Welcome to the Facilitator Guide for the myPath Peer Pathways Program!

We are so excited to have you join our team as a Peer Facilitator. This guide was created to answer the main questions you may have about your new role: What is this program? What will I be doing? How can I do this well?

This guide includes 4 main sections:

About the Peer Pathways Program
This introductory section will provide you with background information about why this program was created and what it aims to achieve.

Content
This section will provide you with an outline of the content covered in the Peer Pathway Program, to help you understand what you will do in your role as Peer Facilitator.

Facilitator Training
This section will provide you with an overview of the training sessions to help you to develop facilitation skills.

Communications
This section provides recommendations on communicating with participants and email templates.
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ABOUT THE PROGRAM
Background Information

myPath\textsuperscript{1} is a toolkit to help students create an Individual Development Plan (IDP). The purpose of the IDP is to help students to establish meaningful goals that enable them to have an engaging graduate student experience.

The IDP document contains the following 3 elements:

- Vision & Priorities
- Goals & Activities
- Actions & Tasks

The process of creating an IDP document involves the following steps:

- Reflect
- Envision
- Plan
- Enact

Various myPath tools\textsuperscript{2} and programs\textsuperscript{3} have been developed to provide guidance and exercises to help students work through the 4-step process to create their IDP. The Peer Pathways Program is one of these!

The Peer Pathways program uses a “flipped classroom” approach, where students use the myPath tools in a self-directed way, with group sessions led by a peer facilitator, devoted to peer discussion and exchange.

Program Development

The design and development of the Peer Pathways Program was intentionally grounded in the following principles that we identified through a collaborative group brainstorming process:

- **Community Building**
  
  We wanted to focus on the importance of peer support networks, develop a sense of community over comparison or competition, and create a space to explore different ideas of success in graduate school.

- **Student-Centered Agency**
  
  We wanted to empower students to take ownership over their own personal development, identify areas where they are in control, and develop trust in their ability to achieve their goals and overcome challenges.

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• **Holistic Approach to Wellness**

We wanted to emphasize wellness throughout the entire program, provide an opportunity to identify areas of support and decrease feelings of being overwhelmed and isolated that are common in graduate school.

Throughout this guide, you will see how these concepts are interwoven into the structure, content, and aim of the program. As you engage with the materials, reflect on how you can embody these principles in your role as a facilitator.

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**Program Wide Learning Outcomes**

The following learning objectives describe our overall goal for the Peer Pathways Program, and what the participants will learn by engaging with the content.

By taking part in the Peer Pathways Program, participants will gain

- Access to tools to help establish meaningful, holistic goals aligned with their priorities and motivations
- An understanding of how wellbeing, personal growth, and academic progress intersect
- An opportunity to exchange ideas with peers, gain exposure to different graduate school experiences and collaboratively troubleshoot challenges

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**Peer Pathways Program Structure**

The Peer Pathways Program is structured around 3 main components: Observe – Enact – Share

- **Observe**

A series of animated videos (about 15 minutes each) were created to introduce the main information covered in myPath. Participants will watch the videos at their own pace, following the suggested schedule detailed below in the Content section. Some videos are required for the Peer Pathways Program, and some are optional.

- **Enact**

There are reflection exercises embedded in the videos to allow participants to apply the information to their own graduate experience. As with the videos, some of these exercises are required to complete for the Peer Pathways Program, and some are optional. Participants will complete most of the specified exercises independently, following the schedule provided below.
• Share

The heart of the Peer Pathways Program is the opportunity for participants to connect and share with their peers. As facilitators, you will lead the group sessions, focusing on discussion-based activities that align with the content covered in the videos and exercises. A total of 4 group sessions will be held (90 minutes each), offered on a bi-weekly basis. Please see the Content section below for a detailed description and schedule of the content to be covered.

Your Role as Facilitator

A facilitator is someone who helps a group of people work together. As a facilitator with the Peer Pathways Program, you will not be lecturing material, but instead helping to guide your group through discussions. Facilitation allows everyone to express themselves, keeps discussions moving and maintains a safe, respectful and inclusive group environment.

