EUROCONTROL

Safety Culture
Discussion Cards

Edition 2

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What is Safety Culture?

Safety culture can be described as shared values, beliefs, behaviours, practices, and artefacts, that are relevant to safety at all levels within an organisation:

Values	What matters to us?
Beliefs	What do we think?
Behaviours & Practices	How do we do things?
Artefacts	What do we create and use?

In an organisation, there are many different groups and various **'cultures of safety'**. Safety can mean different things for front-line actors, specialists, support staff, middle managers, and senior management, for example, and can have different implications. Some ways that people think and act concerning safety will be shared fairly widely within an organisation. Others will be unique to specific groups and individuals.

Thinking and talking about our cultures of safety is essential for us to understand differences in how we think about safety, and to reflect on what we do well, and how we might improve. These cards are designed as 'social objects' to bring people together to have a discussion.

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Safety Culture Elements

There are several individual cards for each of the following 'safety culture elements'.

Each card introduces a different issue for reflection or discussion.

Management Commitment

Procedures & Training

Staffing & Equipment

Just Culture, Reporting & Investigation

Communication & Learning

Risk Handling

Collaboration & Involvement

Colleague Commitment

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How to use these cards

You can use these cards in any way that helps you and your colleagues to think and talk about safety culture. The possibilities for using the cards are up to you. In the following cards are some suggested methods. Some of these are only subtly different, but create different discussions. You might wish to combine ideas from different methods, or do one exercise following another.

Method 1: Pick a card
Method 2: One from three
Method 3: Schein's cycle
Method 4: Compare views
Method 5: Focus on...
Method 6: Asset-based safety
Method 7: World café
Method 8: Influence map
Method 9: Textual analysis
Method 10: Solution-focus

Facilitator: If you are using the cards in a group, one person may need to act as discussion facilitator. The facilitator should choose the method and plan the exercise, considering the advice on these cards.

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How to use these cards

Background and purpose: Think carefully about the purpose of the session. Explain why the session is taking place, what is expected to be different as a result, and how this will happen. An exercise should be seen as relevant and meaningful to the participants.

Group size: Discussions tend to work better in small groups, e.g., 4 or 5 participants.

Group composition: Consider whether groups should be homogenous (e.g., same occupations) or heterogenous (e.g., different occupations). For heterogeneous groups, the cards chosen must provide common ground for discussion.

Card selection: When working with groups it is wise to start with a very small number of cards per person. You may need to focus on specific cards for specific purposes or people (e.g., front line, managers). It can help to start longer workshops with more concrete topics (e.g., Procedures and Training, Staffing and Equipment).

Note-taking: A flipchart or whiteboard can help provide a visible record of the discussions.

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Contexts of use

Small groups: Small group sessions are especially effective. Sessions can be focused specifically on card exercises, or card exercises can be used to break up meetings and presentations. Discussion groups should normally comprise 4-5 people.

Large groups: With large groups, each person will typically focus on one card, though this may be chosen from a small selection (e.g., 3). Simpler exercises are best suited to large groups, and methods such as World Café are especially effective.

Individually or in pairs: Some exercises are suitable for individuals and pairs. These can be more personal or complex/analytical.

Common spaces: Cards can be left in common spaces such as rest areas and cafés, as social objects to prompt informal discussion.

Posters and websites: Cards can be printed as posters, or displayed on websites, perhaps with a means of making contact to share feedback and ideas concerning the themes of the cards.

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Method 1: Pick a card

Purpose: Reflect openly on an experience, situation, event or idea

This is the simplest of exercises. In a small group, each person takes just one card, or the whole group considers one card. The card may be selected:
- randomly from the whole pack
- randomly from a particular element (e.g., Procedures and Training), or
- selectively based on a previous discussion or presentation.

Each card may be discussed for a set time, e.g., 5-20 minutes.

This exercise may focus on the present situation and past experiences (the first question on each card) or ideas for the future (the second question on each card), or both.

The exercise may be used as a standalone exercise or to introduce more interactivity in a meeting, e.g., to start a meeting, or in between or following presentations. The exercise can help to introduce new perspectives about a situation or event, either wanted or unwanted.

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Method 2: One from three

Purpose: Reflect on an experience, openly or using question prompts

Give each person three cards, chosen randomly. Allow each person to choose one card, and ask them to describe an experience that they have had concerning the general issue on the card (the explanatory text on each card). The story may be told freely, or you may wish to develop some question prompts, such as:

What happened?
What did you think and feel about the experience at the time?
How do you look back at the experience now?
Have others had related or similar experiences?
What can be learned from these stories?

It is important that people feel psychologically safe to tell their story without blame or adverse judgement (concerning the person telling the story, or those in the story) from others. There may therefore need to be some discussion and agreement about the use of feedback and language.

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Method 3: Schein's cycle

Purpose: Reflect on an experience using a framework

This exercise can be done alone or in groups of two or three. Consider a card from a small selection, or a safety culture element, that brings to mind an experience that had a lasting impact. Answer the following questions (based on Edgar Schein's work).

    1. Observations – What did I actually observe (described neutrally, as if viewing the event on film)?
    2. Reactions – How did I react emotionally to what I observed? What feelings did I experience?
    3. Judgements – What did I think about all of this? How did I evaluate what happened at the time?
    4. Interventions – What did I do or not do? How did I intervene or not intervene to make something happen?

