1.0 INTRODUCTION

This Standard provides information for employees and/or leadership who are responsible for conducting field visits, documenting findings and providing feedback.

2.0 SCOPE

This Standard applies to all divisions, departments and the leadership team(s) who conduct field safety visits with employees and contractors during the construction, operation, and maintenance of physical assets.

3.0 REFERENCES

NB OHS Act	
HSEE-03-01	Hazard Identification, Assessment, and Mitigation for Completing a Job Hazard Analysis (JHA)
HSEE-03-03	Incident Reporting, Notification and Investigation
HSEE-03-07	Human Performance
HSEE-03-19	Contractor Safety Management
HSEE-03-41	Tailboard Conference / Pre-Job Briefing

4.0 TERMS AND DEFINITIONS

Feedback	encouraging and guiding an individual or team to produce a desired result through modelling of behaviors, dialogues, information sharing and relationship building.
Field Visits	the process of observing workers and contractors engaged in their daily activities.
Focused Observation	the process of observing a specific task. Focused observations often use specific information to help maintain focus and improve repeatability and consistency.
Hazard	anything that can cause harm to life, health, property, or the environment (examples: toxic chemicals, moving machinery parts, high-voltage electricity, working at heights, temperature extremes, slippery work surfaces, etc.).
High Energy Control Assessment (HECA)	Measuring (proactively) performance by assessing the extent to which the front-line employees identified and adequately controlled all high energies associated with the work and job site.
Hierarchy of Controls	the prioritized approach for hazard mitigation, in order of the most effective to least effective, being Elimination, Substitution, Engineering Controls, Administrative Controls and PPE.
Incident Precursor	precursors, or warning signs, provide information regarding the

	potential for the occurrence of a serious injury or fatality.
Line of Fire	the path an object with stored energy will travel or the path hazardous energy will travel if released.
Paired Observation	includes the primary observer of the work and an additional observer, such as a member of Leadership, Safety, JHSC or an Employee.
Planned Observation	conducted with awareness and preparation ahead of time to review a specific type of work.
Subject Matter Expert (SME)	a person with extensive knowledge, training, and expertise on a particular subject.
SMART (corrective actions)	• Specific - including enough detail stating exactly what needs to be done • Measurable – there is objective criteria for closure of the action • Actionable – using strong clear action verbs • Realistic – the action is achievable by the individual it will be assigned to • Timely – there is a realistic closure date
Tailboard/Pre-Job Brief	a meeting employees conduct before performing a job to discuss the tasks involved, identify the hazards and controls, work procedures, energy source (including line of fire) controls, personal protective equipment, employee state of mind, and other safety considerations associated with the job.
Unplanned Visit /Probing	an unplanned opportunity to observe work practices without in depth knowledge and understanding of the job. The workers provide details including hazards and controls. The goal is to ensure the job is built with safety in mind during the planning and execution phases. Probing can occur to further understand the job and the safety practices.
WELL Sheet	WELL – What Excellence Looks Like These terms are used for aids that have been developed to increase awareness and understanding of a particular field visit being made. E.g. Lifting/Rigging, Fall Protection, Contractor Safety Management, etc.

5.0 ROLES AND RESPONSIBILITIES

5.1 Leadership

- Understand the requirements for field safety visits.
- Observe, model and employ all safety behaviors

- Establish expectations including frequency for completing field safety visits. Please see *Appendix A* for frequency schedule of observations.
- Discuss with the crew to ensure they understand the applicable standards or procedures of the job at hand.
- Review and discuss the tailboard and what high energies are present and if adequate controls are in place.
- Provide feedback, support and mentoring to employees.
- Immediately STOP unsafe work
- Report any substandard acts or conditions using the H&S Incident Report E-Form 145.
- Identify any barriers the crew may have to completing the job safely and aid with the removal of those barriers.
- Complete the E-Form Workplace / Field Safety Visit located on the E-Form Browser.

It is important for leaders to speak about the field safety visits at their employee/contractor meetings to reinforce the importance of these visits, share learnings, recognize employee safety behaviours, and their contribution to job safety.

