Project Report Project 1.4

Understanding local readiness for closure – initiating a multi-stakeholder participatory approach

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Executive Summary

This report presents the research findings from the project: **Understanding local readiness for closure – initiating a multi-stakeholder participatory approach**. The project piloted the Town Transition Tool (TTT) at Rosebery, a small mining town on the west coast of Tasmania. Rosebery Mine, owned by MMG, produces zinc, copper, lead and gold.

The TTT is a diagnostic instrument developed by the Centre for Social Responsibility in Mining (CSRM) at the University of Queensland's Sustainable Minerals Institute to support an integrated approach to mine closure planning. It is structured around two workshops; the first is held with company representatives (the internal workshop) followed by a multi-stakeholder workshop involving representatives from the mining company, state and local government, and community organisations (external workshop). The workshops enable participants to share knowledge and data about the town or local community, and identify the gaps in knowledge that need to be addressed to support closure planning.

The primary aim of this research is to document and analyse the implementation of the TTT, including identification of its strengths and opportunities for improvement. The tool will be updated to reflect the research findings. A secondary aim is to assess the TTT's potential for application at regional scale.

A multi-method qualitative research design was adopted for the project, which was undertaken in four stages: workshop planning, internal workshop, external workshop and post-workshop meeting. Data was generated through candid, semi-structured interactive observation; short qualitative surveys; and in-depth, semi-structured interviews.

The research showed that the TTT's structured approach provides a good starting point for dialogue, enables a shared understanding of the current state and helps to address the sense of paralysis that can occur when stakeholders seek to tackle the complexity of the post-mining transition. Feedback from community participants about the external workshop was overwhelmingly positive. The strengths most frequently discussed by research participants were the compilation of qualitative and quantitative data and identification of gaps in the data; the opportunity for stakeholders to gather together to share their perspectives about mine closure and a post-mining future; and the benefit of having the workshops led by professional facilitators who are independent and able to ensure all participants are heard.

While the TTT has a number of strengths, the research identified key weaknesses that need to be addressed. These include the length of the workshop and the day and time held, and issues with the TTT questions, primarily ambiguity, duplication and applicability to context. Most of the TTT improvements suggested by research participants centre on the need to amend the workshop questions.

The research highlights the importance of effective and timely stakeholder engagement around mine closure planning: trust that the engagement will be meaningful and ongoing; the need for the facilitators to take into account the composition of the mine closure team seeking to host the TTT workshops and the implication that a lack of access to social performance/ community relations practitioners may have on the external workshop; and the mine closure team's recognition that it is responsible for stakeholder engagement.

The research also found that having a series of questions based on the five capitals framework has potential for assessing regional readiness for mine closure. The TTT, however, was developed specifically as an instrument for exploring the town (local) environment and its questions are not directly applicable to the regional context. Further research into applying the concept at regional scale is warranted.

Key words: *Mine closure planning, multi-stakeholder participatory approach, stakeholder engagement, social aspects of mine closure*

1. Introduction

By their very nature, mines have a finite lifespan. When the mineral resource is depleted or it becomes uneconomic to extract, the mine will cease operations and close. Over the past decade or so, greater attention has been given to the way mining companies plan for and undertake mine closure activities and monitor outcomes. Closure is now considered part of a mine's core business. The traditional focus on environmental aspects of closure is broadening into a more integrated approach that takes into account social and economic dimensions, and incorporates the knowledge and perspectives of diverse stakeholders.

The Town Transition Tool (TTT) is a diagnostic instrument that was developed to support a more integrated approach to mine closure planning. The TTT brings mining companies and stakeholders together at a local level to build a shared understanding of their dependency on the mine and of future opportunities. Based on the five capitals framework and run by experienced facilitators, the structured process enables participants to:

- share the knowledge and data that has been collected by the mining company and other stakeholders about the town or local community
- identify the gaps in knowledge that need to be addressed to support closure planning.

The TTT process is carried out in two stages: an 'internal' workshop followed by an 'external' workshop. The **internal workshop** comprises mining company representatives and/or government officials (depending on the town's current governance structure). The facilitators guide participants through a series of indicators which are presented as questions. Relevant contextual and explanatory information is captured live and projected so that it is visible to participants. A preliminary report that captures all the data recorded during the internal workshop is automatically generated after the workshop and shared with participants and with stakeholders who have agreed to take part in the external workshop.

The **external workshop** is a multi-stakeholder exercise involving key representatives (e.g. mining company, state and local government, and community organisations). It is held at least 3-4 weeks after the conclusion of the internal workshop to allow participants time to read the preliminary report and to prepare for the next workshop. The external workshop follows a similar format to the internal one. Its objectives are to:

- validate the current situation of the town as it was described by internal workshop participants
- assign values to the current situation
- address the key indicators for the future by answering the structured questions then attribute 'values' to the future opportunities.

A final report that captures all the workshop data is generated and shared with participants.

The TTT was developed in 2008 by the Centre for Social Responsibility in Mining (CSRM) at the University of Queensland's Sustainable Minerals Institute. It has been run in several mining towns and was 'refreshed' in 2018 for use internationally. The implementation of the TTT has not been documented, which has prevented its wider application, including at a regional scale.

This report presents the research findings and is structured as follows: methodology (Section 2), stakeholder experiences of the TTT (Section 3), conclusion and recommendations (Section 4), acknowledgements, (Section 5) and appendices, which contain changes required to the TTT questions, and also the survey and interview questions (Section 6).

2. Methodology

The primary aim of this research is to document and analyse the implementation of the TTT at a pilot site, including identification of the tool's strengths and opportunities for improvement. The tool will be updated to reflect the research findings. A secondary aim is to assess the TTT's potential for application at regional scale.

The pilot site is Rosebery, a small mining town located on the west coast of Tasmania. Rosebery Mine, owned by MMG, produces zinc, copper, lead and gold. The company is conceptualising mine closure plans. Hosting the TTT workshops was a first step in understanding the town's readiness for closure.

A multi-method qualitative research design was adopted for the project, which was undertaken in four stages as shown in Table 1.

