

National Biosecurity Response Team

2020 Mentor Workshop Report

The best piece of advice I've received is find a mentor, but also mentor others. You have two hands, so reach up, look for as many mentors as you can to get where you want to go, but never forget that you have another hand, and you have to reach down and lift others up, too

Eric Swalwell – US Congressman and 2020 Presidential Nominee

Executive Summary

The National Biosecurity Response Team (NBRT) Mentors are a group of 18 highly skilled and experienced biosecurity incident responders and managers from agricultural departments across Australia. As a subset of the larger NBRT group, mentors provide a national capability for senior, experienced practitioners to provide mentoring and guidance during a biosecurity response.

Mentors play a critical role in empowering people to do their best. Mentors are not a resource that takes charge rather, they help people take charge of their roles, support them when things are difficult, suggest improvements, and provide guidance for problem solving and incident management issues.

The 2020 Mentor Workshop was the third formal mentor-based activity and the first to be conducted completely online. Originally developed as a three-day, face-to-face workshop for March 2020, the advent of COVID-19 resulted in the workshop being amended to an online format and delivered in September 2020.

A central element of mentor development is to improve their personal mentor “toolbox”. This toolbox comprises of the tools, techniques, and skills to quickly enter a trusting and productive relationship with their mentee(s), identify issues and develop options for assistance.

The 2020 workshop was designed to provide toolbox resources for enhanced two-way communication and mental health first aid training. The workshop also examined the differences between individual performance and team performance, identification of the issues and considered the mentors roles in addressing these issues.

As a result of the workshop the following recommendations have been developed.

Recommendation 1: The NBRT Advisory Group consider developing a communications program to promote the benefits of the mentors. Resources may be drawn from within the mentor cohort to develop this program.

Recommendation 2: The NBRT Advisory Group consider developing a mentor lifecycle plan for the management of mentors from mentor engagement until their transition out of the mentor role.

Recommendation 3: The NBRT Advisory Group consider developing a *Mentor Engagement Calendar* to identify programmed activities (such as training, exercises, meetings) with the intention of providing a better understanding of the time being asked of mentors.

Recommendation 4: The NBRT Advisory Group consider developing a remote delivery exercise program that can initially be trialled with the mentors. Information gained in trialling the activity can then be potentially expanded to remotely deliver the national exercise as planned.

Recommendation 5: The NBRT Advisory Group consider revising or developing mentor related documentation including:

- Revision of mentor information in the NBRT Arrangements to include a more wholistic description of the mentor role
- Development of templates for: operational terms of reference; mentor request form; reporting guideline; and record of agreement.

Matthew Harper
Resilient Results Pty Ltd
October 2020

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Background

The 2020 National Biosecurity Response Team (NBRT) Mentor Workshop was the third activity to formally engage with the NBRT Mentors to provide an opportunity to develop skills, capabilities, and insights into the role of the NBRT Mentor.

Workshop 1 (October 2018) developed the Mentor Job Card, a resource to outline the roles and skills of a mentor and set a guide as to how the mentors can be deployed and utilised. Mentors worked with a long-term mentoring coach on active listening and questioning skills. The workshop also introduced the use of the Hermann Brain Domination Instrument (HBDI) to assist mentors better understand their communication styles and thus be in a better position to adjust to other people's styles.

Exercise Crown and Anchor (March 2019) provided another opportunity to bring the mentors together to provide mentoring the NBRT cohort in an exercise environment. Prior to the exercise, mentors identified new members of the NBRT and workshopped ways to identify those who may need additional support during the exercise. The mentors then developed an engagement strategy to meet and build a rapport with NBRT members from outside their home state. This activity helped establish the mentors as a useful and positive resource, easily available, knowledgeable, and approachable. This activity was then put into practice as the mentors met with the entire NBRT for Exercise Crown and Anchor, providing guidance and assisting in the learning outcomes for the entire exercise.