5.2 Employee/Contractor

- Be prepared to demonstrate job details and safety requirements during a field safety visit.
- Discuss the high energy hazards present on the job and the controls put in place.
- Speak up and ask questions for clarification if the feedback is unclear.

5.3 Total Health & Safety

- Participate in field safety visits and paired observations, as requested.
- Provide knowledge and expertise regarding safety practices, as requested.
- Provide interpretation, as requested.
- Trend data to help focus on improvement

6.0 STANDARD

6.1 Understanding a Field Safety Visit

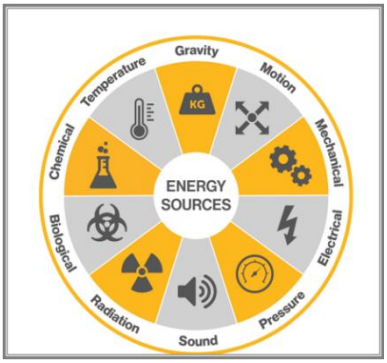
Performing a field safety visit is an important part of identifying safe work practice, as well as creating, and strengthening relationships with employees and contractors. Field safety visits enable you to:

- Reinforce positive behaviours
- Listen to the concerns of workers and supervisors
- Gain further understanding of jobs and tasks
- Discuss high energy hazards and controls
- Model the right safety behaviours
- Identify common trends leading to safety initiatives that will improve safety

6.2 High Energy Control Assessments (HECA)

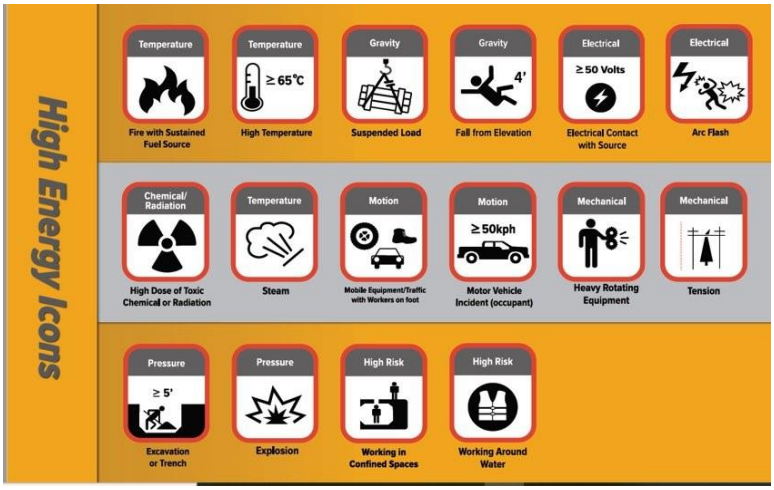
Hazard recognition is only the first step in staying safe. Not all energy sources you identify are likely to cause a problem. Rather, only situations with large amounts of energy are likely to cause a life-altering or life-ending injury. HECA is a term that is used to assess the high energies and controls while performing your field safety visits.

- During tailboards, the Energy Wheel can help your crew identify sources of hazardous energy they may encounter that day.
- During FSVs the observer is expected to review the tailboard with the crew and have conversations around the high energy hazards, controls and adequacies.
- Identify any other possible high energy sources that were not adequately identified.
- If controls are not in place for the high energies, ensure barriers are put in place and the job can be done safely.



ENERGY SOURCES	
Gravity – Enables objects to fall, roofs to collapse and people to trip and fall.	**Motion** – The movement of vehicles, vessels, water, wind or even body movement.
Mechanical – Rotating equipment, drive belts, conveyers, motors or compressed springs.	**Electrical** – Including power lines, transformers, static charges, lightning, wiring and batteries.
Pressure – Piping, compressed cylinders, tanks, hoses, pneumatic and hydraulic equipment.	**Temperature** – Including ignition sources, hot or cold surfaces, steam, friction and weather.
Chemical – Vapors, toxic compounds, combustibles, corrosives, welding fumes and dusts	**Biological** – Bacteria, viruses, animals, insects, and contaminated food or water
Radiation – Including solar rays, microwaves, X-rays and welding arcs	**Sound** – Equipment noise, vibration, high-pressure release and even voice communication.