Following this, the person can go back through the cycle once again looking for alternative observations, reactions, judgements, and interventions that one could make. The person may then invite supportive questions or comments from others. The learning experience can help to reframe past experiences, open the mind to new ways of interpreting interactions, and take action based on the insights gained.

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Method 4: Compare views

Purpose: Evaluate aspects of safety culture and check agreement between groups

Have people arrange themselves into groups of around 3-4 people based on similarities OR differences between them (e.g., same or different occupational groups). Give each group the same selection of cards (around 8-16 cards) and ask them to sort each selection into two piles

<div align="center">

Strengths　　　　　**Weaknesses**

</div>

...or four piles:

<div align="center">

Strengths　　　　　**Weaknesses**

Opportunities　　　　　**Threats**

</div>

Then compare the piles and discuss:
- Where did we agree, and why?
- Where did we disagree, and why?

When done with existing groups (e.g., same profession), this exercise will tend to focus on how things work within the group. When done with mixed groups, this exercise will tend to focus on how things work between groups.

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Method 5: Focus on...

Purpose: Evaluate a particular safety culture element

Choose a specific element, or two elements with small numbers of cards, and take those cards for discussion. Discuss each card in depth with your colleagues. You may consider only strengths and assets, or only weaknesses and deficits, or both. Each of these will elicit a different kind of discussion.

You may sort the cards or consider questions such as:

Strengths and assets
- What's going well? Where have we improved?
- What are some examples of this?
- What contributes to this going well?
- How might we defend and spread this?

Weaknesses and deficits
- What is not going well? Where can we improve?
- What are some examples of this?
- What is stopping us from improving?
- How can we improve the situation? Has this been successfully addressed elsewhere?

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Method 6: Asset-based safety

Purpose: Improve safety collaboratively, based on both what's strong and what's wrong

Have people arrange themselves into groups of around three people based on similarities OR differences (e.g., same or different occupational groups).

Choose a specific element, selection of cards, or card. For each element, selection, or card, answer the following questions in order:

1. What's going well concerning the issue(s)? **(Assets & Strengths)**
2. What is not going so well? What dilemmas, trade-offs or compromises do we have to make as a result? **(Deficits & Dilemmas)**
3. What do we want to happen? **(Wants)**
4. What are we prepared to offer to help make this happen? Or what would we be able to offer as a result of this happening? **(Offers)**

It is useful to split into small groups for some parts of the discussion (e.g., 1 & 2), then return to the larger group.

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Method 7: World café

Purpose: Use the cards to help host a large group

The World Café method is a simple and flexible format for hosting large groups, split into smaller tables, ideally with refreshments and writing paper.

Arrange round tables in a room, with each table being suitable for 4 people (maximum 5). The space should be inviting and comfortable. Each table may have a dedicated 'host', who welcomes each group and takes brief notes. Pre-select cards before the session, depending on the focus. In some cases, all cards may be used, or just one element, or a smaller selection of 4 (or 5) cards.

Leave the cards on each table, which participants will take when they join a table. The cards on each table may be different (but related), or the same. Each participant then reads their card, answers the questions, and invites others to share their perspectives.

In addition to open discussion, you may wish to add an overarching question, such as "What were the most interesting new insights?" and "What did each group consider to be the best ideas to take forward for safety improvement?"

Method 8: Influence map

Purpose: Understand how issues relate or interact

Organise cards into patterns to show how the issues relate to one another for a specific event or situation, or more generally. For instance, some cards may have a strong or obvious influence on one another, while others may influence each other in a more subtle way. These influences can be indicated with arrows on large sheets of paper, or on cards or sticky notes. Discuss how these relationships work.

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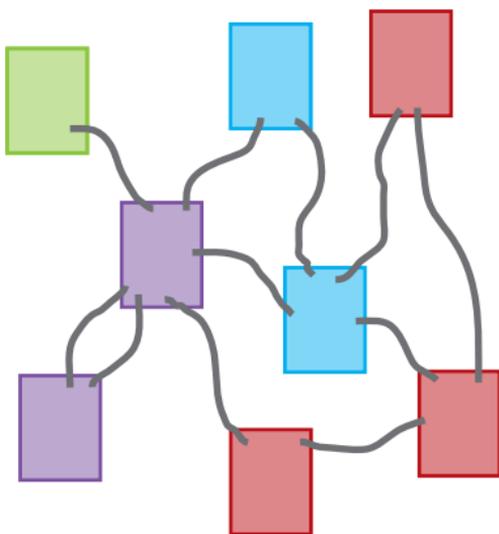
Method 9: Textual analysis

Purpose: Analyse text to help understand safety culture issues

This is a method to code free-text, such as from safety culture questionnaires, interviews, or workshops.

Start by reading the text comments carefully, and coding pieces of text using the eight safety culture elements. You may need to apply more than one element to each piece of text. Next, re-read the comments and apply codes from specific cards to each piece of text, perhaps also noting where the text was positive/favourable or negative/unfavourable in nature, or both. Each piece of text may be coded using more than one card. Finally, recheck the use of the codes for each comment to ensure consistency. It can help to have independent coders repeat the exercise with all or some of the text to check consistency and consensus.

Prior to and during the coding, it may be necessary to remove or combine cards as appropriate in order to achieve some satisfactory level of mutual exclusivity.

This method may be used with 'Method 8: Influence Map', to map common associations between cards.