Workshop 2 (this workshop) was designed to build on the earlier activities and continue to build the mentor skills. Drawing on comments and feedback from the earlier workshops, the following topics were integrated into the workshop plan:

- mental health issues management
- continuing to improve communications capabilities of the mentors. The HBDI workshop introduced several techniques and styles that the mentors identified as useful to understand more about
- ongoing development of the role of the mentor.
- sharing mentor operational experiences, particularly in the mentor role

Workshop 2 Design

The original workshop was designed to be delivered in a traditional face to face method over three days (31 March, 1 and 2 April) in Hobart.

In the original design, activities incorporated mental health, communications, facilitation skills, practicing difficult conversations and a review of the role mentors have in a blended experience across the three days.

The three days were designed to build thematically, with different elements of mental health management integrated into mentor skill enhancing and communications activities. This was to provide all the mentors with as much face to face time as possible as well as having immediate access to two experienced mentors (the facilitators), a mental health educator and a HBDI facilitator across most of the sessions. Workshop one demonstrated that the mentors have specific learning needs, however they also have a significant body of knowledge and experience that they enjoy sharing. Workshop two was designed to allow mentors to organically “become facilitators” and use their natural mentoring talents to provide the experience only the mentors themselves have.

Group work was designed to utilise groups of between 4 and 5, evenly distributing mentors from different states and backgrounds to both practice skills and further understand the capability available in the broader group.

A workshop dinner was organised with an experienced emergency manager and mentor from the Australian Antarctic Division to talk about managing complex operations and mentoring people through difficulty at a distance.

COVID-19 and the transfer to an online workshop

The emergence of COVID-19 meant that a face to face workshop was unlikely to be achievable before the end of 2020. However, with the amount of work done and the commitment of all parties involved in preparing for the workshop, June 2020 realised the start of the development of an online workshop.

The challenges in moving into an online only workshop were significant. Many of the workshop activities were developed to have group interaction and build rapport by people being in the same physical space, allowing interaction to be spontaneous and fluid. The transition to an online platform required identifying new ways of interacting and potentially new content to deal with a new way of doing business.

Some of the key challenges were:

Platform. During the redesign process, some organisations developed (and changed) their preferences regarding the use of video conference platforms. With AHA and all the facilitators using Zoom, the maintenance of Zoom as the preferred platform was important. All platforms have their advantages; however, the most important advantage was familiarity with the use and the management of the platform. As such, Zoom was used for the entire activity.

The ability for an online workshop to have issues boards ¹challenged the workshop designers to find a platform which could remain live for the duration of the workshop. A web-based platform called whiteboardfox (www.whiteboardfox.com) was trialled for the workshop to allow participants to record ongoing issues, mimicking the whiteboards used in workshop one.

Timing. During April through July, the workshop team learned a lot about online delivery and how long a participant was likely to actively engage with an online facilitator. Through personal experiences of the team and information emerging from a range of sources, a maximum workshop length of 4 hours was identified. The four hours had to contain breaks and incorporate the time difference between the east and west coast time zones.

The result was a workshop that comprised of four, three and a half to four hour sessions across two weeks. Participants who had not undertaken a HBDI assessment were required to undertake an additional session in the week prior to the start of the workshop.

HBDI delivery. The HBDI workshop “ThinkAbout Communicating” is a very tactile activity when delivered in person. As the workshop team were developing an online workshop, our

¹ Issues boards static whiteboards or similar used over the course of a workshop for participants to raise, identify, or question anything they hear or think during the workshop. Issues boards were used very successfully in workshop one to maintain a flow of information while allowing any issue to be addressed at the end of the day and end of the workshop.

HBDI provider was developing online HBDI content. Fortunately, the HBDI facilitator was able to make the transition and deliver a previous HBDI course before the workshop.

Mental Health First Aid (MHFA). As COVID-19 changed delivery models, Mental Health First Aid Australia (MHFAA) developed a course designed to be delivered an online component and then remote group interaction. In this process, the ability to deliver an unaccredited course (as originally scoped) ceased to be an option.

The solution was to enrol all participants in the two-part course. Part one comprised of a fully online activity provided by MHFAA. This activity required participants to spend five to seven hours in online activities to learn theory and mental health first aid response actions. Part two as a face to face activity reinforced the online component and provided opportunity for participants to practice response actions. Part two was incorporated as two, three-hour activities during the workshop.

