

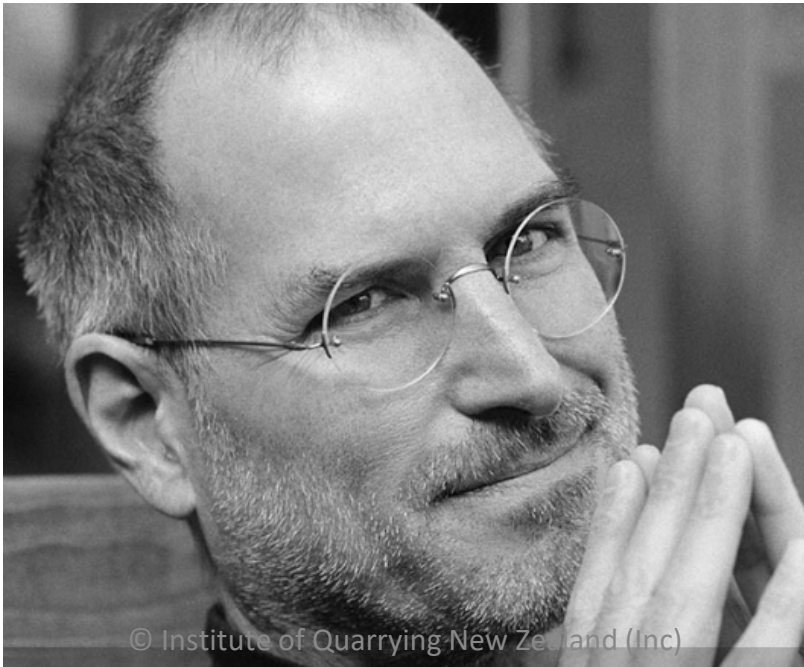
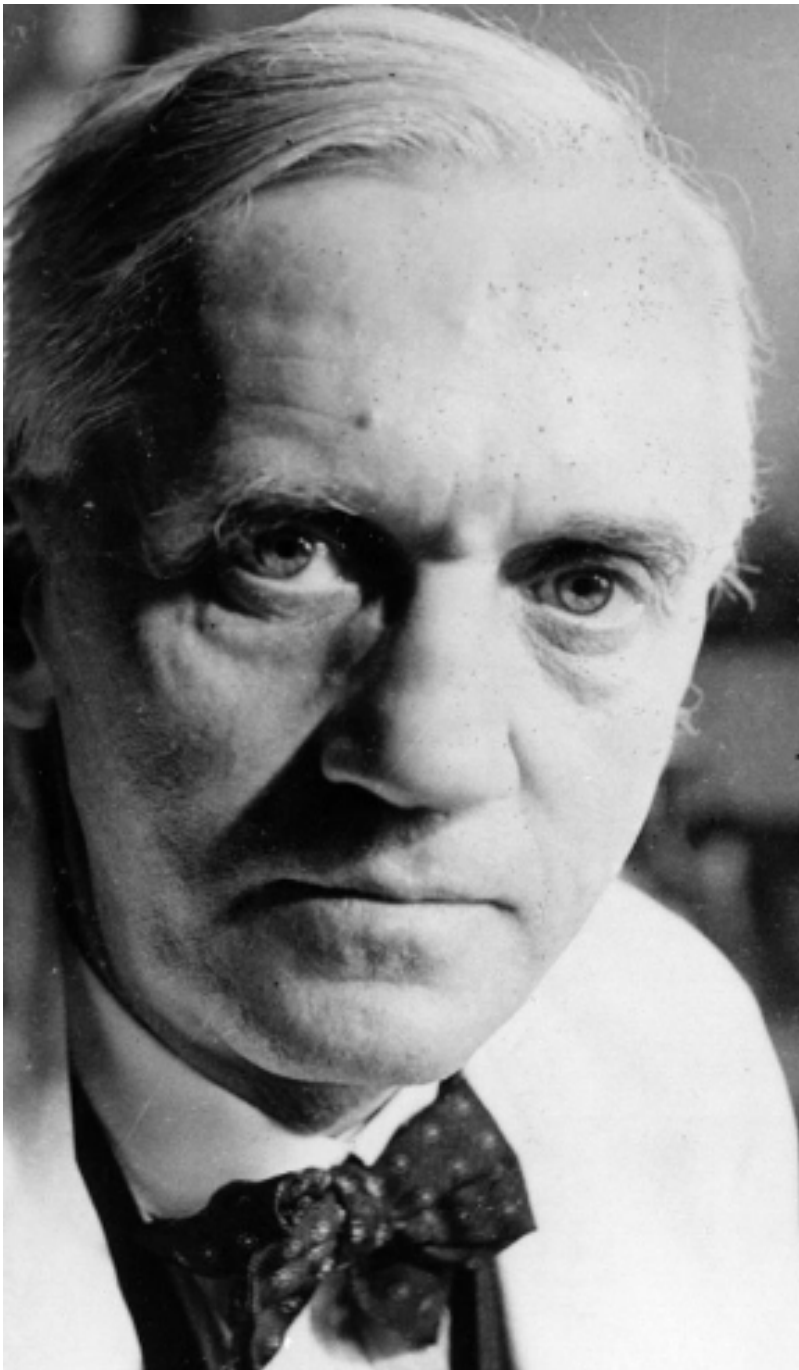