Table 1: Data generation stages, methods and participants

DATA GENERATION STAGE	DATA GENERATION METHOD	PARTICIPANTS
1. Workshop planning • Online and face-to-face meetings • Observations commenced 17 May 2021	Observation	MMG closure team and workshop facilitators (n=7)
2. Internal workshop • 13-14 July 2021 (via Zoom)	Pre-workshop survey • Convenience sampling	MMG employees and workshop facilitators (n=6)
	Observation	MMG employees and workshop facilitators (n=19)
3. External workshop • 21 September 2021 (face-to-face)	Observation	Community representatives (Rosebery and West Coast Region), MMG employees and workshop facilitators (n=22)
	Post-workshop survey • Convenience sampling	Workshop participants (n=13)
4. Post-workshop meeting • Close-out meeting, evaluation and next steps • 22 September 2021	Observation	MMG closure team and workshop facilitators (n=6)
	Interviews • Purposive sampling • 22 September to 8 October 2021	Community representatives, MMG closure team and workshop facilitators (n=10)

Figure 1: External workshop participants discuss Rosebery's current state

Three data generation methods were employed during the project. First, candid, semi-structured interactive observation was used during the workshop planning (online and face-to-face meetings), the internal and external workshops, and the post-workshop close-out meeting. All participants were aware that a researcher was documenting proceedings as they had been provided with a project information sheet prior to the research and had signed the accompanying consent form. The intent of the observation was to document what happens in the mine closure readiness workshops (the preparation process and execution) and identify any gaps between CSRM's aspirations for TTT and what occurs in practice. To avoid repetition, the observation data is integrated into the conclusions and recommendations section rather than being presented as a standalone section.

Second, short online qualitative surveys were administered prior to the internal workshop to capture the facilitators' and MMG participants' expectations of the workshop process and outcomes. A short qualitative survey was also administered following the external workshop to capture high-level feedback from participants about their experience of the TTT while it was fresh in their minds. The survey was deliberately short to enable it to be completed at the conclusion of the workshop before delegates left. All but one of them completed the survey. One delegate was only able to participate in the morning session, so was not present when the survey was administered. Participants were given a hard copy survey that was later inputted into SurveyMonkey. The data was exported into Excel and the file later imported into NVivo.

Third, in-depth, semi-structured interviews were conducted with 10 participants, representing the community, MMG closure team and workshop facilitators. Purposive sampling was used to ensure an even distribution of participants across the three groups. The sample was people who checked the consent form box indicating their willingness to participate in a follow-up interview. The aim of the interviews was to build on the survey findings by probing for richer data. The interviews ranged from 30 to 60 minutes' duration. They were conducted at times mutually agreed between participants and the researcher. Four interviews were conducted face-to-face the day after the external workshop. Three interviews were later conducted by videoconference (Zoom) and three by phone.

Thematic analysis, descriptive statistics and comparative analysis were used to assess the data generated from the research. NVivo 12 was used to help organise and categorise the data, which comprised interview transcripts (Word), survey responses (Excel) and basic demographic information (inputted directly into NVivo). Based on the interview questions, a preliminary thematic framework was developed and used for the first round of coding. Further codes (themes) were developed inductively from the data. The codes were consolidated into 'meta' codes (high-level categories) and the remaining codes categorised according to the meta codes. The meta codes are presented in Table 2 and an example of parent nodes (subcategories) is provided.

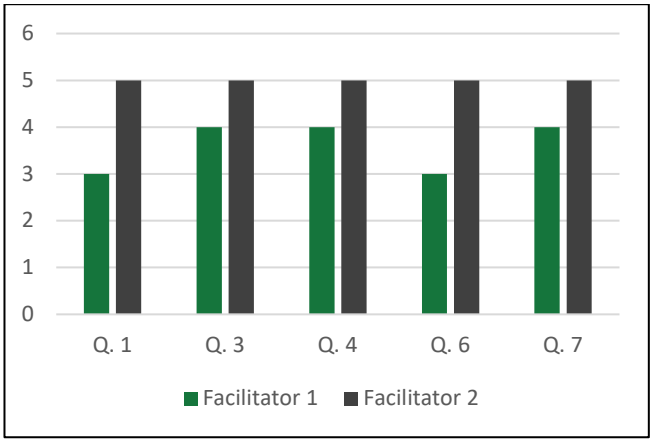
Table 2: Coding framework (meta codes and an example of subcategories for the meta code Town Transition Tool)

META CODES (HIGH-LEVEL CATEGORIES)	SUBCATEGORIES FOR TTT META CODE
• Town Transition Tool (TTT) • Community factors • Identity • MMG factors • Quotes • Valence (sentiments)	• Challenges • External workshop • Facilitation • Improvements • Internal workshop • Logistics • Regional scale • Strengths • TTT process • UQ performance • Weaknesses • Workshop expectations • Workshop objectives • Workshop participants • Workshop planning

This project meets the requirements of the National Statement on Ethical Conduct in Human Research and received human research ethics approval from the University of Queensland's EAIT LNR Ethics Committee in July 2021. The research ethics ID number is: 2021/HE001466.

3. Stakeholder experiences of the TTT

3.1 Pre-workshop surveys (internal workshop)



Q.1: On a scale of 1-5 (5 being the most useful), how useful do you think the internal workshop would be in assisting with MMG's mine closure planning?
Q.3: On a scale of 1-5, how likely do you think the internal workshop would be in achieving its objectives?
Q.4: On a scale of 1-5, how useful do you think the external workshop would be in assisting with MMG's mine closure planning?
Q.6: On a scale of 1-5, how likely do you think the external workshop would be in achieving its objectives?
Q.7: On a scale of 1-5, how likely do you think the external workshop would be in assisting with MMG's mine closure planning?

Figure 2: Pre-workshop survey (closed questions) – facilitators.

Figure 2 presents the results from the closed survey questions administered to the workshop facilitators. As Figure 2 indicates, Facilitator 2 had high expectations for the TTT in assisting MMG with its mine closure planning and meeting the internal and external workshop objectives, which were: (1) to build a shared understanding and knowledge base of the current issues and challenges facing Rosebery in planning for the future, (2) to document discussions, and (3) to generate a preliminary current situation report for validation

at the external workshop. Facilitator 1 was more conservative than Facilitator 2, selecting 3 out of 5 for questions 1 and 2, and 4 out of 5 for questions 3, 4 and 7.

Table 3: Pre-workshop survey results (closed questions) for MMG participants[1]

	MMG 1	MMG 2	MMG 3	MMG 4
Q.1: Are you familiar with CSRM and the work that it does? [Yes/No]	Yes	Yes	Yes	No
Q.2: Did you receive sufficient communication materials (emails, phone calls etc) to understand the purpose of the workshop and to help you prepare for it? [Yes/No]	Yes	Yes	Yes	Yes
Q.4: Are you aware of the workshop objectives? [Yes/No]	Yes	Yes	Yes	Yes
Q.6: On a scale of 1-5 (5 being the most useful) how useful do you think a workshop of this type would be in assisting with MMG's mine closure planning for Rosebery?	4	5	5	4
Q.7: There are 3 objectives for the internal workshop: (1) to build a shared understanding and knowledge base of the current issues and challenges facing Rosebery in planning for the future; (2) to document discussions; (3) to generate a preliminary current situation report for validation at the external workshop. On a scale of 1-5 (5 being the most confident), how confident are you that these objectives will be achieved?	4	5	4	4

Key: MMG 1 = MMG participant #1; Q.1 = Question 1

A second survey was administered to MMG internal workshop participants ahead of the internal workshop. Four of the 17 workshop participants completed the survey. They were optimistic about the value the TTT process would contribute to the company's mine closure planning. Half of them expected the workshop to be very useful, selecting a ranking of 5, while the others selected the next highest ranking of 4. Three participants said it was likely that the workshop would achieve its objectives, selecting a ranking of 4; the other participant selected a ranking of 5. Responses to questions 2 and 4 indicate that participants were satisfied with the communication that was provided about the workshop. Most survey participants were familiar with CSRM and the work that it does.