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Method 10: Solution-focus

Purpose: Use the cards to help manage problems and realise opportunities.

This solution-focused exercise may be used with many of the previous exercises. It starts by prioritising issues (problems or opportunities), then looking at goals, before moving on to solutions, and how to implement them.

1. What are the right issues to work on? Consider which issues might produce the greatest improvement in safety, or might be relatively easy or especially motivating to implement.

2. What do we want? From a clear statement of what you want to happen - your goal(s).

3. What are the possibilities for improvement? Be open-minded and creative in considering possibilities for getting this want met - what, not how.

4. Which of these possibilities might be most effective in meeting our goals? Some possibilities will have more potential than others, considering the nature of the issue.

5. What needs to happen to realise the chosen solutions? Consider the required support, incentives, people, environment, time, etc.

6. What do we need to do next? Agree the next step.

Safety, seriously

Is safety taken seriously in your organisation?

The messages and decisions within an organisation determine whether people feel that safety is a genuine value, a bureaucratic formality, or a hindrance.

What would convince you that safety is taken seriously?

Management Commitment to Safety

Photo by Marco Bellucci

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Commitment

What messages are received from management about the importance of safety?

The decisions and communication of managers can send a strong message about safety - positive or negative.

How can managers better communicate their own commitment to safety?

Management Commitment to Safety

Photo by NASA Goddard Space Flight Center

Priorities

How important is safety for management, relative to other goals?

Safety has to be considered alongside other goals such as capacity, efficiency, security, and the environment. Pressures from within and outside the organisation push attention to different goals, so that none is always 'first'.

How can the balance between safety and other goals be optimised?

Management Commitment to Safety

Photo by Jack Tinney

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Trust

How much trust is there between staff, middle managers and senior management with regard to safety?

Trust is vital to relationships. It is influenced by the personal and relationship factors, quality of communication, and consistency between words and actions.

How can trust between all levels be nurtured?

Management Commitment to Safety

Photo by Mari Asklund

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Responding to concerns

How do managers and senior managers respond to concerns about safety?

How middle and senior managers listen and respond to safety concerns will affect people's willingness to raise concerns and speak up in the future.

How can managers effectively listen and respond to safety concerns?

Management Commitment to Safety

Photo by Steven Shorrock

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Walk around

Do managers have enough contact with staff?

Management by walking around (MBWA) helps managers to be more visible and understand work-as-done, by walking around individually as a daily routine, listening to staff about their work, work environment, and ideas.

How can managers stay in touch with staff?

Management Commitment to Safety

Photo by Dominic Alves

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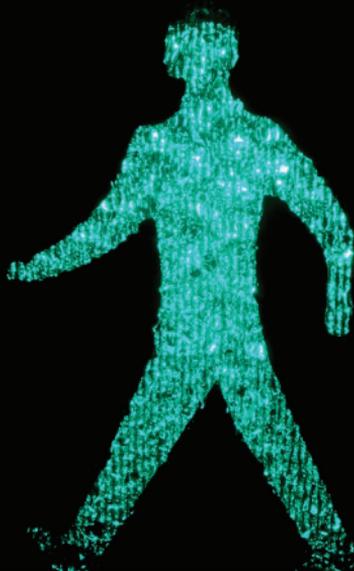
Getting better?

Which aspects of safety are getting better and worse in your organisation?

Investment in safety may not always be evident in outcomes. But it can be seen in people who create safety, along with their processes, procedures, equipment, and infrastructure.

What needs to be done to make improvements in safety?

Management Commitment to Safety

Photo by Markus Lütkemeyer

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Procedure vs Practice

How do procedures compare with the way that you actually do your job?

The way we work changes, and procedures and practice need to be reasonably consistent, without significant gaps between work-as-prescribed and work-as-done.

How can we ensure the procedures remain realistic and accurate enough?

Procedures & Training

Photo by Isobel

EUROCONTROL
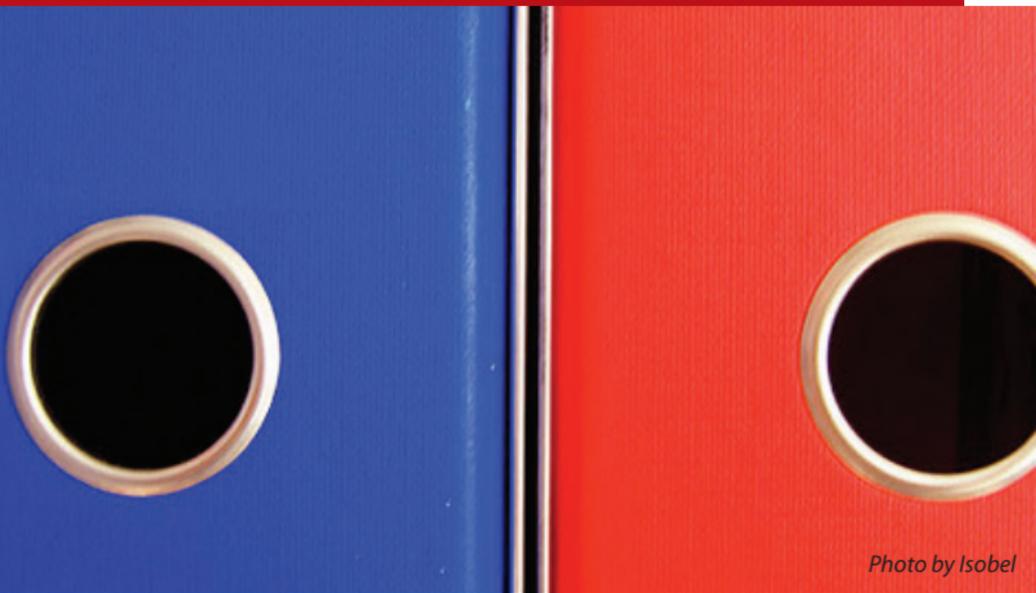
Fit for purpose

Which procedures and processes are working well, and which are not?