Institute of Quarrying New Zealand (Inc.)

Fit-for-Future Research Project UPDATE

A trip down the 'Fit-for-Future Quarrying Research Project' 2024 memory lane....

Foresight and Strategic Thinking





Four (4) key recommendations from the research.....

Future focused leadership

Diversity, empowerment, and inclusion

Rebuilding trust

Emerging technologies

2024 Key Message

Our industry needs to be in the driver's seat, using the capabilities of foresight and strategic thinking, to create our future receiving guidance and support from our industry partners and stakeholders. If we don't, an external will decide our future.



Putting the rubber on the road.....

Three Working Parties: Wellington 25 September 2024; Auckland 29 January 2025; Virtual Meetings 19 March and 21 May 2025.

IOQNZ, AQA, MinEx, Workforce Development Councils (2), Chief Mines Inspector, IOQNZ Young Members, Health and Safety organisations, Representation from Small-Medium-Large Quarries (corporate and privately owned)

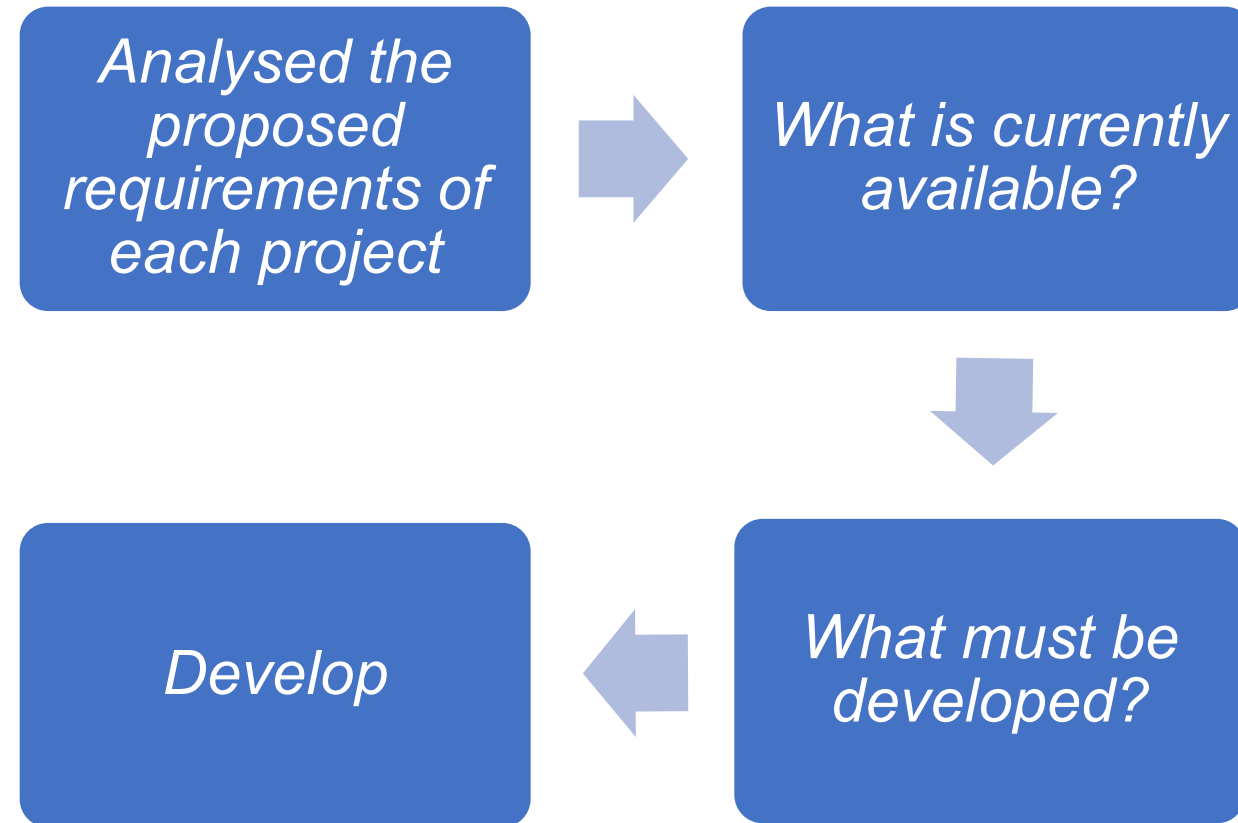
Projects being actioned *(aligned to recommendations)*