Because of the numbers involved in the workshop, all facilitators and non-mentors were asked to undertake the face to face sessions separately from the main workshop. This provided a better facilitator-participant ratio for the sessions and improved interaction.

Online Workshop Objectives

Following the revision of the workshop into an online activity, the following objectives were identified as being able to be transferred to the online program:

- Provide better understanding of mental health through the MHFAA course
- Provide additional skills through a continuation of the HBDI resource
- Mentors to consider their roles:
 - As themselves
 - Mentors identifying people issues
 - Mentors identifying team issues
- Job Card review

The emergence of COVID-19 and the level of operational activity over 2019/20 provided an additional objective to be explored:

- Consider and discuss virtual mentoring and virtual Control Centre operations

The inclusion of a virtual dinner with a guest speaker was identified as a useful and interesting activity which may go some way in continuing to improve the linkages between mentors in a different and entertaining manner.

Conduct and structure of the 2020 Mentor Workshop

Following the decision to move online, the 2020 workshop was conducted over four mornings across two weeks. In choosing the days, the Animal Health Australia team sought to find consensus across the mentors for the days with the greatest preferred availability. The workshop was also targeted to be completed before the Labour Day long weekend and the transition to daylight savings. This resulted in a workshop comprised of four, three and a half to four hour morning sessions across two weeks.

Additional prework for MHFA and new HBDI assessments were conducted online prior to the workshop weeks.

Schedule of activities

Date	Time	Activity
18 August		Registration for the online Mental Health First Aid course distributed
31 August		HBDI feedback session (new participants only)
31 August		Mentoring 101 text, MHFA Text and virtual dinner packs distributed
2 September		Facilitator and guests MHFA Session 1
3 September		Facilitator and guests MHFA Session 2
7 September	0900-1230	Workshop Session 1 MHFA-1, Mentor roles, Virtual Mentoring
14 September	0900-1200	Workshop Session 2 Mentor roles, Teams or People, Virtual Mentoring, Virtual Control Centre Operations
14 September	1900-2030	Workshop Dinner
16 September	0900-1230	Workshop Session 3 HBDI ThinkAbout Communicating, Virtual Mentoring
18 September	0900-1200	Workshop Session 4 MHFA-2, Mentor roles, cover outstanding issues

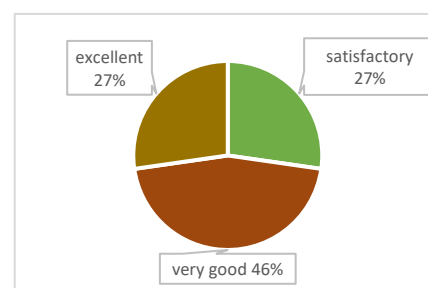
Workshop achievements against objectives

Participants were asked to provide an assessment of the workshop achievements through the post workshop feedback. Verbatim feedback is found in *Annex 1 - Post Workshop Feedback*. Additional detail has been incorporated based on session participation, verbal, chat room and email feedback received

Objective 1 - Provide better understanding of Mental Health through the MHFAA course

All feedback providers (11) rated the session as meeting the objective as satisfactory or better.

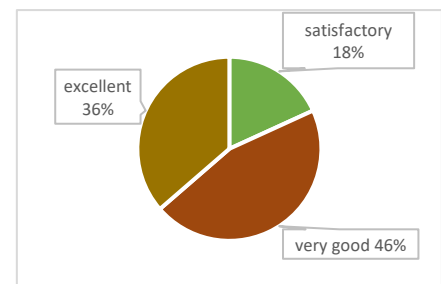
During the discussions and comments back to the facilitator, a number of attendees expressed their specific thanks for the content and delivery of the subject material.



Provide additional skills through a continuation of the HBDI resource

All feedback providers (11) rated the session as meeting the objective as satisfactory or better.

All participants (facilitators, guests, and mentors) participated in the HBDI “ThinkAbout Communicating” session. The session built on the skills gained in workshop one and provided additional skills and methods to utilise the HBDI profile to better explore their interaction with other people.