Using the Energy Wheel in this way may identify the high-energy hazards present, but these 16 high energy hazards below still deserve special attention due to their severity. As part of the tailboard, ask workers to determine the likelihood of encountering these hazards during the work activities.



6.3 Types of Field Safety Visits

During a field safety visits, an important aspect to building a good relationship is having a clear conversation with the employee(s)/contractor(s) about safety. There are various types of observations that can be completed to support overall safety performance:

Unplanned/Probing: an unplanned opportunity to observe work practices without in depth knowledge and understanding of the job. The workers provide details including hazards and controls. The goal is to ensure the job is built with safety in mind during the planning and execution phases. Probing can occur to further understand the job and the safety practices. Questions typically asked as part of the conversations are:

- What is the scope of the work?
- Can you explain to me what the job is and how to do it?
- Why are you doing this work?
- What are the hazards associated with the job?
- How are you controlling the hazards?

The key to this observation is to have a conversation to ensure adequate thought and planning has been put into the job.

Paired: an observation including the primary observer of the work and an additional observer, such as a member of Leadership, Safety, Joint Health and Safety Committee member or an Employee. This enables observers unfamiliar with the work to be paired with a knowledgeable person (buddy system) familiar with the scope of work, understanding of the hazards and controls or the job, or simply a subject matter expert on the activities being performed (e.g. excavation, working with chemicals, lifting and rigging, etc.). Paired observations are a shared safety, learning experience for both participants.

Planned: A planned observation involves up front preparation with the purpose to observe a specific type of work. The employee(s) know ahead of time to prepare for the observation and plan the visit into the job.The observer should understand the task; understand past problems with the task and the best time to observe the activity

6.4 Conducting a Field Safety Visit

When completing your observation, consider the following tips:

- do not enter the work area/site until an employee acknowledges you are there and invites you into the work area. You will then be required to sign on to the tailboard as a visitor.
- Always be the role model for respectful conversation and appropriate safety behaviours.
- Discuss and identify high hazard energies and appropriate controls
- Are there contractors involved with the job? What does oversight look like?
- Be sure to recognize the good/positive behaviours and/or conditions of the job during the observation.
- Are apprentices (if part of the work group) given proper oversight and opportunity to practice their skills?
- For guidance to performing a field observation go to **Appendix B: Feedback/Coaching Guidance – WELL Sheet**. This WELL sheet is generic and can be used to support your observation and provide input into the Workplace / Field Safety Visit E-Form once complete.

6.5 Field Observation Outcomes:

Positive Reinforcement: All observations are excellent. It is obvious that the employee(s)/contractor is taking the right steps to identify the high energies and implement adequate controls. All employees are actively involved in safety. End the observation with outlining all the positives observed and thank them for their commitment to working safely.

Probing: Leaders do not need to be the expert on everything. Have a questioning attitude and ask the employees to help you understand the scope of work, the high energies present and the corresponding controls.

Corrective: Need to determine "WHY" focusing on organizational weaknesses. Observations are that the employee(s) are not meeting expectations: not working safely (failures in PPE, procedural adherence, etc.) Did the organization set expectations? Did we give them the tools they need? Is the work method appropriate? Did we assign competent employees to the task? Failing to find organizational weakness, is this an individual accountability issue?

Follow-up: As leaders we must trust but verify. Follow up on a previous field observation that required constructive feedback of an incident to determine if the corrective actions have been adopted. Did the employee correct their safety behaviors or did the organization adopt the SMART corrective actions? If yes, thank the employee who corrected the individual gap or who addressed the organizational gap. If no, an escalation of the issue is warranted.

6.6 Report and Follow Up (E-Form)

Following the completion of an observation, ensure the information is documented into the Workplace/Field Safety Visit E-Form. Adding attachments to the workplace field visit e-form i.e. photos from jobsite, tailboard etc. is encouraged.