Procedures and processes that relate to safe work and operations must be available, up to date, and appropriate for the task, the levels of competency, and the risks involved.

How can we make procedures fit for purpose?

Procedures & Training

Photo by Horrgacx

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Be prepared

Do you have the refresher training you need to help ensure safety?

Refresher training helps to ensure that you are able to cope with the demands of emergencies, degraded modes of operation, unusual events, or rarely performed tasks.

What kind of refresher training do you need?

Procedures & Training

Photo by US Air Force

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Know-how

Do you have sufficient training to understand and use the procedures relevant to your work?

Different procedures may require specific competencies, addressed in classroom and on-the-job training.

How can you make sure you have the procedural competency that you need?

Procedures & Training

Photo by Robert McGoldrick

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Train for change

Is adequate training provided when new systems and procedures are introduced?

Training for changes in systems or procedures needs to be of the right quality and duration, and provided at the right time.

How can we be better prepared for future changes?

Procedures & Training

EUROCONTROL

Safety in numbers

Do we have the right number of staff to deliver a safe service?

Having the right number of people – either in total numbers or in terms of organisation of staff – is vital for safety, both for front line and support services.

How can we ensure that we get staffing and organisation right?

Staffing & Equipment

Photo by clement127

EUROCONTROL

Safety support

Do we have sufficient safety support?

Sometimes safety specialist support and human factors support for safety investigation, safety assessment, design and other activities is needed to properly integrate safety into the organisation.

How can we get the specialist support that we need?

Staffing & Equipment
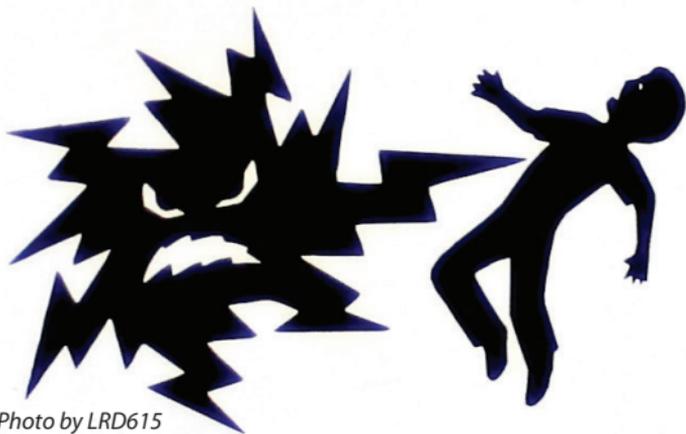
Hazardous inside.
Can shock,
or cause de

Keep out.
If open or un
immediately

Photo by LRD615

EUROCONTROL

Right equipment

Does equipment support safe operations?

Safety, usability and maintainability should be considered in the concept, design, construction, implementation, operation, and maintenance phases.

How can we ensure that equipment supports safe operations?

Staffing & Equipment

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Mistakes happen

How are staff treated following an unwanted event involving an honest mistake?

Human performance is usually very effective, but things don't always go as expected. This needs to be accepted and managed, so that staff are properly supported.

How can we ensure that people are properly supported when things go wrong?

Just culture, Reporting & Investigation

Photo by Mixy Lorenzo

EUROCONTROL

Unacceptable behaviour

If a colleague regularly took unacceptable risks, what would happen?

Risky behaviour can be hard to define but unacceptable behaviour has to be understood and addressed.

Who draws the line, and what is the best way for the organisation to deal with different kinds of unacceptable behaviour?

Just culture, Reporting & Investigation

Photo by Stefan Kloo

EUROCONTROL

Speak up

Do you feel free to raise safety concerns?

How we all react to safety concerns can influence whether or not people feel safe to raise concerns in the future.

How can people be encouraged and supported to voice concerns about safety?

Just culture, Reporting & Investigation

Photo by Howard Lake

EUROCONTROL

Focus on the issue

When a safety issue is raised, do people focus on the message or the messenger?

Our experience and perception of a person and situation can affect how we think, feel and respond when they raise a safety issue.

How can we ensure that we focus on the message rather than the messenger?

Photo by Steven Depolo

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Making reporting easy

How easy is it to report situations that may compromise safety?

Report occurrences should be simple, with appropriate time and facilities available.

How can reporting be simple and easy enough for everyone to understand and do?