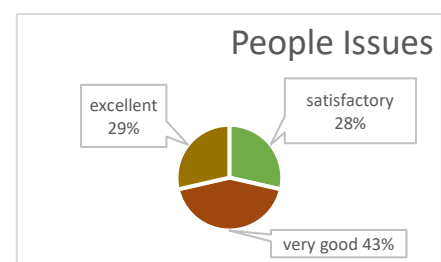
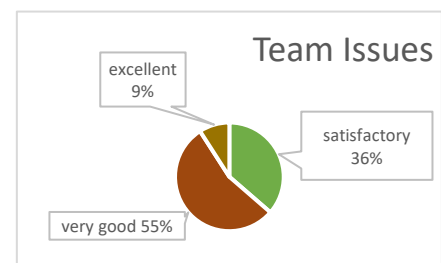
This session was challenging in an on-line environment. In a physical setting, the session would have been longer as well as having a greater range of interactions and activities, with participants moving between large and small group work.

Mentors to consider their roles as themselves; mentors identifying people issues; and mentors identifying team issues

All feedback providers (11) rated the session as meeting the objective as satisfactory or better.

This session required significant alteration to work in the online environment. Originally, it was designed to have more of a workshop feel with participants drilling down into specific issues based on research from Fair Work Australia, Harvard Business School, and the text Mentoring 101 by John Maxwell. This session was also originally designed to work interactively with the Mental Health session to provide a more holistic view of the issues.

The redevelopment of this portion focused on two distinct aspects, identifying team issues, and identifying issues with individuals. This was achieved by introducing the topic to the whole group, then breaking into smaller groups to discuss specific topics.

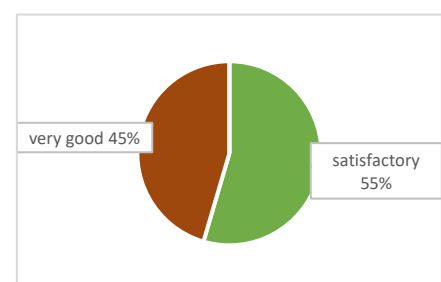


While this objective was well rated, delivery in a group setting would have improved the overall outcome.

Job Card Review

All feedback providers (11) rated the session as meeting the objective as satisfactory or better.

The job card review was conducted through direct questioning and via the whiteboardfox platform. The general feedback was that mentors are comfortable with the job card and were unable to offer any specific corrections or improvements since the last review.

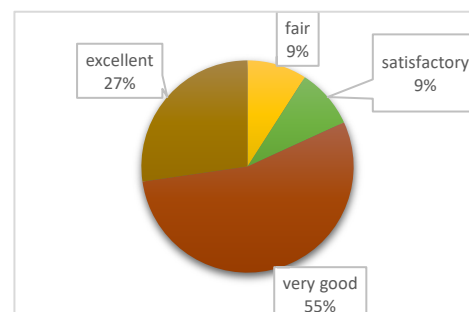


Consider and discuss virtual mentoring and virtual Control Centre operations

All feedback providers (11) rated the session as meeting the objective as fair or better.

The workshop provided the opportunity for mentors who had been involved in virtual mentoring over the preceding months to talk about the concepts and use of virtual co-ordination centres and how mentoring into teams in this environment was working.

Paul Beltz had been unable to attend the entire workshop due to being operational for the Avian Influenza outbreak in Victoria but was able to join the group to speak about his current experience. Tim Farry spoke about mentoring during the fire season as an on-ground mentor while Kirsten Phillips provided insights into virtually working in the Queensland COVID response as well as remotely mentoring public information teams in Victoria for Avian Influenza.



With the breadth of material covered in this session, this evolved into a question and answer session and exceeded the time allowed. While there were no unanswered questions at the end of the session, feedback indicates that some people would have liked to explore this area further.

Virtual Workshop Dinner

Workshop 1 included a workshop dinner with an experienced senior leader talking about their experiences in operational environments as well as their experience with mentoring. This proved to be a great success so the decision to attempt to hold a virtual dinner was supported.