If unsafe acts or conditions are observed, complete a H&S Incident Report (E-Form 145) ~~must be completed~~.

Reviewing observation data allows NB Power to focus on areas that require improvement and recognize the things that have gone well.

If there are items that require follow up, ensure they are recorded and discussed with the responsible Supervisor or employee. Establish a follow-up date/visit if necessary.

7.0 TRAINING

- Workplace Field Safety Visit eLearning (0 expiry)
- Energy Based Hazard Recognition eLearning (0 expiry)

8.0 APPENDICES

Appendix A: Observation Frequency
Appendix B: WELL Sheet – Coaching Guidance
Appendix C: Feedback/Coaching Conversation
Appendix D: Incident Precursor
Appendix E: Energy Based Hazard Recognition
Appendix F: High Energy Control Assessments (HECA)

Director of Total
Health & Safety

DOCUMENT APPROVAL/REVISION RECORD

Revision	Date	Revision Summary	Author	Reviewed By	Approved By
New	2022 – 10 - 18		S. Frost S.Parker	TH&S Group S.Parker	Roland Roy
01	2025-01-30		N.Legere	TH&S Dept	Roland Roy

Appendix A: Observation Frequency

Position	Frequency
President	1 per Quarter
Vice President	1 per Quarter
Executive Director	1 per month
Directors	1 per month
Managers	2 per month
Shift Supervisors	2 per shift cycle
Superintendents	1 per week
Supervisors	1 per week
Foreman/Leads	1 per week

Appendix B: Feedback/Coaching Guidance – WELL Sheet

The goal of the feedback/mentoring WELL Sheet is to assist Leadership and the Supervisor in conducting an effective observation of activities in their area of responsibility and provide constructive feedback to inform, motivate and engage their workers to strive for continuous improvement.

Prior to the observation, familiarize yourself with the applicable expectations and worker fundamentals for the area of responsibility of which you are planning to observe. As part of the observation, it's important to ensure you can discuss what the expectations look like for work performed during the observation. This may require you to review departmental processes or procedures, review benchmarking reports, or spend time in the field with staff or responsible Supervision, ahead of time.

1. Schedule the observation with the Supervisor based on a subject matter of their choice, within their area of responsibility.

2. Conduct the observation. During the observation with the Supervisor, ensure the following is demonstrated:

    a. They chose an adequate subject matter for the observation, such as the following:

        - known areas for improvement
        - high risk jobs (*example: diving, working at heights*)
        - new standards or work methods
        - results of previous observations (follow ups)
        - results of previous audits or inspections
        - trends
        - infrequently performed activities
        - new employee
        - staff performing work for the first time
        - staff that have performed work numerous times to monitor for complacency
        - staff performing critical work in demanding environments

    b. They can *identify* both positive behaviours and performance as well as gaps in behaviours and performance as they relate to the subject matter and expectations.

    c. They can effectively *communicate* to the person/team being observed, both positive behaviours and performance as well as gaps in behaviours and performance.

    d. They can effectively *communicate* what the highest standards of safety and performance are and can describe for the workers the appropriate expectations.

    e. They can effectively help, motivate and engage workers to strive for excellence.

3. Concluding the observation, as the Mentor, proceed to Appendix C for guidance in having a feedback/mentoring conversation for constructive feedback and recognition of items gone well.

4. Input observation to the E-Form Workplace/Field Safety Visit.

Appendix C: Feedback/Coaching Conversation Tips

Whenever possible, talk to the person ahead of time to explain why you are coming to do an observation and what you will be looking for. They may have suggestions on the best time to come or be able to help you in your preparation.

While performing the Observation

- Ensure that you are following all site expectations
- Introduce yourself to the workers and ensure they know why you are there.
- Ask for introductions if you do not know everyone.
- Position yourself so that you can witness the job without impeding the work or causing a safety hazard to the workers or yourself.
- Make a note of the positive things that you see – be specific.
- Make a note of any deviation to high performance that you see in the process, program, organization, or individual's performance – be specific.
- When the observation is complete have a conversation with the individual (as soon as possible after the observation is complete).