A Career Path Competency Based Framework

Building a Bystander Culture for the Extractives
Industry Tool and Resource

Courses / Micro Credentials



Career Path Competency Based Framework

Entry-Level Worker Competencies

Overview: This role is foundational and prepares workers for more specialized positions in the industry.

Core Competencies:

Health and Safety Compliance
Basic Operations and Maintenance
Environmental Awareness
Basic Equipment Handling

Qualification:

New Zealand Certificate in Mining and Quarrying (Level 2)

Soft Skills:

Adaptability
Attention to Detail
Teamwork
Communication

Skilled Worker Competencies

Overview: Entry-level workers in the quarrying industry typically begin with roles that focus on physical labour, basic operational tasks, and adherence to safety standards. This role is foundational and prepares workers for more specialized positions in the industry.

Core Competencies:

Advanced Equipment Operation
Maintenance and Troubleshooting
Quality Control and Measurement
Teamwork and Communication

Qualification:

New Zealand Certificate in Surface Mining and Quarrying (Level 3)

Soft Skills:

Problem Solving
Time Management
Customer Service

Supervisor Competencies

Overview: Supervisors are responsible for overseeing a team of workers, ensuring that operations run smoothly, and that safety, quality, and production targets are met. They require leadership and decision-making skills in addition to technical expertise.

Core Competencies:

Team Leadership and Mentoring
Health, Safety, and Environmental Compliance
Digital Proficiency

Operational Planning
Problem Solving and Decision Making
Data Analysis

Qualification:

New Zealand Certificate in Mining and Quarrying (First-line Supervision) (Level 4) in preparation for B-Grade Quarry Manager Certificate of Competence.

Soft Skills:

Leadership
Empathy

Conflict Resolution
Inclusion

Manager Competencies

Overview: Managers are responsible for the strategic direction, financial performance, and overall management of quarry operations. They focus on optimizing productivity, reducing costs, and managing resources, while ensuring compliance with regulatory requirements.

Core Competencies:

Strategic Planning and Business Management
Financial Management
Project Management
Regulatory Compliance and Reporting
Data Analysis

Risk Management
Human Resources Management
Leadership and Mentoring
Digital Proficiency

Qualification:

New Zealand Certificate in Mining and Quarrying (Supervision) (Level 5) in preparation for A-Grade Quarry Manager Certificate of Competence.

Soft Skills:

Strategic Thinking
Managing Change
Inclusion

Financial Acumen
Negotiation

Technical/Specialist Roles Competencies

Overview: Technical and specialist roles in quarrying include geologists, laboratory technicians, engineers, environmental scientists, and other experts who focus on optimizing operations through advanced technical knowledge, data analysis, and process optimization.