Just culture, Reporting & Investigation

Photo by cjc0327

EUROCONTROL
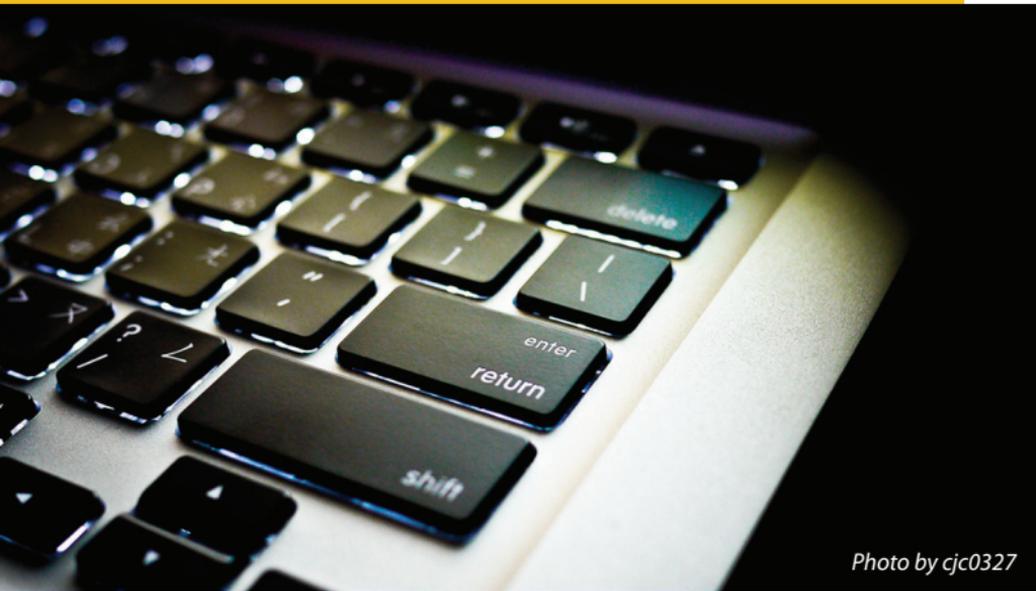
Investigate to improve

How well are safety occurrences investigated?

A good safety investigation should describe and explain the occurrence and the factors that contributed to it, and present workable recommendations to improve safety, involving those who were involved and affected.

How can safety investigation be improved?

Just culture, Reporting & Investigation

Photo by clement127

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Feedback

Are staff satisfied with the feedback they get on the safety issues they raise?

Effective feedback to people who raise safety issues, and others affected, is critical. It keeps people informed and encourages them to continue to raise safety issues.

What feedback is best suited to the needs of those who raise safety issues? When should this be given?

Just culture, Reporting & Investigation

Photo by Pamela Ocampo

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Reporting for safety

Does reporting safety occurrences actually improve safety?

Safety occurrence reporting is ultimately aimed at learning and improving safety.

How can we make sure reporting makes a visible difference, and so encourage people to report?

Just culture, Reporting & Investigation

Photo by Fabio

EUROCONTROL

Access to reports

Are safety occurrence reports readily available to you?

To learn from safety occurrences, operational and non-operational staff need to be able to access relevant safety-related occurrence reports (appropriately anonymised).

How would you like to receive or have access to occurrence reports?

Communication & Learning

Photo by Steven Shorrock

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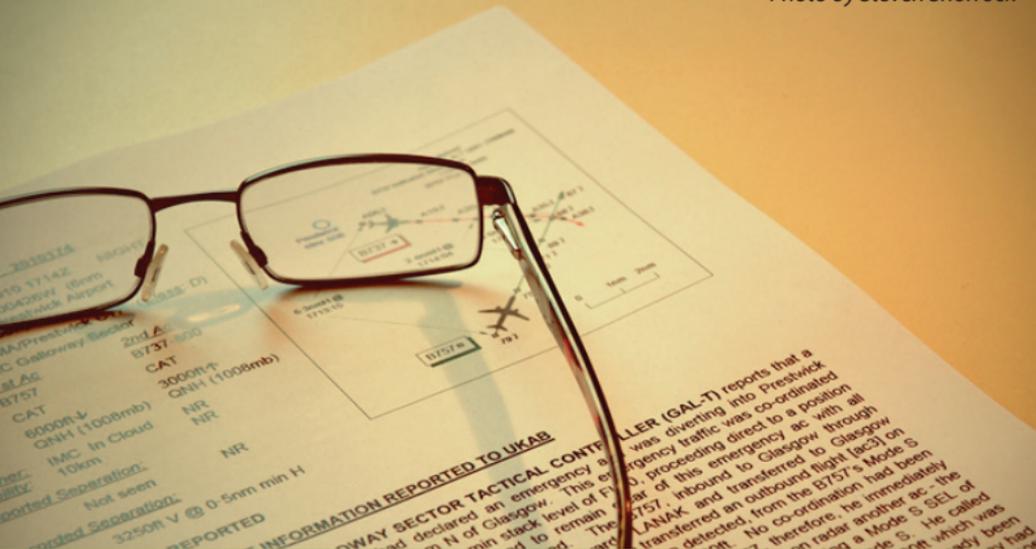
Time to read

Do you read reports of safety occurrences that are relevant to your work?

We need to read occurrence reports so that we can learn from them. Many things can get in the way: the availability of reports, the length of reports, time, and motivation.

How can we ensure that we read the reports that we need to read?

Communication & Learning

Photo by David Goehring

Talk it over

How do we talk about incidents?

Lessons can be learned quickly after occurrences with open and fair discussion, using non-blaming language to understand why actions made sense at the time.

How can we create the right kind of conversations about occurrences, so that we learn from experience?

Communication & Learning

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Get the picture

Do you have the picture of current safety performance?