Have a Feedback/Coaching Conversation

This conversation is intended to be a short conversation about the work that was observed. It does not need to be scripted. The below is an example of "how" the conversation can be completed.

Share:	The top positives – be specific.
Ask:	What else did you do well? This again comes across as an inquisition….
Share:	Any additional positives.
Ask:	What could have gone better?
Share:	Any additional risks or concerns.
Ask:	How can you get the support you need to make the required changes?
Share:	Personal proactive leadership insights.
Ask:	What can I do to help you?

After the Feedback/Mentoring Conversation

Record the observation in the Workplace / Field Safety Visit E-Form so the data can be collected and analyzed for overall performance.

Follow up on any of the issues identified during the mentoring conversation.

Holding a difficult conversation
There may be times when the observation is not positive, and a difficult conversation is required to uphold employee and the worksite safety. The following is a list of tips regarding how to hold a 'productive' difficult conversation.

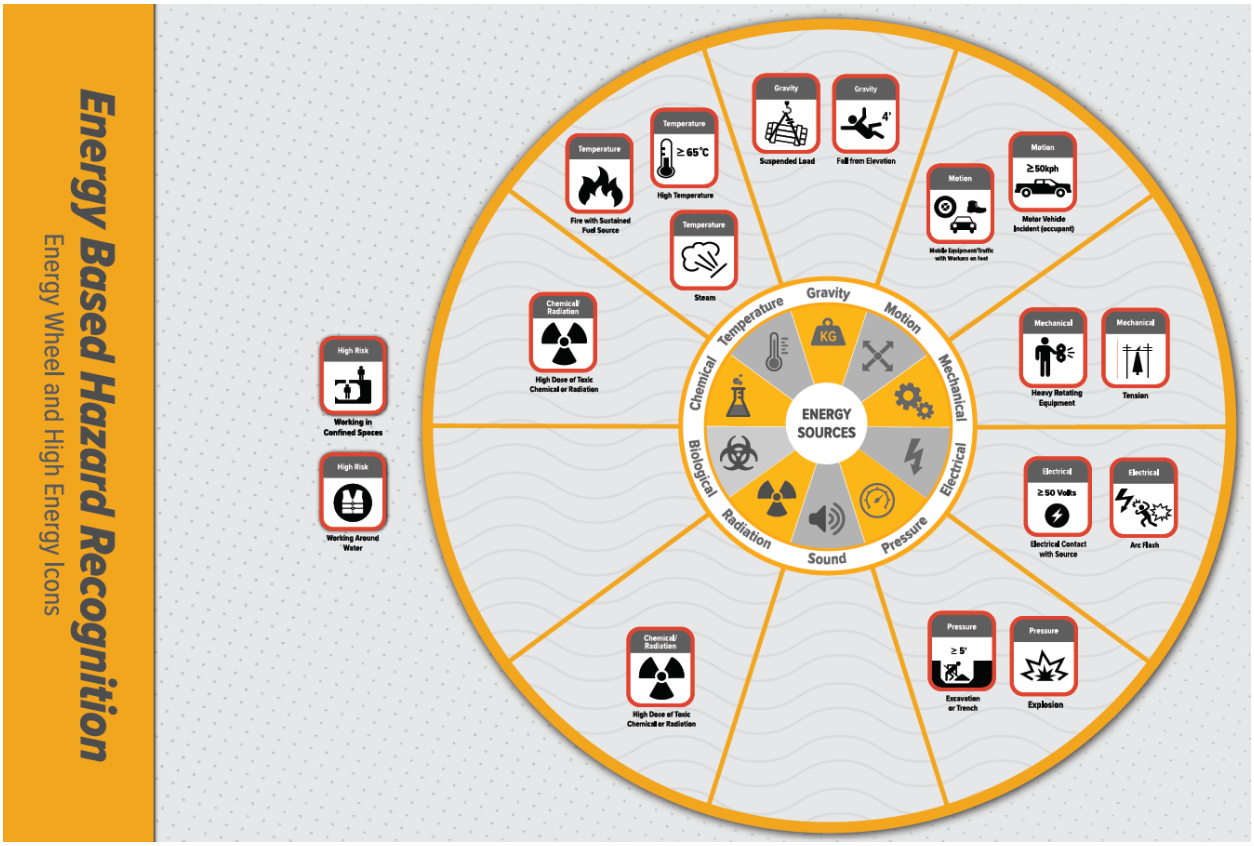
Respect	• Use respect in your tone, your words, your body language
Speak Directly	• Speak directly to the employee (s)
Be Calm	• Speak calmly, use a matter-of-fact tone not emotion.
Watch the Words	• Watch the language, be clear, use examples.
Do not interrupt	• Do not interrupt when someone else is speaking.
Take Time	• Take time to understand what was said before responding, ask for it to be repeated if required.
Problem Solve	• Approach the conversation as a problem to be solved, not finding fault or blame.
Focus	• Focus on the topic, not on everything else including the kitchen sink.
Agree	• End the conversation with an agreed upon conclusion. It may even be the need to walk away for a few minutes and then resume when things are more under control.
Respect	• Respect the person for engaging in the conversation and take responsibility for your own actions.