[1] Data from the open-ended questions (all surveys) were coded in NVivo and analysed separately from the closed questions.

3.2 Post-workshop surveys (external workshop)

Table 4: Post-workshop survey results (closed questions) for community participants

	COM 1	COM 2	COM 3	COM 4	COM 5	COM 6	COM 7	COM 8	COM 9	COM 10	COM 11	COM 12	COM 13
Q.1	5	5	4	5	5	4	4	4	4	5	5	4	5
Q.2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Q.3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Q.5	Yes	Yes	Yes	Yes	Yes	Yes	To some degree	Yes	Yes	Yes	Yes	Yes	Yes
Q.6	Yes	To some degree	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	To some degree	Yes
Q.7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Key: COM1 = Community participant #1; Q.1 = Question 1

Table 5: Post-workshop survey questions (closed)

Q.1	On a scale of 1-5 (5 being positive and 1 being negative), how would you rank your experience?
Q.2	Did you get a chance to voice your opinions?
Q.3	Were your opinions heard?
Q.5	Did the workshop help you and your fellow participants come to a shared understanding of the issues facing Rosebery in terms of planning for the future, e.g. current situation, opportunities and challenges ahead?
Q.6	Did you find the workshop a constructive method to start a process for future decision-making?
Q.7	Did the workshop document the process and outcomes in a form that can be used for multi-stakeholder planning?

Table 4 presents the results from the post-workshop survey while Table 5 describes the survey questions. In ranking their experience of the external workshop, 54% of participants selected the highest rating of 5, while 46% of participants selected the next highest rating of 4. All participants agreed that they had had the chance to voice their opinions during the workshop and that their opinions were heard. Most participants (92%) felt that the workshop had helped them and their fellow participants to come to a shared understanding of the issues facing Rosebery in terms of planning for the future while 8% (1 participant) considered that it had to some degree. Most participants (85%) found the workshop to be a constructive method for starting a process for future decision-making while 15% considered that it was to some degree. All participants agreed that the workshop had documented the TTT process and outcomes in a form that could be used for multi-stakeholder planning.

Results from the open-ended questions were also positive. Eleven participants completed the question on TTT strengths. The responses were: “hearing diverse opinions”, “collective discussion”, “positive interations”, “all of them”, “brainstorming, group discussions”, “prepared to work through subjects and will to take on board more information”, “facilitators, communicators”, “input from others and mine reps”, “everyone contributing, good facilitators”, “information will be useful

for council" and "I think most of it worked as people had a chance to have input on all aspects and be listened to". Two participants noted weaknesses: "length of the workshop" and "paperwork order". Five participants suggested improvements to the workshop: "if money were no object, done electronically – say with tablets", "wording a bit confusing", "shorter sessions, one-on-one, to supplement the long workshop", "a warmer venue" and "warmer building".

Feedback from community participants about the external workshop was overwhelmingly positive. Observational and interview data temper these results. The workshop was the first face-to-face engagement MMG had had with the community for some time. As the comments about TTT strengths indicate, participants appreciated the opportunity to learn about MMG's closure plans, to share their views and start to envision a post-mining future. Some of the positivity also related to the good will accrued from MMG's past stakeholder engagement. For this good will to endure, MMG will need to continue to engage with the community on mine closure and integrate community perspectives into its closure planning.

3.3 Interviews

3.3.1 Strengths, weaknesses and suggested improvements

Table 6 presents the TTT strengths, weaknesses and improvements identified from the interview and survey data. The themes in each column have been sorted in descending order. Bold text indicates the most frequently discussed themes.

Table 6: TTT strengths, weaknesses and suggested improvements

STRENGTHS	WEAKNESSES	IMPROVEMENTS
• **Data**	• **Workshop timing**	• **Workshop timing**
• **Group discussion**	• **Questions**	• Resources format
• **Professional facilitators**	• Internal report	• MMG preparation
• Structure	• Regimented	• Participants
• Transparency		• Questions (rationalise)
• Comprehensive		• Digital tools
		• Tool's frontend
		• Questions (customise)

Strengths

Participants said that the TTT provided a comprehensive, structured and transparent approach to mine closure discussions among a group of diverse stakeholders. Led by professional facilitators, the TTT enabled preliminary socioeconomic data to be captured and data gaps to be identified. Participants found the formal structure around the five capitals framework to be helpful in orienting discussion. Table 7 presents comments from research participants in relation to the TTT strengths they identified.

Table 7: TTT strengths and supporting statements from research participants

STRENGTHS	SUPPORTING STATEMENTS
Structure – a series of questions organised around the five capitals	• "It provides a structured process to embark on discussions around a topic that has many aspects and is complex" *– workshop facilitator* • "The structured questions were really helpful to prompt us to think about things that we hadn't previously thought about" *– MMG particpant*
Comprehensive – Extensive topics covered	• "It enables the participants to consider issues in a range of categories, not just the issues they are familiar with. It brings the company together to have a dialogue with external stakeholders" *– workshop facilitator*

STRENGTHS	SUPPORTING STATEMENTS
Transparent – Participants' comments are captured live and projected on a large screen so that they can be seen	• "Having the data captured live for everyone to see […] is very powerful and people are able to see that their comments were being captured" – *MMG participant*
Group discussion – Opportunity for different stakeholders to share perspectives	• "That involvement by everyone participating, hearing, being able to work through some things […], not so much a mindset of our own, but listening to other aspects, other conversations …" – *MMG participant* • "The strengths were that you had a variety of people from the town participating. That was the main thing because we clearly didn't all agree on quite a number of things" – *community participant* • "The really important output is getting the conversation started and that they [MMG] need to use that and get the momentum going" – *workshop facilitator*
Data – Compilation of preliminary qualitative and quantitative data, including social aspects of mine closure, and identification of gaps	• "We've got a list now of 10 to 20 areas that we don't know about, but we know we need to know about. So we'll go and either obtain that data or go and develop it ourselves if it doesn't exist currently. That's useful in the context of our broader stakeholder engagement plan" – *MMG participant* • "We had lots of useful insights from the stakeholders there" – *MMG participant* • "In terms of the raw data, if the company were wanting it straight away and to act on it, they could certainly have the raw data immediately because it's captured pretty much verbatim for each topic" – *workshop facilitator* • "We came to the conclusion that there is definitely more data that needs to be collected for sure in the scheme of things" – *community participant*
Professional facilitators – Beneficial to have professional facilitators who are independent and able to ensure all participants are heard	• "Having professional facilitators involved, having two resources, was very valuable. I think that that is quite an effective approach" – *MMG participant* • "I thought you were a very good mob of facilitators. I'm not going to pat you on the back, but I thought it worked really well. I do lots of this sort of stuff in other realms, but I just found the [workshop] really buoyant. Nice to have people with some knowledge of the mining environment and didn't speak down to the people. I thought it went really well. I really did" – *community participant* • "I think that the facilitators came across as being very approachable and kept us on track, which we needed to do, but also had some humour in it. I think that they did a great job" – *MMG participant*