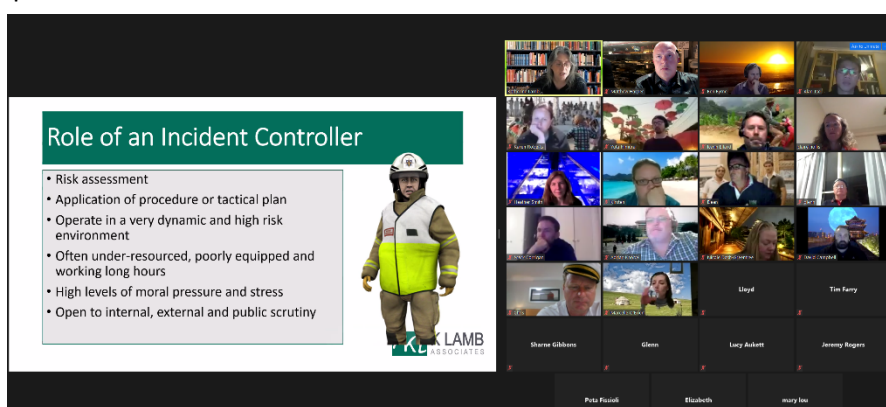
To replicate a conference dinner experience, all participants were asked to acquire some form of Asian food, as well as choosing a background which reflected their experiences in Asia. In addition, Resilient Results partnered with a non-alcoholic drink manufacturer to supply testing packs of zero-proof cocktails to all participants.

The dinner commenced with introductions followed by the virtual cocktail tasting with a guest speaker from Altina Drinks, Alan Tse. Providing all participants with this experience helped a spirit of togetherness and made the evening quite different.

Following the tasting, the main speaker presented from the UK. Dr Katherine Lamb MIFireE, MSc (Oxon), BSc (hons) is a respected authority on the training and assessment of Incident Command and crisis decision making. She received her MSc from the University of Oxford and her doctorate at the University of

London, where she worked as an accomplished researcher before joining the Fire Service in 2004.

During her Fire Service career, she served in Birmingham, Manchester and Oxfordshire Fire & Rescue Services, where she held many operational roles, including Station Manager within the incident command training team.



Dr Lamb spoke about training and conditioning for people to react to situations and to make the best decisions possible while under extreme stress. Her observations on linking person, skills and timings were well received by the group, as was her insight into learning theories and her concept of the Thinking Commander.

During the dinner there were some issues with sound from the main speaker and some background noise from participants at various times.

Observations and Recommendations

Observation 1: The session where mentors spoke about their experience demonstrated that the concept and usefulness of being a mentor is becoming recognized and is being actively implemented. With mentors now having experienced deployments these experiences can now be captured from both the mentor and the mentored side and used to further develop the mentor concept.

During this discussion, one of the mentors explained that the concept of the mentor is not completely understood in the biosecurity response community, particularly what the mentor can provide to a team or person. This led to a discussion where mentors identified that more “advertising” about the usefulness and flexibility of mentors may provide more assurance about the utility and ease of getting mentor based assistance. This could include:

- how NBRT mentors can be utilised within a jurisdiction to support functional NBRT members (and even non-NBRT members as the benefits mentors provide don't need to be restricted to the NBRT program, but this would be at the discretion of each jurisdiction),
- how other jurisdictions requesting support are clear on the numerous ways that a mentor could offer support when deployed into the affected jurisdiction
- the encouragement of the ‘organic mentor process’ – guidance developed for mentors/mentees to pursue opportunities / contact each other (e.g. at a workshop or exercise; mentee making direct contact with a mentor within their jurisdiction etc.)

This content may form the basis of on-line activities or engagement with the greater NBRT.

Recommendation 1: The NBRT Advisory Group consider developing a communications program to promote the benefits of the mentors. Resources may be drawn from within the mentor cohort to develop this program

Observation 2: The current (inaugural) mentor group is now in its third year of operation and the utility of the group has been demonstrated. A lifecycle plan for the ongoing development, replacement and management of the cohort needs to be established to ensure a smooth transition as membership changes.