Appendix D: Incident Precursors

The following are the top incident precursors. Precursors, or warning signs, provide information regarding the potential for the occurrence of a serious injury or fatality. When using these, if they are not present, it does not mean the worksite is safe from any potential safety concerns. Please use your observation training and your sense of what good looks like to ensure the worksite you are observing is a safe worksite for employees and contractors.

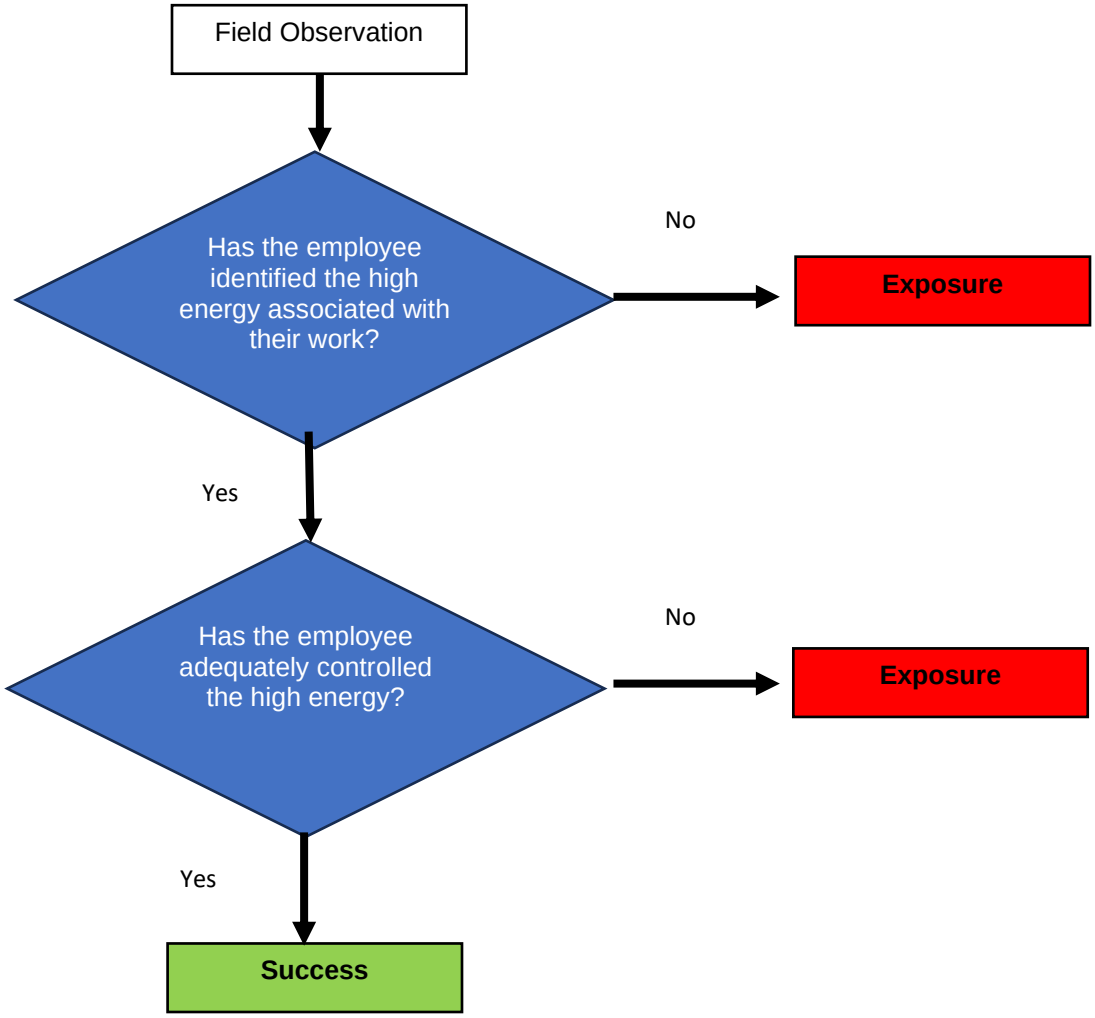
1. **Safe Work Procedure*** Workers cannot express the core elements of the safe/standard workplan for their task.
2. **Hazard Recognition*** Workers do not recognize hazards or properly evaluate the severity of risks.
3. **Departure from Routine*** Unfamiliar or unforeseen task or job site conditions that depart from a well-established routine.
4. **Plan to Address Work Change*** Workers do not stop and reassess conditions when work changes from what is planned (i.e., switch to plan B).
5. **Safety Attitudes*** Workers demonstrate priority of productivity, heroic tendencies, invulnerability, fatalism, or summit fever (obsession to reach a goal).
6. **Rules and Procedures*** Adequate rules and procedures are documented and communicated but not followed by workers. The correct procedure is documented and communicated to workers, but they are not followed.
7. **Familiarity with Task*** Workers are not familiar with task expectations or performance standards because of a lack of experience or significant procedural change.
8. **Risk Normalization*** Lower perception of risk or higher risk tolerance resulting from repeated exposures. Tied to procedural drift.
9. **Productivity Pressure*** Workers feel an unusual amount of pressure to work quickly and complete their task.
