

CROSSING THRESHOLDS MODULE 1

Goal Setting & Action Planning

WOULD YOU RATHER...?

Rules of the game:

- Take it in turns to ask each other as many questions and why in the next 2 minutes
- You must ask 'why?' after a 'would you rather' question

- 1 For your birthday would you rather receive cash or gifts?
- 2 Would you rather always say everything on your mind or never speak again?
- 3 Would you rather make a phone call or send a text?
- 4 Would you rather change your eye or hair colour?
- 5 Would you rather have the best house in a bad neighbourhood or the worst house in a good one?
- 6 Would you rather end hunger or hatred?
- 7 Would you rather spend a year as a cop or a teacher in an inner-city area?
- 8 Would you rather be 4ft 5 or 7ft 7?
- 9 Would you rather hear the good news or the bad news first?
- 10 Would you rather work more hours per day, but fewer days or work fewer hours but more days?
- 11 Would you rather spend the day with your favourite athlete or your favourite movie star?
- 12 Would you rather live where it is constantly winter or constantly summer?
- 13 Would you rather be locked in an amusement park or a library?
- 14 Would you rather be a little late or way too early?
- 15 Would you rather be known for intelligence or your good looks?
- 16 Would you rather have more time or more money?
- 17 Would you rather have a rewind or pause button on your life?
- 18 Would you rather mentally or physically never age?
- 19 Would you rather work in a group or alone?
- 20 Would you rather be poor and work at a job you loved or rich and work at a job you hate?
- 21 Would you rather have your flight delayed by 8 hours or lose your luggage?
- 22 Would you rather go without TV or junk food for the rest of your life?

- 23 Would you rather be fluent in all languages or a master of every musical instrument?
- 24 Would you rather become someone else or just stay you?
- 25 Would you rather travel the world for a year on a shoestring budget or stay in only one country for a year and live in luxury?
- 26 Would you rather have a completely automated home or a self-driving car?
- 27 Would you rather have free wi-fi wherever you go or be able to drink unlimited free coffee?
- 28 Would you rather lose all your money or all the pictures you have ever taken?

CREATING

Adapted from an article by Robert Fritz, used with his permission

Why is it that some people don't learn how to create what they truly want to create? There are a few interesting reasons:

First of all, most people have not been trained in the skills of the creative process. It doesn't sound like a centrepiece of mainstream education like maths, science, or language skills. Yet the creative process is the most successful process for accomplishment in the history of civilisation. It has created all of the arts, most of science and technology, pop culture, literature and poetry, and it has fuelled invention and innovation in business and organisations.

Can it be understood? Can it be taught? The happy answer to both questions is yes. But before we can begin to do it, we need to think differently about our goals, our relationship to success or failure, and the nature of discipline and momentum.

Structural Tension: the key

The key to the creative process is structural tension. Whenever we establish a tension, it strives for resolution. Structural tension is established through contrast: between our desired state (our goals, aspirations, desires) and our current reality in relationship to those goals. We can move toward resolving the tension by taking actions that bring our goals and reality closer together. The ultimate resolution happens when we accomplish our goals. Moving toward our goals sounds simple, but requires the development of many skills.

Discipline

All disciplines are unnatural. That's why they are disciplines. When we have an itch, it is natural to scratch. It takes discipline not to scratch. In establishing structural tension, it takes discipline to define the actual end result we want to create, and to define reality objectively, outside the distortions of our assumptions, theories, and concepts. It takes discipline to confront moments that are filled with frustration, disappointment and setbacks. Without a discipline for establishing and maintaining structural tension, it's very difficult to accomplish any great mastery. Every time the situation becomes uncomfortable –for example when you face rejection– you will be prone to give up. By contrast, if you operate with a discipline based on what you genuinely want, you may still feel disappointment, but you are less likely to give up.

Thinking about what we want

When my colleagues and I first started teaching adults the creative process back in the 1970's, many people had a lot of trouble answering this simple question: What do you want? Instead of considering what they actually wanted, they would attempt to describe what they thought they should want, or they would name the elimination of problems as what they said they wanted, or they would use vague slogans, or they would think about processes rather than what the processes were supposed to produce. The situation was all rather puzzling at first, until the obvious became obvious: A lot of people don't know how to think about what they want. They have had the subject so drummed out of their brains that it's as if they can't think about certain ideas because they don't know the right questions to ask. Too many young people are taught to give up their dreams before they have had any experience attempting to pursue meaningful goals. This happens, paradoxically, because we love them, and we don't want to see them suffer. Our tendency is to protect them and control them, so they will be saved from the emotional upheaval that disappointment can bring. To protect them from disappointment,

adults inadvertently censor young people not only from trying to create what might matter to them, but from even thinking about trying.