Weaknesses

The primary weaknesses participants identified with the TTT related to the timing of the workshop and issues associated with the workshop questions. The internal workshop was intended to be conducted over a full day and the external workshop was designed to be run over two full days. The MMG closure team recognised the difficulty in taking operational staff offline for an extended period, so the online internal workshop was reconfigured to be conducted over two half-days during business hours. Due to COVID restrictions, it was conducted online. On the day of the external workshop, the facilitators were requested to cut it from two days to one day because workshop participants were unwilling and/or unable to attend for two full days. The workshop was held during business hours. Research participants commented on the length of the workshop and that holding it during business hours prevented a number of key stakeholder groups from attending.

Participants noted that some of the workshop questions were repetitive and others were ambiguous. Participants questioned the applicability of some of the questions to the Rosebery context. They said the facilitation team should have adapted the generic questions so that they were more applicable; for example, in relation to local and Indigenous populations.

Other weaknesses were the look and feel of the TTT projected on the screen, the format of the internal report and how it was used in the external workshop, and the regimented nature of the TTT process. In the external workshop, participants were given a hard copy of the internal report. The internal report was referred to during the workshop and some participants found it difficult to keep track of where the discussion was up to in relation to the report. Table 8 presents comments from the research participants in relation to the TTT weaknesses they identified.

Table 8: TTT weaknesses and supporting statements from research participants

WEAKNESSES	SUPPORTING STATEMENTS
Workshop timing – Length of workshop, day and time held	• "A workshop held during the day is challenging for people to attend and over two days is even more challenging" – workshop facilitator • "A lot of people were hesitant about spending two full days. Some people just couldn't. Energy levels dropped a little bit, but it was good to get a lot done in a day" – *MMG participant*
Questions – Ambiguity, duplication, applicability to context	• "Some of the questions were kind of similar in that they're trying to capture different indicators of reliance on the same topic area. […] I would think, well what's the strongest indicator here of dependence and maybe relying on that and then moving on" – *workshop facilitator* • "There's a bit of ambiguity; a couple of questions […] that were a little bit grey and there were some qualifying words that could also be removed or expanded on to make that a bit more clear cut" – *MMG participant* • "Overall, I thought that there still needs a bit of work done on the questions [….] particularly around things like local/Indigenous and whether we're talking about the town or the region – some of those areas of confusion" – *MMG participant*
Resources format – The look of the TTT on the screen, the software, the report printouts	• "The reading materials were perhaps a bit difficult to read" – MMG participant • "It was just very confusing for me and I'm not sure how many others. Just that jumping around. […] Where are we? What page are we? Even though they had it up there [projected on the screen], keeping up with that long paper" – *MMG participant*
Regimented – The TTT rigidly follows a sequence of questions	• "Some people did feel a bit tedious going line by line, question, question, question, questions, question" – MMG participant • "The process itself is intrinsically heavy and intrinsically rather boring, so we needed all that facilitation skill that she [the primary workshop facilitator] could bring to it to actually make it work" – *workshop facilitator*

Improvements

Participants' discussions of improvements to the TTT centred on eight key themes: workshop timing, resources format, MMG's preparation for the workshops, the diversity of workshop participants and the invitation process, rationalising the questions, the use of digital tools, a more formal documentation of what companies need to know in assessing their readiness for the TTT (the frontend of the TTT), and the need to customise some questions to suit the town context. Table 9 presents comments from the research participants in relation to their suggestions for improvements to the TTT.

Table 9: Research participants' suggested improvements to the TTT

IMPROVEMENTS	SUPPORTING STATEMENTS
Workshop timing – Length of workshop, day and time held	• "I would have thought trying to do it in one evening" – *community participant* • "I think the tool could be shortened" – *workshop facilitator* • "I would streamline it" – *workshop facilitator* • "I wonder if you could do it [as] two evening workshops. If you cut down the questions then you could essentially break that day into two sessions" – *workshop facilitator* • "If you do two four-hour sessions, you'll probably find you'll get more of a response" – *MMG participant*
Resources format – The look of the TTT on the screen, the software, the report printouts	• "Try and present the material so that you're able to differentiate between different sections. There needs to be a bit more work on the formatting and maybe also on the big screen and running this spreadsheet. All the iconography and the typeset was all the same with each of the capitals. That could have been differentiated somehow" – *MMG participant* • "What about a schematic that visually showed how things work together?" – *MMG participant*
MMG preparation – The closure team's preparation in the lead-up to the workshops	• "We just didn't invest the time in doing that stakeholder audit up front to make sure we had a good cross-section of the community. Imagine if we had put more time into it how many different views we would have got? How much more value we would have got out of it, if we had invested that time" – *MMG participant* • "The only thing I would probably change is the way the invites went out. We kind of locked a lot of people out that may have wanted to go but didn't know what was going on" – *MMG participant* • "How many one-on-one discussions did [the project lead] have with people before the internal workshop? I think that's crucial that the internal dialogue needs to happen before people come, and they need to have a bit of an idea of what the tool is and why it's been designed the way it has. They're all time poor, so this is why it's important for you to give up this amount of your time. And again, make sure it's the right people in the room [….] what we're trying to achieve is for you to understand all the dimensions of closure, not just the things that are relevant to you" – *workshop facilitator*
Participants – Diversity of participants and invitation process	• "Stakeholders. That's the only failure that I see. I mean ok, you included the school principal. You included a few other people and I believe some people didn't turn up as well. That would be the follow-up – encouraging these people to come and join, like the Lion's Club and SES [….] I mean, it's a very small community. What stage will it be open to all residents, rather than just the stakeholders?" – *community participant* • "There are voices that remain gagged: the disadvantaged, the unemployed, those on welfare; that whole group has been missed in this engagement and we need to think about how we would engage them. [….] Young people as well, they're missing and the workers, young mothers" – *MMG participant*