10. **Perceived Safety Culture*** Lessons learned from previous projects and events are not incorporated into planning and execution.
11. **Stop-Work Execution*** Workers do not have the ability, or management does not encourage, stopping work to address hazards.
12. **Workers Inactive in Safety*** Workers are not engaged with or diligently participating in safety activities.
13. **Pre-Task Plan*** Workers have not completed an adequate pre-task safety plan.

Appendix E: Energy Based Hazard Recognition



Appendix F: High Energy Control Assessments (HECA)

Measuring (proactively) performance by assessing the extent to which the front-line employees are adequately protected against life threatening hazards



Success:

- NO Safety Incident
- Positive Re-enforcement
- Great Job!!!

Thank you for taking the time you need to plan safety into your work!!!

Exposure:

- Safety Incident occurred
- Observation eform, coaching for Individual gap
- Performance Management for employees for multiple infractions
- 145 eform for Organizational gap

HECA: Score will be used as a leading indicator

Compute the HECA Score. Apply the equation below to determine the proportion of high-energy hazards that had a corresponding direct control.

$$HECA = \frac{Success}{(Success + Exposure)}$$

Success: total number of high-energy hazards with a corresponding Direct Control

Exposure total number of high-energy hazards without a corresponding Direct Control

Field Safety Visits will track HECA

- Trends will help guide the safety focus of the organization
    - which energies are being most overlooked by employees
    - which controls are most overlooked
    - where does TH&S need to support the organization