Core Competencies:

As relevant to the area of specialty.

Relevant Unit Standards:

As relevant to the area of specialty.

Soft Skills:

Analytical Thinking

Innovation

Project Management

Bystander Culture Extractives Industry Framework

Bystander What?



What's the impact?

What happens in that moment creates a ripple effect



Loss of confidence
Loss of trust
Fear
Leave job
Leave industry

Leave life



Loss of worker
Loss of experience
Increased business cost
Negative workplace culture
Loss of Reputation
Blacklist for potential workers



Increase confidence
Build capability
Career Progression
Positive Influencer

Open, inclusive and supportive
team culture
Build team capability and experience
Build Reputation
Preferred Employer



Two Sides of the Same Coin



3 generations of 'Quarry Chick'



Generation 4

Two Sides of the Same Coin

To be honest, it was funny to me for the first couple days. Then it never stopped, and more and more of it got directed at me. I kept doing my thing and making money, but damn people can be annoying.

**Don't ever let them see you upset.
If you break they'll just use it against you.**

*I'm over the practical jokes. They mess with my gear and the plant I run. I'll be off clearing a blockage and someone will move my loader and leave it idling somewhere random. They think it's funny but all it does is p*** me off and makes the boss think I'm lazy.*

**They look after you. But there are definitely creeps.
Helps to have thick skin and some decent friends**

I find it hard that because my English is not good, no one talks to me when we have breaks. There is one who sometimes talks to me but then the group always laugh afterwards. They don't know that I understand English well and know they are laughing at me. I laugh too because that's just what I do.

*Yeah they say some really feral s***. I tell them to stop, but have to do it in a way that sounds like I'm joking with them. If I get grumpy or yell or storm out it will make things 1,000 times worse. Luckily one of the apprentices gets it and makes sure I'm okay when the break is over.*

**When I said something, I got told “You’ll be fine,
just don’t be so emotional and smile more”**

Who knew eating bananas could stir up that much conversation.

“I’ve Had a Good Experience – But That’s Not Everyone’s Story”

Would you know you had a problem?

Other ways to tell we may have an issue ...

Higher turnover rates among women, youth and other minority team members

No tracking around recruitment, promotions, pay fairness, complaints

Members of the work team isolating themselves from the group

Changes in the behaviour of individuals eg decreased interaction

Increased absenteeism

Concerns aren't raised—or are brushed off as jokes or harmless banter

Feedback and suggestions are resisted or dismissed

Who's responsibility is it?

Creating a safe, respectful workplace is everyone's job — leaders, staff, contractors, and crews alike.

When we all play our part, we build stronger, more supportive teams.
If we see or hear something that isn't right, we have a chance to step in
and make a difference.

That's what being an **active bystander** is all about.



What can we do?



Make a conscious decision to
Listen, Watch, Take Notice and Learn.



What can we do?



ACT

YOUR ACTIONS SET THE TONE.



Friend



Leader



Being an active bystander doesn't mean putting yourself at risk or starting a confrontation. It's about choosing safe, effective ways to show that harmful behaviour isn't welcome on our sites.

What the Fit-for-Future team are working on...

Industry tools and resources we are working on include:

- Could we have a problem? Checklist
- Bystander Action Guide for Leaders and Work Teams
- Language Guide
- Posters
- Quick reference cards
- Where to get support/help
- ***Your suggestion here***

Courses

Extractives Leadership: Emotional Intelligence
Extractives Leadership: Adaptive Leadership
Extractives Leadership: Inclusive Practice
Extractives Leadership: Foresight and Strategic Thinking
Extractives Leadership: Ethical Practice

Designed to prepare managers and leaders for the probable future in the extractives industry



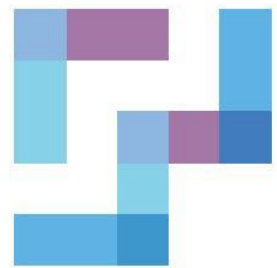
Extractive Industry problem solving designed content and assessment



Micro credential to the New Zealand Diploma in Business (Level 5) – leadership strand



CPD standalone



INSPIRING FUTURES

FOUNDATION

Keen to get involved?

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