Managing safety requires good information on safety performance.

How would you like this information to be made available and understandable?

Communication & Learning

Photo by Mitra Mirshahidi

EUROCONTROL

What's happening?

Are there effective methods to communicate safety-related changes that may be relevant to our work?

There are continuous changes in organisation and there can be implications for safety if we are not up-to-date.

How would you like to be better informed about safety-related changes?

Communication & Learning

Photo by Paul Shanks

EUROCONTROL

Know where to go

Where do you go to find the safety information that you need?

We can't know everything that we might need to know about safety, but we should know how to find out.

How can access to safety information be improved?

Communication & Learning

EUROCONTROL

Share ideas

How well do you, your team, and your organisation share safety-related ideas and information?

Sharing of safety ideas and information within all relevant parts of the organisation is vital to highlight risks and good practices so that others can learn and act.

What can you do to open the lines of communication?

Communication & Learning

Photo by Walter Parenteau

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Going up? Going down?

How well do management and staff communicate about safety?

Two-way communication between management and staff is important to ensure that everyone is aware of relevant changes, opportunities, problems, and solutions.

How would you improve vertical communication about safety?

Communication & Learning

Photo by Leo Reynolds

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What's the plan?

Do you know the future plans for the services that you provide?

Knowing what is planned for the future allows us to give feedback to ensure the plan is good for safety, and to prepare yourself for change.

How would you like to be informed about the future plans?

Communication & Learning

Photo by Steven Shorrock

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Learn from incidents

Do you and your team incorporate lessons from incidents into your work?

To learn from unwanted events we need to look carefully at incidents, trends, and recommendations, and how they might relate and apply to our everyday work.

How could you and your colleagues learn from incidents?

Communication & Learning

Photo by Andreas

EUROCONTROL

Look outside

How well do you and your team communicate with other organisations?

Open and effective communication with external stakeholders such as service providers, manufacturers, regulators, and research organisations is important for safety.

How can we improve our external communication?

Communication & Learning

Photo by NATS - UK air traffic control

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Know your risks

Do you know the key risks that are relevant to your work?

We need to be aware of the top risks that may be relevant to our work and organisation so that we can prioritise and manage them.

How would you prefer to know about key risks?

Risk Handling

Photo by Tambako The Jaguar

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Balancing safety

How do you balance safety against other requirements of your job in day-to-day work?

Safety doesn't exist in a vacuum. There can be goal conflicts between safety and cost-efficiency, capacity, emissions, noise, security, etc. Resolving these goal conflicts require trade-offs and compromises.

What do we need to do to get the balance right?

Risk Handling

Photo by Colin Harris

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Risky business

Do you often have to take risks that make you feel uncomfortable about safety?

It can be hard to assess the level of risk involved in our own activities. But if we have to take risks that make us feel uncomfortable, it is time to stop and think.

How have you responded when you have felt uncomfortable about safety?

Risk Handling

Photo by Claus Rebler

EUROCONTROL

Managing risk

How well do we manage the safety risks of changes?

Changes to tasks, jobs, procedures, technical systems, and the organisation can present new safety risks, or change existing risks, which may take us by surprise.

How can we best assess and manage the risk from different types of changes?

Risk Handling

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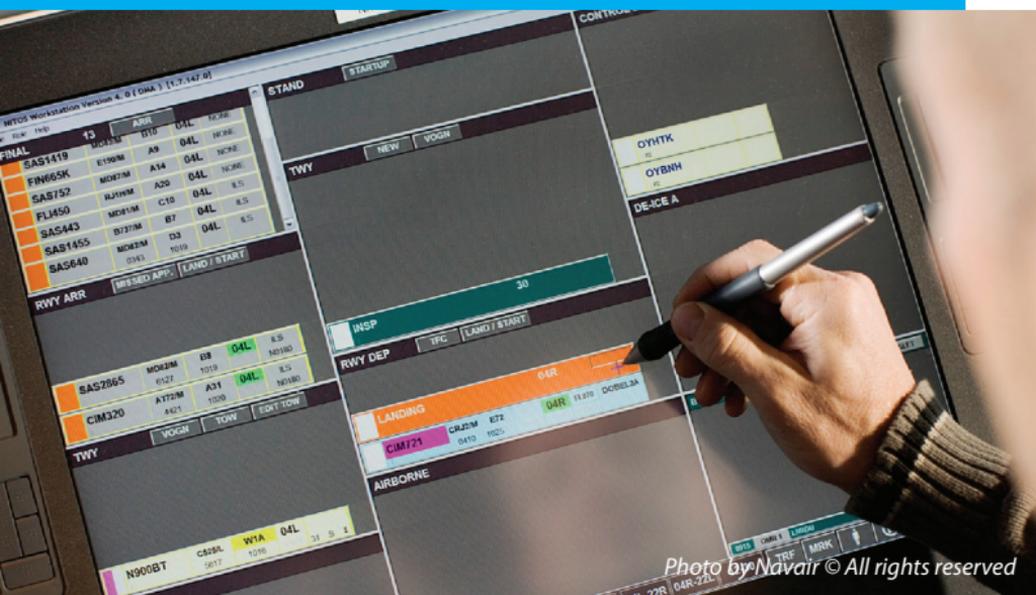
Known hazards

Are you aware of safety problems that are not being addressed sufficiently?