It begins with a question

The creative process begins with this deceptively simple question: What do you want to create? When we get into the habit of defining our goals, visions, and aspirations, we are developing a true skill – a skill that people need to learn if they are to master their life- building process.

Defining goals is a good beginning to have in place, but only a beginning. The next step is even harder, and that is to describe current reality accurately and objectively.

Just the facts

Most people learn to distort reality. They do so because reality often includes things they don't like. But without a fix on reality, they will not be able to know where they are in relation to their goals.

Learning requires the ability to evaluate our actions: Did they work? Did they not work? We need to consider two essential data points: the current state and our desired outcomes. The skill of evaluating the actual situation must be developed deliberately, because it is easy to distort reality when we don't like what there is to see. To develop this skill, people must be able to tolerate disappointment and frustration but not let those experiences stop them.

The Self-Esteem Trap

One of the concepts that has become popular over the past twenty years is the idea that in order to be successful in life, one must have high self-esteem. This is simply not the case! If we read the biographies of some of the most successful people in history, we find that a majority of them had grave doubts about themselves but still were able to achieve their aspirations and influence the world. The question of self esteem is independent from your ability to create what most matters to you in your life.

When we are creating something, we have one of two places we can place our focus: on ourselves or on the object of our creation. These different points of focus lead to very different possibilities. If the focus is on us, then our performance becomes a reflection of our identity, and our worth becomes tied to how well we did. The purpose of any action becomes “what it says about me” rather than “how well it supports my accomplishment of my goals.”

In the real world, learning often includes being pretty bad at something before it is possible to be competent. How can people tolerate being inept on the way to mastering new skills and abilities if their focus is on themselves? Most successful people learn that self-esteem and self-opinion are totally irrelevant when it comes to creating what matters to them in their lives. “Take what you do, but not yourself, seriously,” is the oft-quoted phrase.

The lesson of action

Once we have established the desired outcomes we want, and the current reality we have, the next natural step is to act. There is a feedback system that kicks in when we act within the context of structural tension: action produces results that are evaluated (“How well did the actions move us toward our goal?”), which leads to adjustments of future actions. This feedback system continues until the goal is accomplished. Some of the best life learning takes place within this context, because the lesson is both specific to the actual goal that is being pursued, and the general understanding that the person can learn what is needed to learn.

CROSSING THRESHOLDS

Programme description

The skills you learn in Crossing Thresholds are both powerful and pragmatic. You will learn how to define what you want clearly and honestly, set achievable goals that you are fully committed to, and present yourself with confidence and credibility.

Throughout Crossing Thresholds you are building a foundation that will last for years. You will build on this foundation as the course progresses, and you will have opportunities to be challenged, inspired, and stretched.

What are the benefits?

- Increased clarity of direction
- A strategic plan to help you take your career in the direction you want
- Greater confidence
- Enhanced ability to do yourself justice at interviews
- A supportive network of peers

What does the programme involve?

- Five group modules (see below for topics covered)
- Mentoring by someone in a more senior grade
- Peer Group assignments
- 'Hot Topic' learning events
- Shadowing

Programme Values:

Support and goodwill – wanting the best for each other

Being in the learning mode i.e. open to fresh ideas and feedback

Designed to stimulate your own ideas and encourage your own exploration

Module 1: Career goal-setting and planning

The two-day whole group module includes:

- Vision, values and goals
- Creating a viable action plan
- Getting the best from mentoring
- Meeting and working together in Peer Groups
- Tips from past participants

Module 2: Getting the balance right for you

Day one includes:

- Mindfulness
- Looking at what you want in your life as a whole
- Getting the right work done

- Establishing your ideal life pattern

Day two (self-directed) includes post-module assignments in Peer Groups

Module 3: Succeeding at interviews

Day one includes:

- Personal branding
- Interview tips
- Structuring your answers
- Informal interview with feedback on strengths and weaknesses

Day two (self-directed) includes post-module assignments in Peer Groups

Module 4: Communicating with impact

Day one includes:

- Presenting with credibility
- Giving difficult feedback
- Thinking on your feet
- Real-play practice sessions