Many cohorts like the mentor group struggle to manage the transition of original members to new members in a planned and managed way. There are challenges in removing group members and there are challenges in embedding new members into these groups in ways that address the needs and wants of both original and newer members.

This transition includes the significant challenge of providing a sustainable professional development system that provides new members with the skills required while still addressing skill development in the existing membership.

Similar challenges exist to provide a clear and equitable system to manage how an individual is reviewed, extended, or terminated from the mentor role.

The role of an ex-mentor also needs consideration. Does an ex mentor return to the NBRT or do they retire from the role entirely? This issue is not unlike the management of retiring volunteer emergency services leaders (or senior politicians), whose role is unclear when they step back from a leadership role.

Recommendation 2: The NBRT Advisory Group consider developing a mentor lifecycle plan for the management of mentors from mentor engagement until their transition out of the mentor role.

Observation 3: Mentors are busy people and as such, engagement must be planned and carefully executed.

Over the course of the 2020 workshop, mentors were asked to complete a series of activities before the workshop as well as the workshop itself. The requested commitment was:

- Basic administration, email and prereading: Estimated 2 hours.
- Review of brief biography and photo²: Estimated 1 hour.
- Mental Health First Aid Pre-work: Estimated 5-7 hours.
- Workshop: 13 hours over 4 days
- Dinner: 2 hours
- Feedback: estimated ½ hour commitment.

Total time requested: 25.5 hours,

While this is a similar duration to the original three day commitment, mentors expressed some difficulty in:

- completing pre-work (expressed on several occasions during the sessions)
- Dedicating time to the workshop (the feedback process (and observation online) identified that several mentors were trying to complete normal work activities as well as participate in the workshop).
- Managing significant increases in the amount of information being consistently provided to them under COVID-19 working conditions³.

As part of the work outlined in recommendation two, there is an opportunity to identify a “engagement calendar” with the mentors. This could outline expected commitment across the year and the anticipated time requirement per activity. This will provide an understanding of what is being asked of a mentor/NBRT member as well as what commitment is required by mentors. Commitment to the mentor activities could be integrated into the requirements for being a mentor.

Recommendation 3: The NBRT Advisory Group consider developing a *Mentor Engagement Calendar* to identify programmed activities (such as training, exercises, meetings) with the intention of providing a better understanding of the time being asked of mentors.

Observation 4: Mentors identified that the mentoring role in Exercise Crown and Anchor provided an excellent opportunity to establish their credentials with the wider NBRT, as well as practicing their mentoring skills.

² As part of workshop one, mentors were asked to provide a brief biography and photo of themselves. This provided background for the facilitators as well as being a resource which could be used to introduce mentors to team members in a deployment situation.

³ Dockery, A.M. and Bawa, S. 2014. Is Working from Home Good Work or Bad Work? Evidence from Australian Employees. *Australian Journal of Labour Economics*. 17 (2): pp. 163-190

The delaying of the NBRT exercise for 2020 has removed a key component of cross jurisdictional training which is unlikely to return for an extended period. An alternative exercising program may need to be developed to continue to build on the previous work of the NBRT.

Various technologies can be used to provide an online exercise experience. In the most simple form, video conferencing and use of breakout rooms can be used to simulate Incident Management Teams, and exercise simulation products can provide an operational/tactical simulations to mimic farms, control points and activity based decision making.

Recommendation 4: The NBRT Advisory Group consider developing a remote delivery exercise program that can initially be trialled with the mentors. Information gained in trailing the activity can then be potentially expanded to remotely deliver the national exercise as planned.

Observation 5: Mentors expressed some improvements can be made to the documentation suite and structure around requesting and deployments of mentors. Suggestions included:

- Development of a template terms of reference for NBRT mentors when being deployed
- Refine development of mentor deployment flow chart
- Refine the request proforma to include a requirement to identify what the requirement for mentoring is.
- Recommended reporting lines. These should be deployment specific and either report to the IC, or the coordinator of the deployment as a default
- Record of agreement for each deployment between mentor and IC

There is also scope for identifying a short form reporting format which would enable a quick report by mentors at the end of a deployment.