This concept of establishing a supportive space for learning and exchange is particularly important for the Peer Pathways Program, as the program aims to foster social connections among graduate students and normalize challenges that arise in graduate school. In the Content section below, we refer to this action as “Create the Container”. This includes dedicating time at the beginning of the sessions to discuss how you will engage as a group.

Further guidance on how to facilitate meaningful and inclusive spaces will be provided in training sessions, described in the Facilitator Training section of this guide.
PROGRAM CONTENT
Overview

In this section of the Facilitator Guide, you will find a detailed description of the tools (PowerPoint slides, Slack, and Zoom), list of videos and content for the 4 sessions included in the Peer Pathways Program:

- Session #1: Understanding Motivation
- Session #2: Be Well & Plan Your Future
- Session #3: IDP in Action
- Session #4: Next Steps

You will notice that we have not provided a script for each session. You will have flexibility to slightly adapt the outlines provided below, for example, by selecting some but not all of the suggested prompts, or by choosing to use the slide deck to share the questions with your participants. We encourage you to choose what works best for you and your group, while sticking with the broad discussion topics for the session.

Tools

PowerPoint slides

You will have access to a PowerPoint slide deck that includes a pool of potential questions / discussion prompts and additional visuals. These materials are designed to help you as you facilitate your sessions. Not everything needs to be included (there are duplicate questions per topic). You should use the PowerPoint template provided to ensure that the visual identity of the myPath materials is consistent between groups.

You may choose what works best for you and your group!

Slack channel

Purpose: In some cases, there may be more to say during the sessions than time allows. Perhaps some participants are aware of useful resources they could share with the group. Most importantly, community-building does not have to be limited to the discussion sessions. The Slack workspace is intended to provide an asynchronous platform to:

- Foster a sense of community within the group
- Allow people to share ideas that were not discussed during the session because lack of time or expand on what was mentioned and continue the conversation
- Give a space for people to share their thoughts and reactions as they watch the videos and do the exercises at their own time
- Share resources, quotes, tips that may help other participants
- Ask for crowd-based help (ex.: “Could anyone help me find a way to reconcile independence and team-work? I find I need both but can’t see how to get both! Any ideas?”)
How-to: Slack allows users to join a workspace, in which conversations are distributed in channels. All participants can join the Slack workspace, and then be invited into a private channel in which the conversation (and the channel itself) is visible only to the members of their group. Default channels include a general channel and a random channel. The public channels span across groups and are visible to anyone who signs up for the Peer Pathways Program, regardless of the group they belong to. Having a private channel allows the group to respect the community agreement by observing confidentiality and privacy about what is shared in the group, be it during the sessions or on Slack.

Here are some resources on how to get started with Slack or setup your group channel:

- Slack: Quick start guide
- How to create a channel in Slack
- How to turn a channel into a secret (private) channel

Use: The Slack workspace is not intended as a communication means with the group, as it is an optional support platform to enhance the participants’ experience, so people may not receive notifications if they decide not to join the Slack workspace and should not be penalized for it. Similarly, should the participants require support from the facilitators, Slack may not necessarily be the best way to require it, as the facilitators are not expected to provide on-demand consultation through Slack. Facilitators are encouraged to keep an eye on the discussions of the group they are leading, as concerns and topics may arise that may deserve to be revisited during the next session. However, it is expected that the group follows the community agreement even on Slack so that the facilitators do not need to monitor the channel, as it is a shared responsibility of the group to observe the agreement.

Should any inappropriate behavior occur, facilitators as workspace owners or administrators can delete messages or remove the user from the channel.