Day two (self-directed) includes post-module assignments in Peer Groups

Module 5: Positioning for success

Day one includes:

- Career goal refresh
- Peer feedback
- Developing resilience
- Raising your profile
- Mentor panel: tips for going forward

Day two (self-directed) includes post-module assignments in Peer Groups

AGENDA

Day 1

Morning

- Welcome, practicalities and introductions
- Programme aims and structure
- Personal narratives
- Visualising your ideal career
- 1st draft career goal statement
- Tips to help you clarify what you want

Afternoon

- 2nd draft career goal statement
- Introducing mentoring & Shadowing
- Working in Peer Groups

Day 2

Morning

- Overnight reflections
- Refining career goals
- Assessing your current situation
- Identifying strategic milestones
- Peer input

Afternoon

- Grad Panel
- Hot Topic planning in Peer Groups
- Next steps
- Review of the module

PERSONAL NARRATIVE WORKSHEET

Please answer the following as honestly as possible:

What are the core values / motivations which underpin what you do?

What are your best qualities / character traits?

What have been your most important (in)formative experiences and achievements?

YOUR VISION FOR YOUR IDEAL CAREER

Ideal job/career

This box may be blank - don't worry!

Activities

Kinds of people

Achievements

Working relationships

Location

Working environment

Qualities/feelings

Anything else which matters

WHAT DO YOU WANT IN YOUR CAREER?

Think about the next stage of your career (e.g. 2-5 years, but can be longer) and write a statement or list of what you want.

1st Draft

TIPS FOR THINKING ABOUT WHAT YOU WANT

What works well:

- 1 **Being completely honest about what you really want** rather than choosing only what seems possible or reasonable (How can you know what's possible if you don't aim for it?)

Notes:

- 2 **Defining it clearly enough that you'll know if you've achieved it (or how far you still have to go)** rather than choosing vague outcomes e.g. "job satisfaction", "a good salary" or "work-life balance" for it?)

Notes:

- 3 **Choosing what you want for its own sake, independent of your current circumstances** rather than just thinking about how to solve current problems (which at best will leave you with the absence of something you don't want instead of the presence of something you do want!) or just using your current circumstances as your reference point e.g. "more respect" or less stress"

Notes:

- 4 **Describing the end result you want** rather than focusing prematurely on processes e.g. "get a qualification" or "networking". (You may not know what steps will get you what you want until you start taking them)

Notes:

WHAT DO YOU WANT IN YOUR CAREER?

2nd Draft

TIPS FOR A SUCCESSFUL MENTORING RELATIONSHIP

There is no blueprint for a successful mentor-mentee relationship, but some things can help you get the best from it.

Choosing a mentor

Everyone listed in the mentor pool would make a good mentor. The role of your mentor is to support you in your learning journey throughout the year, root for your success, help you evaluate your career plan and challenge your assumptions. A common mistake is to select a mentor on the basis on them having similar circumstances to you, or being in your 'dream job'. When requesting a mentor, it is useful to describe what you are aiming to achieve from the programme (for example, I want a mentor who will challenge my assumptions, help me to think about ways to raise my profile or help me improve my communications skills).

Spot Mentoring

If you want some advice on a certain aspect of work (for example, work-life balance issues from someone who works part-time or to find out what is it like to work in a particular department) Spot Mentoring is ideal for this. This involves a one-off mentoring session, either in person or by phone where you 'pick the brains' of the mentor about a particular topic. You will find a link to the list of Spot Mentors on your personal Crossing Thresholds page.

The mentoring relationship lasts for one year

We have asked mentors to commit to supporting their mentee for the twelve months of the Crossing Thresholds programme. At the end of twelve months we ask mentors to take on a new mentee. If you have found mentoring helpful we will suggest that you approach someone new to be your mentor.

Mentees must drive the relationship

This means being proactive in putting dates for sessions in the diary and rescheduling immediately if a session has to be cancelled. It is helpful to advise your mentor what you want to discuss prior to each mentoring session. As the mentoring relationship should support your learning throughout the programme, reminding your mentor what you have covered in your last module/sending them information prior to your meeting will help them prepare for the session and help you both get the best from the meeting.

It is important to 'unpair' if the mentoring relationship ceases for any reason. This can be done in a single click within the Mentoring tab on your Crossing Thresholds personal page. This will allow us to make the mentor available to other women on the programme.