IMPROVEMENTS	SUPPORTING STATEMENTS
Questions (rationalise) – Rationalise questions, eliminate duplication	• "One of the things we have to think about is how the tool could be refined or improved [….] Let's try and adjust it so that we don't have any more than 10 questions per section, for example, but making sure that those questions capture the key things that enable the discussion because, at the end of the day, it's not the answer per se that's important, it's the discussion that happens around it" – *workshop facilitator* • "Some of the questions were kind of similar in that they're trying to capture different indicators of reliance on the same topic area. […] I would think there's some prework that might identify what's the strongest indicator and what's the most important to the community" – *workshop facilitator*
Digital tools – Incorporating digital tools into the TTT workshops	• "That's another way you could add some interest for people is having a gadget, having some technology, making the voting more anonymous, so those voices that may be a bit shy [….] could make their voices heard" – *MMG participant*
Tool's frontend – What companies need to know and have in place before optimal running of TTT	• "Locating the Towns Tool in a wider closure planning and implementation approach for companies" – *workshop facilitator* • "You could have at the frontend [….] an evaluation framework that helps you think about the indicators of success and, if we're monitoring and evaluating the whole process, where does the Towns Tool sit?" – *workshop facilitator* • "For me it seems pretty obvious that you've either got to have a social performance or community relations professional in your closure team or they need good access to a person or persons from site who have those skills" – *workshop facilitator*
Questions (customise) – Customise questions to the context in which the TTT is being run	• "I think it needs to be understood as maybe part of the question is before we have the [workshop], it's understood whether there is that activity and the relevance of it" – *MMG participant*

Summary

In their interviews, participants talked about six TTT strengths and four weaknesses. Their suggestions for improvements spanned eight categories. The most frequently discussed strengths were the compilation of qualitative and quantitative data and identification of gaps in the data; the opportunity for stakeholders to gather together to share their perspectives about mine closure and a post-mining future; and the benefit of having the workshops led by professional facilitators who are independent and able to ensure all participants are heard. The most commonly discussed weaknesses were the length of the workshop and the day and time held, and issues with the TTT questions, primarily ambiguity, duplication and applicability to context. Most of the discussion around TTT improvements centred on the need to amend the workshop questions to address the weaknesses identified.

3.3.2 Predominant themes

The previous subsection presented the TTT's strengths and weaknesses identified by research participants and their suggestions for improvements to the tool, which is the focus of the research. Community participants only accounted for 12% of the supporting statements in that subsection. One explanation for that is the semi-structured nature of the interviews enabled participants to discuss other mine closure topics of interest to them as well as responding to questions about the TTT's strengths, weaknesses and improvements required. This subsection captures the predominant themes discussed by research participants, categorised according to group; that is, community, MMG or workshop facilitators. Table 10 summarises this data. The cells are colour-coded to illustrate the high-level categories (meta codes) and

subcategories associated with the themes. The themes in each column have been sorted in descending order.

Table 10: Predominant themes discussed by interview participants according to group

COMMUNITY	MMG	FACILITATORS
Future opportunities	TTT process	Challenges
Trust	Facilitation	Data
Community investment	Workshop planning	Facilitation
Importance of participatory processes	Stakeholder engagement	Group discussion
Challenges	UQ performance	Stakeholder engagement
How participatory processes are undertaken	Environmental Science v Social Science perspectives	Workshop planning
Dependence	Resources format	Tool frontend
'West Coaster'	Data	Workshop participants
	Group discussion	TTT process
	Structure	Dependence
	Day and time workshop	
	West Coaster	
	Workshop participants	
	Workshop invitations	

Key

COLOUR	HIGH-LEVEL CATEGORY	SUBCATEGORY
	Town Transition Tool	N/A
	Town Transition Tool	Strengths
	Town Transition Tool	Suggested improvements
	MMG	Capacity or performance
	Community	N/A
	Community	Participatory processes
	Identity	

Predominant themes for community participants

The themes of most interest to community participants relate to Rosebery's post-mining future (dependence, future opportunities, community investment) and their role in driving that future (importance of participatory process, challenges associated with participatory processes, how participatory processes are undertaken, trust). Two themes will be explored here: trust and identity. Participants' discussions touched on three dimensions of trust: transparency, that the process of engagement would be ongoing, and that community perspectives would be integrated into MMG's mine closure planning. One participant discussed the importance of openness and transparency in allaying the community's fears about mine closure and the post-mining transition. Another participant asked whether MMG would take community concerns on board or would the concerns be "tossed aside?" Other participants stressed the importance of ongoing engagement: "Just make sure the same people come back and engage. I think continuity is very important" and "the undertaking, at least inferred from the day, was that there would be an ongoing process".

Participants emphasised that community representatives were keen to engage with MMG on mine closure planning on an ongoing basis.

Identity was a theme raised by both community and MMG participants. The primary identity discussed was that of 'West Coaster', which refers to people who come from the west coast of Tasmania. "We pride ourselves on being born and bred West Coaster [and] tend to give 'newcomers' a hard time if they say they are a West Coaster," one West Coaster said. "If you're not born here, it will take many years for you to be a true-blue West Coaster, then it's only a maybe. A lot of families go way back, some linked to the building of the West Coast. Those that leave the West Coast always call it home and they often return to live."

The character traits associated with being a West Coaster include: openness, frankness, resilience ("our spirits take a lot to be broken as we tend to pick ourselves [up], dust ourselves off and keep going", passionate about their towns, friendly, generous ("will give you the shirt off their back"), love local sport including friendly rivalry between the towns and "enjoy a good drink or two". One community participant described himself as "a passionate West Coaster" and linked that identity to being heavily involved in the sporting arena and his father having worked in the region's mines back in the early days. One research participant, a 'newcomer', described the West Coaster as being very reticent and anti-authority: "It seems to be a West Coast type to be extremely reluctant to talk with anyone and to distrust all authority," the participant said. Ongoing community engagement around mine closure planning will need to take into account the West Coaster and newcomer identitites and traits.

The other identity highlighted by one MMG research participant was that of the mine closure practitioner, a role distinct from the operations team. This practitioner found the internal TTT workshop useful for clarifying the role of mine closure among the operations team: "It was important from my perspective as a mine closure practitioner working in the company that it raises the profile of mine closure and the value of our project, and how socioeconomic issues and impacts are an important part of mine closure, not just the trees and seeds and weeds and moving dirt around, which would be the traditional view of some of those managers." The mine closure practitioner identity engenders pride but it also hints at some distance between the perspectives of operations and closure personnel.

Figure 3: Workshop facilitator engages with a community representative during the TTT external workshop.