Sometimes problems are ignored and become a blind spot or trip hazard for us or others.

How can we help to make sure that safety problems are resolved rather than ignored?

Risk Handling

Photo by clement127

Under pressure?

Do you feel pressure to keep the service operating even when there are safety risks?

Sometimes, demand and capacity are not aligned, and we can experience pressure to keep the service operating even when it feels uncomfortable or perhaps too risky.

How can pressure be kept at manageable levels?

Risk Handling

Photo by Brook Ward

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Make time for safety

Do projects have enough time to consider safety? Is it considered from the start?

Safety in projects needs to be planned properly so that there is enough time to integrate safety properly.

How can safety be better integrated into projects?

Risk Handling

Photo by I. Yudai

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User-centred?

Are field experts sufficiently involved in design and planning for system changes?

System changes need to be made with the user in mind, and this needs involvement from field experts.

How can we ensure that operational input helps to steer changes in the right direction?

Collaboration & Involvement

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Assessing operational risk

What is our role in safety assessments?

Safety assessments need the right input from the right people, with sufficient time to ensure a thorough assessment of risks.

How can we ensure that we participate effectively in safety assessments?

Collaboration & Involvement

Photo by DWRose

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Our procedures

What is the role of operational staff in changes to procedures?

Procedures, like interactive systems, need to be designed for the intended users and with their expertise.

How can we ensure the right level of input, from the right people, to get the procedures right?

Collaboration & Involvement

Photo by Royal Navy Media Archive

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The whole picture

Are everyone's contributions to operational and organisational safety understood?

While we might understand how we contribute to safety, it is harder to understand others' contributions, especially those further away from the 'sharp end'.

How can we improve understanding of all of our contributions to safety?

Collaboration & Involvement

Photo by Trevor

Consult

How do well are people consulted about safety-related changes that may affect them?

Changes affecting equipment, procedures, staffing, can affect a wide range of people, and ultimately can affect the safety of operations.

How would you like to know about changes that affect operational safety?

Collaboration & Involvement

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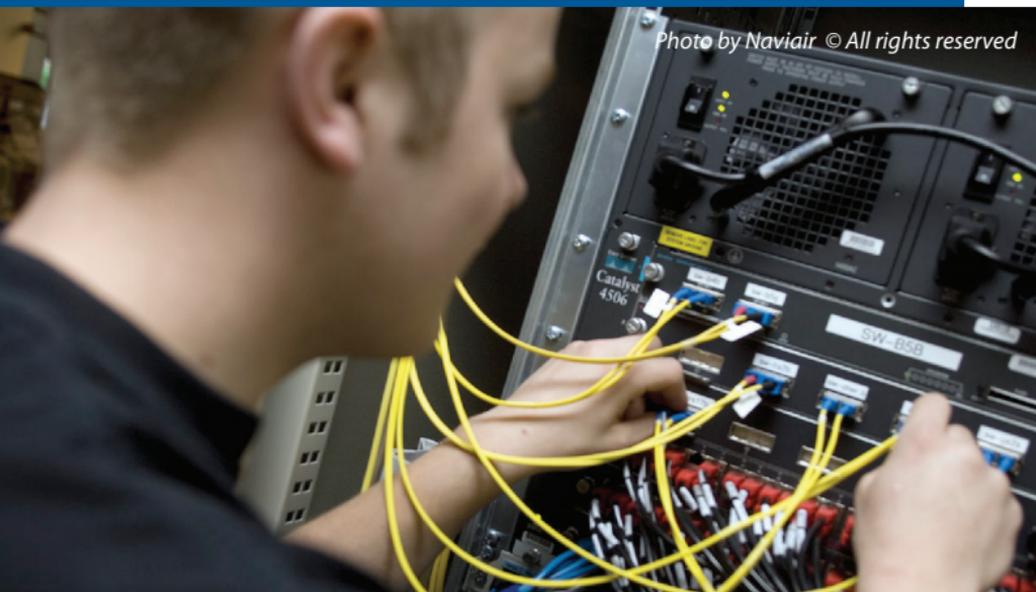
Colleague commitment

Do you feel that your colleagues are committed to safe operations?

How we perceive commitment to safety among colleagues can have a powerful effect on our attitudes and behaviour, and on operational and organisational safety.

How can we maintain a commitment to safety?

Colleague Commitment to Safety

Photo by U.S. Air Force

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Confidence in colleagues

Do you have confidence in the people that you interact with?

Confidence or trust in colleagues is an important part of teamwork. Some behaviours or work practices help you feel more confident in a colleague.

What can be done to make you feel more confident in colleagues?