Mentors/mentees are responsive

Mentees only get 12 months on this programme and the mentoring sessions are key to them getting benefit from it. If either side is unresponsive to repeated communication attempts (i.e. at least 2 emails and a phone call) then please let us know and we will unpair you.

Partnerships can continue through changing circumstances

If either the mentee or mentor leaves their current department or leaves the Civil Service altogether this does not necessarily mean they must end the relationship. If a mentor ends the relationship for

any reason within the first 6 months of the programme then the mentee can choose a new mentor.

Unusual pairings can be very successful!

Do not dismiss the possibility of a mentoring relationship working just because you don't immediately 'click'. Some of the most constructive partnerships are those where mentor and mentee have very different perspectives and challenge each other's ideas and approaches. Please don't change mentors because of personality differences.

In advance of your first meeting:

- When you receive confirmation of your mentor pairing, give your mentor a call or send an email to arrange the first meeting; it makes sense to capitalise on the momentum built by the first module of the programme. Remember, it is down to you, the mentee, to drive the mentoring relationship.
- It is useful to send your new mentor your career plan (whatever stage it's at) before meeting up. You may also want to share your CV or other information about yourself.

At the first meeting:

- Take some time to get to know each other: share your backgrounds and aspirations, and whatever else you feel comfortable with, such as family situation and interests outside work
- It is useful to agree mutual expectations at the outset and have these as a written record of your commitment to the partnership
- Explore your action plan together. Explain to your mentor what stage you are at, for example are you still exploring which direction you want to pursue or are you clear about your goal and ready to devise a strategy? Your mentor will help you develop milestones and look at some actions you can take in the coming year. It's likely you will need to spend at least one full session clarifying this.

Things that work well:

- Agree at the outset your goals for the mentor partnership, and the frequency, length, structure and logistics for the sessions (we recommend one hour monthly but 30 minutes once a fortnight or 90 minutes every 6 weeks might work better for some)
- Take responsibility for suggesting dates and making sure they get in both your diaries. Block-booking a number of sessions or setting up a recurring Outlook event can work well.
- Don't be put off if a session gets cancelled – take the initiative and get a new date arranged asap. It's really useful to take time to reflect on previous discussions before you go into a session, which allows discussions to build on each other.
- Take responsibility for what you want from the sessions. It helps to approach mentoring sessions in the 'learning mode', rather than 'performing mode'.
- Decide how you will evaluate the relationship along the way. Build in time for giving and receiving feedback at the end of each session, so you know that the sessions are serving their purpose or what else you need to do.
- Take thorough notes of each session and send your mentor a typed-up record of your discussion afterwards, with action points highlighted. Take action between sessions. Inform your mentor about your successes along the way.

- Use your career action plan as a focus of your work together. You may also want to make a list of relevant topics to look at, for example as you work through the modules, make their themes the topic of your discussions. Be prepared to ask for specific help if appropriate, for example looking over an application form.
- Be honest and open. Show your appreciation for your mentor's support.

Some possible pitfalls:

- Looking to your mentor for the 'right' answers or strategy
- Asking your mentor to champion you (although by all means ask for strategic contacts)
- Overly focussing on apparent problems, constraints and obstacles – instead look for creative alternative ways to achieve your goals
- Cancelling or postponing sessions because you 'can't find the time'
- Pulling back from the relationship if it seems not to be fulfilling your needs – instead make sure you are asking for what you want and give feedback about what is / is not working for you
- Postponing sessions because you have 'nothing to report' – there is always something to work on (including why you are finding it hard to focus on yourself / your career!)

We expect this to be a richly rewarding experience for both parties
and hope you enjoy it!

SHADOWING TIPS

Some practical advice from a Crossing Thresholds alumni

Some things to think about:

- Use the course as a hook - it's a fantastic excuse to shadow
- Force yourself to get over any embarrassment and don't focus on obstacles! The 'why will they want me hanging around' factor isn't helpful or true. People LIKE being shadowed. For a start it flatters their egos, but they can also take the opportunity to reflect on how they got to where they are and their own style.
- They are likely to say yes, and what would be lost if they didn't?

Picking someone to shadow

Firstly, have a think about what you want to get out of it. I can't entirely claim this methodology, but my boss suggested there are three main types of job shadowing:

1 The profile-raiser

Do this if:

- You feel a bit 'under the radar'
- You've had (irritating) comments like 'needs to have more impact/visibility'
- Candidates might be people in your own organisation, or people in senior positions outside.