Predominant themes for MMG participants

The themes most frequently discussed by MMG participants were the TTT process (resources format, data, group discussion, structure, workshop participants, TTT process) and their own performance (workshop planning, stakeholder engagement, day and time of workshop, workshop invitations). Two interrelated themes will be examined here: stakeholder engagement and environmental science versus social science, plus UQ performance. MMG's mine closure planning is underpinned by regulatory requirements to make the Rosebery Mine site safe, stable and non-polluting but there are no prescriptive requirements around stakeholder engagement other than it must occur. The company's internal standards and closure guidelines also require stakeholder engagement but do not stipulate the methods to be used, "so it's quite open for interpretation and rightfully so to adapt it to the local context," one MMG participant said.

The members of the mine closure team are primarily drawn from the environmental science discipline and, at the time of writing this report, there were no community relations/ social performance practitioners on the team. In the leadup to the external TTT workshop, it was not clear who would be undertaking the stakeholder engagement. CSRM had been engaged to run two TTT workshops. During the workshop planning meetings, the CSRM team kept reiterating the need to map the mine's stakeholders, rank their importance and, based on that data, get the workshop invitations out as soon as possible. The team provided criteria to assist with stakeholder mapping. Although MMG has a closure focussed stakeholder engagement plan, the closure team did not fully understand the significance of the advice that was being given. There was a disconnect that one MMG participant attributed to disciplinary boundaries:

> *"A lot of that is a function of our roles and responsibilities. So being an environmental professional, you tend to focus on the technical things and the social thing is something you just have to put up with. Although I do enjoy it, it's not what I was placed here to do. [….] I thought we're going to get consultants in to do that [stakeholder engagement], do the legwork, but I can see now that no-one else could have done it but me" – MMG participant.*

Having reflected on the rollout of the TTT process, the MMG participant further acknowledged the importance of stakeholder engagement:

> *"It's important to have a stakeholder audit before you start and understand your stakeholders – who you are targeting. I can see what they [CSRM team members] were saying now, with hindsight, after running the workshop and seeing the difficulties that we encountered. So that would be a learning for me, that the temptation is to try and progress quickly and try and achieve your goals, but you really need to invest in the relationships with the attendees upfront before you even invite them" – MMG participant.*

UQ performance was a question in the interview protocol. It related to the performance of the facilitators in workshop planning, the facilitation of the workshops and associated communication. Most participant responses to this question were positive; for example: "I think you did a very good job in planning and execution. [The primary facilitator] did a great job in facilitation" – MMG participant. There was some discussion around the need for the CSRM team to better inform the closure team about the importance of pre-workshop stakeholder engagement and the implications poor stakeholder engagement could have on the external workshop. One MMG participant suggested that the team could have been more forceful in sharing its experience, particularly given the closure team's disciplinary expertise (largely environmental science/engineering rather than social science).

Predominant themes for workshop facilitators

The themes most frequently discussed by the workshop facilitators were the TTT process (data, group discussion, workshop participants, TTT process, tool frontend) and their role (challenges, facilitation, workshop planning). Two themes will be explored here: trust and tool frontend. Workshop facilitators discussed the importance of transparency in developing trust and their observations about the community's trust in MMG and the mine closure team. One facilitator acknowledged the uncertainty associated with mine closure:

> *"Being upfront about the uncertainty and working through what information we do have, what information we need and spelling out that uncertainty and being upfront about it is a worthwhile exercise, and I think it engenders trust" – workshop facilitator*

Another facilitator noted the emergence of trust but emphasised the need for ongoing engagement:

> *"There was a sense of community starting to build between the external stakeholders who were there and between the company. So the beginnings of some trust, the beginnings of some understanding and the beginnings of some opportunities, were some of the more powerful things that came out [of the external workshop] other than just knowledge. I don't want to overstate that either. It was a first pass, right? Needs a lot of follow up" – workshop facilitator*

The discussion that emerged around tool frontend was in response to the disconnect that occurred between the CSRM team and the Rosebery Mine closure team around stakeholder engagement. How could CSRM provide better guidance to mine closure teams that may not have good access to community relations expertise ahead of the TTT workshops? Suggestions included locating the TTT within the mine closure planning process and including a process flowchart; specifying the workshop preconditions in a check box (i.e. the stakeholder engagement activities that need to have occurred before the TTT can be implemented); presenting key messages around the importance of social aspects of mine closure; and developing an assessment framework with a series of indicators of engagement success. The CSRM team could also share the TTT facilitator's guide (or a summary) with the closure team.

> *"I do think that for any workshop, any process like this to reach its full potential, there is a certain degree of preparation that's required, and this is clearly expressed in the Towns Tool facilitator guide. There's a process between the two workshops that involves clearly identifying the stakeholders that need to be invited to the external workshop and why, and that's very much based on the company's existing engagement with those stakeholders, and then the facilitators can give input just based on their experience" – workshop facilitator*

Summary

Most of the themes highlighted in this subsection are linked to the importance of effective and timely stakeholder engagement around mine closure planning: trust that the engagement will be meaningful and ongoing; the need for the CSRM team to take into account the composition of the mine closure team seeking to host the TTT workshops and the implication that a lack of access to experienced, internal social performance/ community relations practitioners may have on the external workshop; and the mine closure team's recognition that it is responsible for stakeholder engagement.

4. Conclusion and recommendations

This research has documented and analysed the implementation of the TTT at Rosebery, Tasmania. TTT strengths, weaknesses and improvements required were identified from candid, semi-structured interactive observation, short qualitative surveys and in-depth, semi-structured interviews. The research showed that the TTT's structured approach provides a starting point for dialogue, enables a shared understanding of the current state and helps to address the sense of paralysis that can occur when stakeholders seek to tackle the complexity of post-mining transition.

The TTT is most effective when rolled out once the mine has an established program of stakeholder engagement and potential participants are invited well in advance of the external workshop. The invitation process for internal workshop participants is equally important. An explanation is required for why participants need to understand all dimensions of closure, not just those relating to their disciplinary expertise. As an initial first-step, the TTT should be held before a visioning workshop or social impact assessment activities commence.

While the TTT has a number of strengths, the research has identified key weaknesses that need to be addressed, primarily in relation to the timing/ duration of the workshops and issues associated with the workshop questions. These are articulated in the following subsection.

The secondary aim of the research is to assess the TTT's application at regional scale. Having an instrument developed around a series of questions categorised according to the five capitals framework has potential as a regional assessment tool. The TTT, however, was developed specifically as an instrument for exploring the town (local) environment and its questions are not directly applicable to the regional scale. Further research is warranted in applying the concept for regional contexts. A regional post-mining readiness assessment tool with questions targeted at regional issues could be co-designed by regional stakeholders and a research team. The process of co-developing the questions would provide the collaboration and structure required to start a dialogue on planning for regional post-mining transition.