Clause 6.2 (and related references) of the NBRT Arrangements⁴ may require review to revise the role of the mentors and their utility. The current description of the mentors fails to account for a range of mentor roles as described in the job card.

Recommendation 5: The NBRT Advisory Group consider revising or developing mentor related documentation including:

- Revision of mentor information in the NBRT Arrangements to include a more holistic description of the mentor role
- Development of templates for: operational terms of reference; mentor request form; reporting guideline; and record of agreement.

⁴ 2017-2019 version

Conclusion

Conducting the 2020 Mentor workshop in an online format was a significant step in ensuring the continuing development, particularly in a COVID-19 environment.

The online environment poses several challenges for conducting an interactive workshop, particularly in allowing participants to actively interact and form the personal connections and trust that can be formed in an “in-person” activity. In the main, this workshop made adjustments which enabled good interaction, allowed participants to speak and most importantly, be heard.

As many identified, the personal connection of a face to face workshop was not able to be replicated. A significant difficulty with the online environment is the loss of the “water-cooler” talk during breaks. This prevented organic discussion and reduced the opportunity for people to talk, develop ideas, then bring those ideas back to the group in subsequent sessions. This was a significant element of the inaugural mentor workshop where development of the job card benefited greatly from this form of interaction and organic thought.

Subsequent workshops from this one will include the challenge of potentially integrating new people into the group and saying farewell to existing mentors. This will be challenging organizationally (and as trainers/facilitators) as farewelling existing mentors will need to be done with respect and understanding, identifying their achievements yet accepting that they have moved on for whatever reason.

The mentors themselves are growing as a strong capability that was previously lacking in the biosecurity world. The attitude of most of the cohort is one of sharing and improving self and others – essential for mentors to be wanted, requested and utilised.

Annex 1 - Post Workshop Feedback

Summary

On the final day of the workshop, all participants were provided with a link to an online survey.

Of the 21 participants, 11 provided feedback. From the 11, not all feedback questions were answered completely.

From the feedback, participants stated:

- All objectives were met with 98% providing a rating of satisfactory or above. 68% of responses rating success as very good or excellent.
- The workshop translated well to an on-line activity with the format being appropriate to most participants.
- All sessions were considered useful and appropriate with ratings between 90 and 100% satisfaction
- 97% of participants thought the overall workshop was well designed and allowed participation

Participants identified that while the workshop translated well into an on-line environment, the lack of face-to-face time prevented team bonding and the style of interaction most often associated with this form of workshop.

Verbatim Results

All results below are copied verbatim (except for spelling corrections). No alterations have been made to the base data.

Q1. Please rate how successfully the workshop met our "post COVID and online" objectives (11 responses)

	Poor	Fair	Satisfactory	Very Good	Excellent
Improve Mental Health First Aid understanding and options	0	0	3	5	3
Continue using the HBDI tool via the communications workshop	0	0	2	5	4
Consider team-based problems	0	0	4	6	1
Consider people-based problems	0	0	4	6	1
Opportunity to reflect on Job Card	0	0	6	5	0
Opportunity to consider the virtual operations world	0	1	1	6	3
Average	0	2%	30%	50%	18%

Q2. The workshop translated well to an on-line environment (10 responses)

Yes 9 No 1

Note: There was an 11th response that answered yes and no to this question

Q3. The format (4 half days) helped the process of finding and making the time to attend. (11 responses)

Yes 9 No 2

Q4. Was the timing balance of the workshop (days/times/breaks) about right? Can you comment on the balance (9 responses)

- Yes
- yes, well balanced allowed for me to continue to do my normal day to day work
- Yes
- Timing and breaks were good.
- The option worked well from the perspective of being able to integrate this activity into our schedules.
- It was good
- Currently we have a heavy workload and to do 3 sessions in 1 week was difficult
- I found it good with the correct amount of breaks and days between sessions but did find it harder to separate from work whilst on line in my office
- Good balance and amount of time online

Q5. The technology used worked for me as an attendee (11 responses)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	0	1	6	4

Q6. Additional comments about moving to an on line workshop (8 responses)