2 The experience-gainer

Do this if:

- You want to pick up some specific tips on leadership or a particular work area (someone in our group, for example, is focusing on HR leaders)
- You want to gain some specific experience e.g. following someone to a key meeting to see how to influence/negotiate

3 The tactical manoeuvre

Do this if:

- You want a job somewhere or with someone in particular
- You need to widen your network to create more opportunities

If you're greedy like me (and have fabulously kind managers), you can do all three... Ask people to help you identify suitable candidates- there will be a lot not on your radar. I spoke to:

- My boss and my Director
- My mentor
- Colleagues
- People on my CT course (very useful)

How to pitch yourself

It's worth giving a bit of thought to how you pitch yourself to the person you want to shadow. Firstly, use contacts or ring private office/the PA etc. to find out who the best person to contact is.

Things you might want to cover in your (short!!) pitch email:

- You're on the (prestigious!) Crossing Thresholds, which develops female talent in the SCS feeder grades
- Briefly, why you want to shadow them (flattery works here!). What have you seen of them, why are you impressed by them?
- What are you hoping to get out of it?
- Small bio pic: keep it very snappy (I did 2-3 sentences tops); make yourself sound like an interesting/relevant person to have around for the day.
- How long you want to shadow them for and the timescale (in the next six months, say). Don't be apologetic about taking up their time etc.

And be prepared to follow up - realistically, you're not top of the priority list, but that doesn't mean they don't want to do it.

I asked for 15 minutes at the end of each for a one-to-one, where I could ask some of my key questions if I didn't get the opportunity during the day.

Making the most of it

Do a bit of prep - ask if there are any background papers for meetings. Read around the current big issues. Google a bit!

Have some killer questions in your pocket for a one-to-one.

Be prepared to introduce yourself and explain what you're doing there!

Be prepared at the end of meetings to answer 'how did you think that went?' type questions.

Don't be afraid to sell yourself a bit - use the opportunity to enhance your reputation.

Feedback afterwards to course mates/peer groups and colleagues (another profile raiser!).

Good luck, and enjoy it!

GETTING THE MOST FROM YOUR PEER GROUP

Purpose of the Peer Groups

- 1 Assignments and discussions on the self-directed days
- 2 Organising your Peer Group Hot Topic
- 3 Sharing and support

Suggestions to maximise the benefits of your Peer Group

- Arrange meeting times and platforms for the Self-directed day 2 sessions for Modules 2-5. This includes a monthly catch up.
- Take turns to put together the agenda, facilitate conversations and produce a write-up of the day
- Working through the peer group activities from the self-directed page
- Looking at each other's action plans to see if there are any common needs or similar milestones so you can learn from each other
- Supporting each other to take strategic steps, especially if outside comfort zone, e.g. going to speak to senior people, apply for new job, etc.
- Hearing each other's progress and celebrating successes • Sharing resources, articles, websites, information about development opportunities, etc.
- Shadowing each other, or suggesting people in each other's departments (this could be a virtual coffee)
- Exploring common areas for development - something you could tackle together or go on a course together
- Share tips re. how to get the best from your mentor
- Helping each other to digest and process feedback, e.g. from annual review or interview
- Inviting one of your mentors to speak to the whole peer group on a relevant subject
- Challenging any negative assumptions
- Virtual coffees, lunches, evenings
- Unpacking further themes and topics from the facilitated day
- Keep focussed on what you want as individuals and a group from the programme.
- Decide on a monitoring/feedback/evaluation of the days. "What went well/want more of"
- Have fun!

WORKING IN PEER GROUPS

Please discuss the following and not the key points

What do you want from your peer group?

(This might include things like input to job applications, feedback on ideas, informal get-togethers, etc)

What particular things can you offer your Peer Group?

(E.g. skills, experiences, contacts, etc)

Logistics

(What platform will you all use to virtually meet? Who will arrange your monthly catch ups? How will you communicate between modules?)

CAREER PLANNING – MILESTONES

1 What I want

Milestones

by when:

by when:

by when:

by when:

by when:

3 (Start here)

by when:

2 My relevant current situation

CAREER PLANNING – FIRST YEAR ACTIONS

1 What I want to have achieved within the first year

Actions

by when:

by when:

by when:

by when:

by when:

3 (Start here)

by when:

2 My relevant current situation

HOT TOPICS

Each Peer Group will be responsible for organising a Hot Topic session at one of the self-directed days. Hot Topic events are 30 to 60-minute learning events, designed and facilitated by group members, for group members.