Colleague Commitment to Safety

Photo by tableatny

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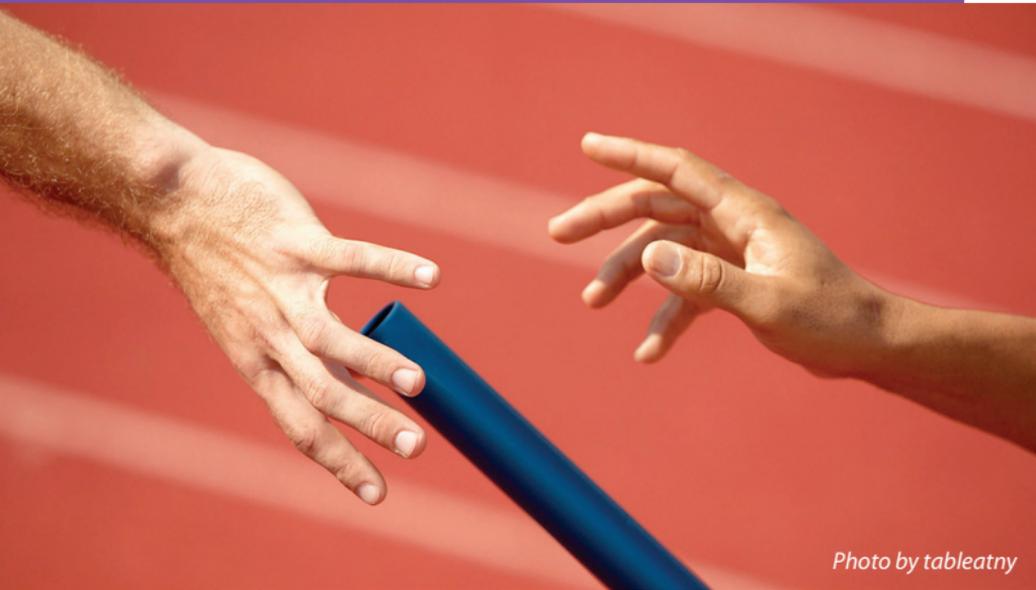
Working together

How well does our team work together?

Teamwork is often one of the things that close-knit teams value the most in their work life, and has a profound effect on safety. But the need to be cohesive can make it hard to address problematic situations.

What are we doing well, and what could we improve?

Colleague Commitment to Safety

Photo by Thomas Hawk

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Team of teams

How well does our team work with other teams?

Safety is created by teams of teams, who work together to ensure that things go right. Gaps in collaboration between teams can be an issue for safety.

How can our team improve collaboration with other teams?

Colleague Commitment to Safety

Photo by William Warby

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Challenge risk

If you were uncomfortable with the practice or behaviour of a colleague, what would you do?

We need to talk about what is acceptable, and feel safe to challenge practices and behaviour that make us feel uncomfortable about safety.

How can we feel safe to challenge?

Colleague Commitment to Safety

Photo by Derek Gavery

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Handling negativity

How do you handle people who have a negative attitude to safety?

Occasionally, attitudes to safety can be so negative that they affect working relationships and operations.

What are the most productive ways to handle negative attitudes to safety?

Colleague Commitment to Safety

Photo by Nukamari

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Teamwork on the front line

How effective is communication between operational and maintenance staff?

Operations and maintenance staff must communicate well to ensure that operational systems function safely.

What improvements are possible to optimise this communication?

Photo by Damien

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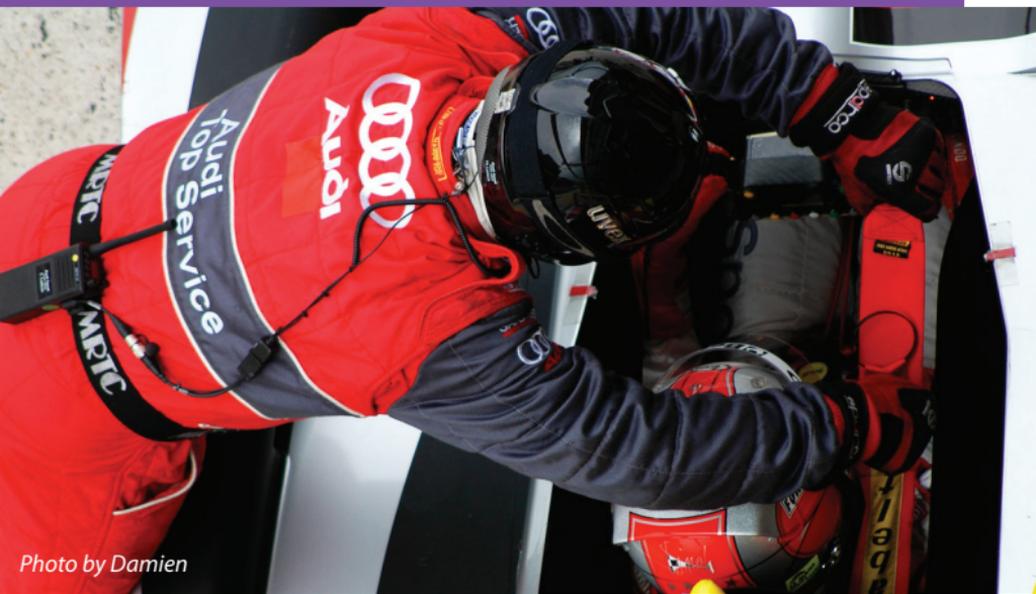
Let's talk

Does your team talk about safety issues?

Sometimes we don't think we have time to talk about safety, or we wait for others to arrange sessions to discuss safety issues. But often, we can do this ourselves.

How could your team create conversations about safety?

Colleague Commitment to Safety

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Communication & Learning

Risk Handling

Collaboration & Involvement

Colleague Commitment to Safety

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Languages
These cards are available in other languages. Please contact steven.shorrock@eurocontrol.int and esp@eurocontrol.int for details. Alternatively, search www.skybrary.aero.

Feedback
These cards were developed and designed by Steven Shorrock. If you have any comments on the cards, please contact steven.shorrock@eurocontrol.int and esp@eurocontrol.int.