4.1 Recommendations

- Develop TTT readiness materials to enable organisations to assess whether they are ready to apply the TTT. These materials could include a process flowchart to situate the TTT within the broader mine closure planning context, workshop precondition checklist, key messages around the importance of social aspects of mine closure (for use in workshop invitations etc), guidance on when (day, time, duration) to host the workshops to be inclusive of stakeholder groups, and when and how to invite workshop participants.
- Modify the TTT structure for both the internal and external workshops so that the tool can be more easily applied across much shorter timeframes, such as half day (four-hour) sessions. This will require a reduction in the number of questions.
- Address ambiguity and duplication of TTT questions (see Section 6.1).
- Incorporate design elements into the TTT to differentiate sections on each capital and, thereby, enhance navigation.
- Incorporate a process flowchart figure at the front of the TTT reports to enhance navigation.
- Consider incorporating digital tools (e.g. for polling etc) in the workshops.
- Add a requirement in the facilitator's guide that a situation analysis be undertaken of the town/mine context to ensure all the TTT questions are applicable.
- Update the facilitator's guide to reflect these recommenations.

5. Acknowledgements

The authors would like to acknowledge:

- The Centre for Social Responsibility in Mining, Sustainable Minerals Institute, The University of Queensland
- The MMG Rosebery Closure Planning Team
- Town Transition Tool workshop participants
- Participants in the surveys and semi-structured in-depth interviews

6. Appendices

6.1 Changes required to TTT questions

Section	Question number	Amendment required
Economic capital – current situation	2.	This doesn't take into account FIFO/DIDO employees.
Economic capital – current situation	16.	Yes, no, maybe – may not be sufficient.
Economic capital – opportunity	26.	Confusion between local and Indigenous. Needs to be 2 questions.
Economic capital – opportunity	27.	Confusion between local and Indigenous. Needs to be 2 questions.
Human capital – current situation	4.	Confusion between local and Indigenous. Needs to be 2 questions.
Human capital – current situation	6.	Confusion between local and Indigenous. Needs to be 2 questions.
Human capital – current situation	7.	Confusion between local and Indigenous. Needs to be 2 questions.
Human capital – current situation	15.	Confusion between local and Indigenous. Needs to be 2 questions.
Human capital – opportunity	18.	Question 18 needs fixing.
Human capital – opportunity	19.	Confusion between local and Indigenous. Needs to be 2 questions.
Human capital – opportunity	20.	Confusion between local and Indigenous. Needs to be 2 questions.
Human capital – opportunity	25.	Confusion between local and Indigenous. Needs to be 2 questions.
Natural environment - opportunity	13.	Confusion between local and Indigenous. Needs to be 2 questions.
Natural environment - opportunity	15.	Confusion between local and Indigenous. Needs to be 2 questions.
Social capital – current situation	4.	A bit ambiguous. "The lights won't go out"
Social capital – current situation	5.	Where to put contractors?
Social capital – current situation	10.	Break out perception and facts.
Social capital – current situation	19.	Confusion between local and Indigenous. Needs to be 2 questions.
Social capital – current situation	22.	Question is ambiguous
Social capital – opportunity	23.	Confusion between local and Indigenous. Needs to be 2 questions.

6.2 Participant information sheet

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Understanding local readiness for closure – initiating a multi-stakeholder participatory approach

Participant information sheet

Thank you for your interest in participating in this research project (survey and possible interview). Please read the following information about the project, so that you can decide whether you would like to take part in this research. Please feel free to ask any questions you might have about our involvement in the project.

If you decide to participate, please keep in mind that your participation is voluntary. If you decide to take part and later change your mind, you are free to stop at any time, and you would not need to give an explanation for your decision to stop participating. If you choose to stop participating, your data will not be used in the research.

You have been given this participant information sheet to keep and a consent form to sign.

Who is the project team?

Dr Sandy Worden from the Centre for Social Responsibility in Mining (CSRM), part of The University of Queensland's Sustainable Minerals Institute, will undertake the research component of the project. The mine closure readiness workshop will be conducted by Pam Bourke and Sarah Mackenzie also from CSRM.

What is this research about?

By their very nature, mining towns are dependent on neighbouring mines for their survival and prosperity. Different points in a mine's lifecycle – mine closure in particular – call for decisions about the future of a mining town.

With this in mind, MMG has requested that The University of Queensland (UQ) facilitate a mine closure readiness workshop with Rosebery mine's local and regional stakeholders. It is the first step in the company's plans to engage with stakeholders around the future closure of the mine.

The workshop will be conducted using the university's own participatory, multi-criteria method called the Town Transition Tool (TTT) that guides the collation of local knowledge and identifies further data required about a town's socio-economic and governance characteristics.

In parallel to the workshop, a UQ researcher will document the workshop process and ask participants to complete a short survey at the conclusion of the workshop. Participants may also be invited to participate in an interview at a later date.

The research has two key objectives:

1. To understand how deployment of the TTT is used to help build a collective understanding of mine closure readiness among local and regional stakeholders.
2. To determine whether the TTT could be adapted from a single town focus for use at a regional scale.

How is the project being funded?

Implementation of the TTT process and this research project have been commissioned and funded by MMG through its membership of the Cooperative Research Centre on Transitions in Mining Economies.

Why have I been asked to participate in the research?

As a participant in MMG's mine closure readiness workshop at Rosebery, you will have experienced the TTT process firsthand. Your insights into its strengths and opportunities for improvement will be valuable for enhancing the process.

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What will I need to do and how long will it take?

Dr Worden will be documenting the implementation of the TTT process to understand how it brings participants to a shared understanding of Rosebery's current situation, opportunities and challenges. She will not be noting specific comments but will be assessing how the tool guides participants through some key mine closure planning questions.

At the conclusion of the workshop, you will be asked to complete a short survey. It will take no longer than 15 minutes to complete.

You may also be invited to provide more in-depth feedback to Dr Worden via an interview at a later date.

Can I be identified as a result of participating in this project?

Your name will be known by the project team and other participants, but it will not be identified in any information that emerges from this work. Your personal information will not be shared with anyone external to the project.

What will happen to the information I provide?

The information you provide will help team members to gauge the effectiveness of the TTT process in building a collective understanding among stakeholder groups about Rosebery's current level of dependency on mining and its future options. This is a first step in public engagement on the topic of mine closure.

Research findings will be integrated into a case study report which will be submitted to the project collaborators. In addition, data may be used in publications (such as journal articles), conference presentations and future projects. You will not be identified in any outputs from this work.

Collected data will be stored on a secure, confidential and password-protected University of Queensland site.

If you would like a copy of the case study report, please check the relevant box on the consent form.

How will participants benefit from this research project?