Each group will be allocated a theme: you can work with the theme as it is or, if you prefer, you can narrow your theme down to something more specific – it's up to you. There are many ways you can approach your Hot Topic:

- The more imaginative and participative the approach, the greater the impact.
- It helps to be clear about what you want your Hot Topic to achieve - sharing different ideas, increasing participants' self-awareness, giving people tools to take away etc. - this will help to inform the approach you take.
- Think about what resources you have. How can you make best use of them to achieve your desired result?
- It's a perfect opportunity to expand your network by inviting guest speakers to join the session. Think of yourselves as facilitators rather than presenters. Questions are more stimulating than answers.
- It's useful to structure your presentation in a way that is engaging and interesting for the participants. Taking turns to present sections/activities allows everyone to practice.
- Suggestions: short presentation by a speaker (external or internal) or a brief presentation by a group member, followed by a group exercise and/or a structured discussion. Previous examples include 'Question Time' style debates, films of compiled interviews, exploring case studies, series of roleplays, self-assessment questionnaires, 'expert' speakers, café discussions etc.
- The only way you can get this 'wrong' is by turning it into a problem to be solved rather than an opportunity to be gained from!

Peer Group 1: "Getting the right work done" (Module 2)

Peer Group 2: "Authentic personal impact" (Module 3)

Peer Group 3: "Communicating in a virtual world" (Module 4)

All Peer Groups: "Raising your profile" (Module 5)

The suggested timing for Hot Topic event is 11am. Your peer group will deliver your event on the self-directed day of each module, to the rest of your cohort. Each peer group is responsible for inviting the rest of the cohort to their Hot Topic event: use the link from your personal page to email the whole cohort.

The final Hot Topic at Module 5 will work differently; each peer group will work separately and deliver a presentation to an invited audience (perhaps your line manager/counter-signing manager or anyone else you feel can help you achieve your career choices). This presentation is an opportunity to show what you have to offer and to 'raise your profile' with some of the people who have an influence over your career.

HOT TOPICS FAQs

What if we are delivering virtually?

Think about the IT platform that would work best for your cohort. Speakers can join virtually and you will have flexibility over timings on your self-directed days.

My speaker can't make 11am - is there any flexibility?

Yes – we have suggested the timing but you are in control, so please feel free to amend the timing to suit your group and any speakers if you need to.

Equipment and materials?

Your peer group will be responsible for arranging the meeting (after selecting the IT platform of your choice) and issuing the invitations. Most IT platforms allow you to share your screen to show handouts and you can send them in a follow up email, should you wish to.

Is there a budget?

Thresholds do not have a budget for Hot Topics.

How do we ensure that we don't duplicate what the facilitator will be covering in the rest of the module?

We have carefully chosen the Hot Topic themes to complement the other topics we will cover in the module. If in doubt, please refer to the Module Agenda on your personal Crossing Thresholds page.

Do you need to know what we have planned for the Hot Topic?

Yes, please! Your allocated Peer Group contact person needs to write a brief outline of your Hot Topic in the 'Hot Topic' section of their own Crossing Thresholds page.

Can Thresholds help?

The Thresholds team are there if you have any general enquiries but will not be attending the self-directed days. We really encourage Peer Groups to work together on the Hot Topics. It's such a great opportunity to use your initiative and creativity and to reach out and use your networks. This is your chance to run things for 30-60 minutes!

YOUR PERSONAL CROSSING THRESHOLDS PAGE

Your personal CT page is your go-to place for anything to do with your programme. Here is a list of what you'll find there:

Important links:

- Crossing Thresholds FAQs
- Resources page (info and handouts for each module)
- List of mentors who are willing to be shadowed
- Crossing Thresholds LinkedIn group
- Recommend CT to colleagues

My personal details tab:

- Please keep this updated so that we can contact you
- You are welcome to use a personal email

My course details tab:

- Zoom meeting ID and password
- Module dates and agendas

Participants tab:

- List of all the participants in your cohort with their organisation and email addresses
- Option to email all participants

Peer Group tab:

- Your Hot Topic title and date
- List of members of your Peer Group
- The name of your PG contact person
- A section to upload details of your Hot Topic (which can only be seen by your PG and Thresholds)
- Option to email members of your Peer Group

Mentoring tab:

- Your current mentoring status
- Your mentor's details and contact information (if you have been paired)
- Your mentor pairing activity
- Notice of any action required
- Link to unpair with your mentor