- On line workshop worked ok , but is not as good as face to face with interactions.
- saved a lot of time in travel, balanced against F to F interaction and getting to know others.
- Had no choice but I think face to face get more out of a workshop.
- Needed more time to consider and discuss mentor role, e.g. using a case study or exercise
- The sessions were delivered well, and the spacing of the blocks allowed for a low stress continuation of day jobs, as well as being able to dedicate time to the mentor workshop. We could have used break out groups more often, as normally morning teas and lunches for eg is where you 'make sense' of the learnings by bouncing off other people. This was obviously lacking, especially on the 14th Sept
- Still has its limitations , we all miss the personal interactions
- the use of tech is most likely to be as new option for delivery of training. It does not lend itself to the development of a team spirit that occurs with face to face training
- Great for the circumstances but do need to find time to network the team in some way and beyond the workshop

Specific Session Questions

Yes/no answers

	<i>useful and appropriate?</i>	
	<i>Yes</i>	<i>No</i>
Q7. Mental Health First Aid	10	1
Q8. HBDI - "ThinkAbout Communicating"	10	1
Q9. People and Teams	11	0
Q10. Virtual Control Centre experiences	11	0

Q11. Virtual Mentoring. Do you have any other examples (that were not discussed in session) of operational mentoring at a distance?

- I've been a present, personal mentor at least 3 times in the last several years, at the IMT/Planning/Operations level for Yellow Crazy Ant Eradication, Karnal Bunt Exclusion, and Tomato Brown Rugose fruit virus Eradication. I've also been mentored myself by 2 'mentors' present and providing practical assistance during the SE NSW Fires in January 2020. If I have been mentored 'at a distance' its been by someone further up the command chain, and similarly if I've mentored someone remotely, they have been 'subordinate' to my role at an LCC or FCP.
- Yes we had a dairy that had a botulism outbreak and I knew the family very well my manager wouldn't let me help but I still assisted in the background particularly convincing the owner to come on board with our plans. 279 cows died in the outbreak - all had to be moved to be buried as the farm was on a flood plain

	<i>useful and appropriate?</i>	
	<i>Yes</i>	<i>No</i>
Q12. Was the virtual mentoring session	10	1

Q13. Overall Workshop Content (11 responses)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Course content was organized and well planned	0	0	1	7	3
Course workload was appropriate				10	1
Course organized to allow all students to participate fully				10	1
Average	0	0	3%	82%	15%

Q14. Did you attend the virtual dinner and how did that go?

- Yes , speaker was hard to hear which spoiled it a bit.
- Yes. The key note speakers were interesting and the event was somewhat effective as an alternative to what are usually a great networking opportunity for Team members, however, not quite the same...
- yes was good, was hard to hear the lady from England otherwise fine
- I did, did not find it particularly helpful. sound quality from UK not the best
- Good
- Yes, enjoyed it thought it was a great way to bring everyone together.
- Yep, the theme was great, and the guest speakers were engaging. The only downside was sound quality from the UK
- Yes, interesting speakers had trouble with the sound coming from the Cotswold
- The dinner was good in the absence of a real get together dinner
- Good but hard to hear speaker

Q15. What would you like to see at the next workshop?

- More opportunity for presentations and group discussions around experiences of members - more presentations from experienced others too - similar to the guest speakers we have had in the past...
- Development of mentors using an exercise or case study/s and development/testing of mentor terms of reference / guidance documents
- Practical use of web based tools for breakout rooms etc
- Face to face , fancy dress dinner
- Time to network outside of the workshop

Q16. Any final comments

- Good effort by team to facilitate every thing under the circumstances /
- A great program given the circumstances. Well planned and executed. Thank you!
- Not sure if mental health first aid needs to be covered as part of NRBT. Should be covered at a state level.
- Well done, Matt, Yuta and Ben, and thanks for your patience, forbearance and persistence. Youse (sic) made the tough but correct call early to postpone Hobart, and delivered a useful on-line exercise.
- Well put together and run considering the circumstances
- Great effort by all involved in putting the work shop together, well done
- Great work team - another enjoyable and thought-provoking development opportunity!