You will not directly benefit from participating in the research. However, your feedback will help to improve the TTT process so that it can be used by other mining companies wanting to adopt a participatory approach to mine closure planning.

For further information, please contact:

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The research ethics ID number is: 2021/HE001466

6.3 Internal workshop survey – facilitator

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Facilitator survey

This survey is about your expectations for the Town Transition Tool in assisting mining companies to adopt a participatory approach to closure planning and for assessing the readiness of towns for mine closure.

1. On a scale of 1-5 (5 being the most useful), how useful do you think the **internal** workshop would be in assisting with MMG's mine closure planning?

   Comment on your ranking.

2. Ideally, who should participate in the internal workshop and how many participants would you recommend?

3. The objectives for the internal workshop are to:
   a. build a shared understanding and knowledge base of the current issues and challenges facing Rosebery
   b. document discussions
   c. generate a preliminary 'current' situation report for validation at the external workshop.

   On a scale of 1-5 (5 being the most likely), how likely do you think the **internal** workshop would be in achieving its objectives?

   Comment on your ranking.

4. On a scale of 1-5 (5 being the most useful), how useful do you think the **external** workshop would be in assisting with MMG's mine closure planning?

   Comment on your ranking.

5. Ideally, who should participate in the external workshop and how many participants would you recommend?

1

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6. The objectives for the external workshop are to:
   a. advance shared understanding of the issues confronting mining towns when planning for the future
   b. provide a framework for future decision-making – current situation, opportunities and challenges ahead
   c. document the process and outcomes in a form that can be used as a basis on which to begin a multi-stakeholder planning process and for periodic repetition.

   On a scale of 1-5 (5 being the most likely), how likely do you think the **external** workshop would be in achieving its objectives?

7. On a scale of 1-5 (5 being the most likely), how likely do you think the external workshop would be in assisting with MMG's mine closure planning?

   Comment on your ranking.

8. What challenges do you expect to face in facilitating the workshops?

9. In preparing for the Rosebery workshops, have you identified any potential strengths of the Town Transition Tool? Briefly outline them in the comment box below.

10. In preparing for the Rosebery workshops, have you identified any potential weaknesses/ opportunities for improvement for the Town Transition Tool? Briefly outline them in the comment box below.

11. Provide any additional comments here.

6.4 Internal workshop survey - MMG

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Internal workshop survey

This survey is about your expectations for, and participation in, the Rosebery mine closure readiness workshop being facilitated by The University of Queensland for MMG staff (the internal workshop).

1. Are you familiar with the Centre for Social Responsibility in Mining (CSRM), part of The University of Queensland's Sustainable Minerals Institute and the work that it does?
   a. Yes
   b. No
   c. Comment

2. Did you receive sufficient communication materials (emails, phone calls etc) to understand the purpose of the workshop and to help you prepare for it?
   a. Yes
   b. No
   c. Comment

3. Who should participate in a workshop of this type to get the most promising results? What roles should be included?

4. Are you aware of the workshop objectives?
   a. Yes
   b. No
   c. Comment

5. What key outcomes you would like to see from the workshop in terms of helping MMG plan for the closure of Rosebery mine?

1

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6. On a scale of 1-5 (5 being the most useful), how useful do you think a workshop of this type would be in assisting with MMG's mine closure planning for Rosebery?

7. There are 3 objectives for the internal workshop:

   a. To build a shared understanding and knowledge base of the current issues and challenges facing Rosebery in planning for the future

   b. To document discussions

   c. To generate a preliminary 'current' situation report for validation at the external workshop.

   On a scale of 1-5 (5 being the most confident), how confident are you that these objectives will be achieved?

   Comment on your ranking.

8. Provide any additional comments here.

2

6.5 External workshop survey – workshop participants

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Survey questions (external workshop participants)

This survey is about the mine closure readiness workshop and your experiences as a workshop participant.

1. On a scale of 1-5 (5 being positive and 1 being negative, how would you rank your experience?

   Comment on your ranking.

2. Did you get a chance to voice your opinions?
   a. Yes
   b. No
   c. To some degree

   Comment

3. Were your opinions heard?
   a. Yes
   b. No
   c. To some degree

   Comment

4. What did you expect from this workshop and did it meet your expectations?

   Why or why not?

1

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5. Did the workshop help you and your fellow participants come to a shared understanding of the issues facing Rosebery in terms of planning for the future, e.g. current situation, opportunities and challenges ahead?
   a. Yes
   b. No
   c. To some degree
6. Did you find the workshop a constructive method to start a process for future decision-making?
   a. Yes
   b. No
   c. To some degree
7. Did the workshop document the process and outcomes in a form that can be used for multi-stakeholder planning?
   a. Yes
   b. No
   c. To some degree
8. What parts of the workshop worked (strengths)?

9. What parts of the workshop did not work (weaknesses)?

10. Could you suggest any improvements to the workshop content, format or facilitation?

2

6.6 Interview questions

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Interview questions

MMG participants / facilitators

1. Tell me about your experience with the internal workshop. Did it go as you expected?
   a. What worked (strengths)?
   b. What didn't work (weaknesses)?
   c. What were the challenges?
   d. Did it help prepare the team for the external workshop?
   e. How could it be improved?
   f. Did your experience of the internal workshop differ from your expectations? Why/ why not?
   g. Any other comments about the internal workshop?
2. Tell me about your experience with the external workshop. Did it go as you expected?
   a. What worked (strengths)?
   b. What didn't work (weaknesses)?
   c. What were the challenges?
   d. Did it help prepare the team for the external workshop?
   e. How could it be improved?
   f. Did your experience of the external workshop differ from your expectations? Why/ why not?
   g. Any other comments about the external workshop?
3. Did the workshops and your experience of the TTT process help with mine closure planning for Rosebery mine, particularly the social aspects?
4. Were you satisfied with UQ's preparation for, and facilitation of, the workshops?
5. Do you think the TTT has application at a regional scale? Why/ why not?

1

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External participants

1. Tell me about your experience of participating in the workshop.
2. Did your experience of the external workshop differ from your expectations? Why/ why not?
3. Did you get a chance to voice your opinions and be heard?
4. The workshop had 3 key objectives.
   a. advance shared understanding of the issues confronting mining towns when planning for the future
   b. provide a framework for future decision-making – current situation, opportunities and challenges ahead
   c. document the process and outcomes in a form that can be used for multi-stakeholder planning.

   Did the workshop achieve those aims? Why/ why not?
5. What worked (strengths)?
6. What didn't work (weaknesses)?
7. What were the challenges?
8. How could the workshop be improved?
9. How important is it for mining companies to use participatory processes when planning for mine closure?
10. What are the challenges you see, if any, in using participatory approaches to mine closure planning?
11. How far out from closure should discussions like the mine readiness workshop be held?

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