation performance requirement: During the demonstration of skills, did the student satisfactorily:  |   | Date:                | Date:  | Date:  | Date:  |
| U / E / PC  | Competence – to be demonstrated consistently over the entire duration of the course   | Rating               | Rating | Rating | Rating |
|   | Give an overall rating for the entire course →<br>OR give a rating for each criterion ↓   |                      |        |        |        |
| 6002(1-3)   | 1. Use appropriate language at all times (refrain from offensive, aggressive, threatening and intimidating language)  |                      |        |        |        |
|   | 2. Treat everyone with respect regardless of gender, race, religion, sexual orientation, culture, or ability (refrain from slurs, hate speech, inappropriate jokes or comments) |                      |        |        |        |
|   | 3. Provide support to colleagues to meet identified needs   |                      |        |        |        |
|   | 4. Maintain supportive attitude and offer assistance to other team members when required  |                      |        |        |        |
|   | 5. Resolve interpersonal conflict in such a way that maintains respect  |                      |        |        |        |
|   | 6. Do not engage in, or support, behaviours that intend to cause harm or upset in other team members  |                      |        |        |        |
|   | 7. Ensure behaviour does not create, contribute to, or condone workplace bullying   |                      |        |        |        |
|   | 8. Contribute to team activities and environment in a productive and beneficial manner  |                      |        |        |        |
|   | 9. Work to support, not impede, another team member's development or understanding  |                      |        |        |        |

The candidates demonstration was:

Competent  Not yet competent  Date: / /

# ADAS Women divers mentoring program:

the first of its kind (?)

## ADAS Women Divers Mentoring Program

ADAS acknowledges that minority groups can benefit from additional support and guidance both during training and the first stages of their careers in the hyperbaric industry. In 2021, the ADAS Board elected to initiate a mentoring program to support new ADAS divers from minority groups.

The first stage of the mentoring program is focused on women divers. New divers can access support from mentors with established careers in the hyperbaric industry who have experienced similar obstacles or difficulties.

**Women are a minority in the Australian hyperbaric industry, as they make up under 5% of ADAS license holders**

**If you are a female student currently enrolled in an ADAS diver course and would like to be connected to a female mentor, please email Amanda Sordes, ADAS Executive Director using the subject line *Mentorship request***

**Amanda Sordes:  
[amanda@adas.org.au](mailto:amanda@adas.org.au)**



Scan the QR code to join the private Facebook group:

*Female occupational divers in Australia and NZ - mentoring and support*

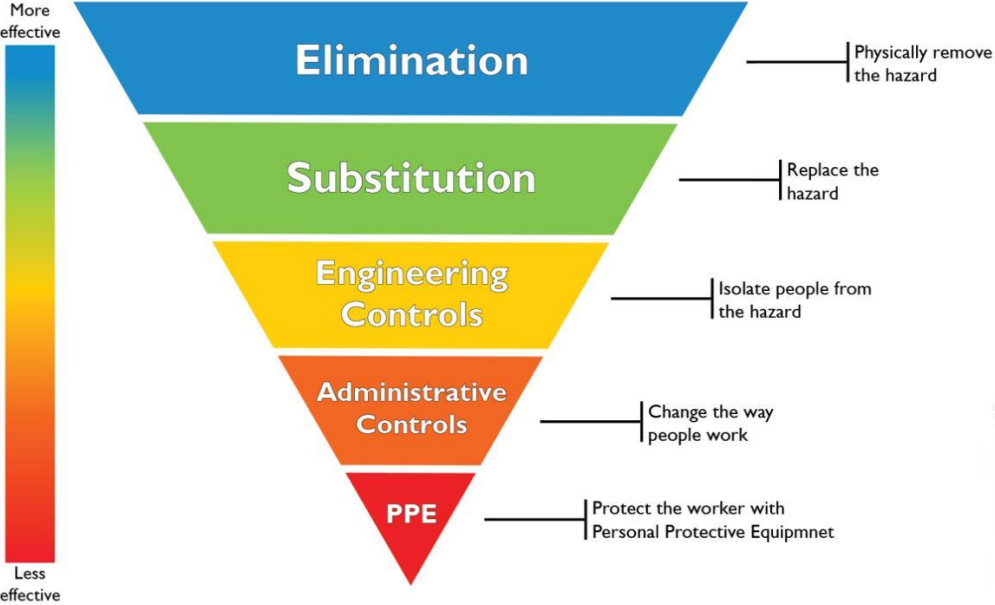


[adas.org.au/student-support/](https://adas.org.au/student-support/)



# Conclusion

## The traditional hierarchy of controls



## The Mental Health hierarchy of control (presently)





Thank you for your attention.

Any questions?