Zoom

- Using polls on Zoom
- Collaborate using a whiteboard or a shared screen on Zoom

5. https://slack.com/help/articles/201402297-Create-a-channel
7. https://slack.com/help/articles/201898668-Remove-someone-from-a-channel
8. https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings
List of Videos

Link to playlist: https://www.youtube.com/playlist?list=PLfMfJihLOASWtnQDaozmbwDpMxYZPPLhh

- Introducing myPath: https://youtu.be/g4tIJPB24Ds
- Making the most of your doctoral experience: https://youtu.be/AMbtSqwqbrc
- What is an IDP?: https://youtu.be/LKDlryG6uow
- Reflect on last year: https://youtu.be/qXNyaNpaf5U
- Create Your Skills Matrix: https://youtu.be/w4_jETJwuTI
- Understand Your Values: https://youtu.be/t5MfitDpu94
- Your IDP and Career: https://youtu.be/KctlWBNDT0s
- Imagine Alternative Paths: https://youtu.be/mmdhtm3NLok
- Your IDP and Wellbeing: https://youtu.be/W7NldrqFlkU
- Establish Your Vision & Priorities: https://youtu.be/eX8pM_r1OnE
- Create Your IDP: https://youtu.be/td5woK42wXk
- Stay On Track: https://youtu.be/SXheO2CXNb4
- Review Your Progress: https://youtu.be/4alcunZJLTw
- Sustaining Your IDP: https://youtu.be/X7N50Z1qysQ

Course Outline

Each session description begins with the learning objectives that guide the aim of the session. Below, you will find a list of the required materials (videos and exercises) to be completed by the participants before attending the discussion group session, as well as optional suggestions if participants feel motivated to engage with the material further. An outline of the discussion-based activities is provided for each session.

Please make sure to view the required videos and complete the required exercises before the session.
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<th>Session</th>
<th>Before the session</th>
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<tr>
<td>Session #1: Understanding Motivation</td>
<td><strong>Required</strong>&lt;br&gt;• Complete the pre-participation survey <em>(If using)</em>&lt;br&gt;• <em>What is an IDP?</em> (view only)&lt;br&gt;<strong>Optional</strong>&lt;br&gt;• <em>Making the most of your doctoral experience: How to use the IDP, LOU &amp; PTF</em> (view only)&lt;br&gt;• <em>Reflect on Last Year</em> (view and complete exercise)</td>
<td>This session focuses on establishing the foundation for the program, spending time at the beginning to set up a space where individuals feel comfortable learning and growing together. Aims:&lt;br&gt;• Establish expectations and discussion motivations for pursuing graduate degree.&lt;br&gt;• Identify and define your core values&lt;br&gt;• Discuss your experiences and motivations with your peers</td>
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<tr>
<td>Session #2: Be Well &amp; Plan Your Future</td>
<td><strong>Required</strong>&lt;br&gt;• <em>Your IDP and Wellbeing</em> (view only)&lt;br&gt;• <em>Your IDP and Career Planning</em> (view only)&lt;br&gt;• <em>Imagine Alternative Futures</em> (view and complete exercise)</td>
<td>This session is about taking a holistic view of your future and making sure that you are thinking sustainably about possible life paths. Aims:&lt;br&gt;• Understand the importance of incorporating wellbeing into your current planning and future vision&lt;br&gt;• Imagine alternative futures&lt;br&gt;• Consider diverse perspectives of success through peer sharing</td>
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<td>Session #3: IDP in Action</td>
<td><strong>Required</strong>&lt;br&gt;• <em>Create Your IDP</em> (view and complete exercise)</td>
<td>This session is about looking at your IDP, integrating the concepts from the past sessions to discuss how your SMART goals reflect your vision and priorities. Aims:&lt;br&gt;• Understand how to write or describe a vision statement that highlights your priorities for the next year&lt;br&gt;• Collectively identify support networks to overcome challenges and achieve goals</td>
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<td>Session #4: Next Steps</td>
<td><strong>Required</strong>&lt;br&gt;• <em>Stay on Track</em> <em>(Required - view and complete exercise)</em>&lt;br&gt;• <em>Review your Progress</em> (view only)</td>
<td>This last session is all about staying on track and ensuring sustainable planning. Now that you have shared your experience creating your IDP, it is important to talk about the next steps. Aims:&lt;br&gt;• Plan effectively for monitoring and assessing goal progress&lt;br&gt;• Create an effective timeline to stay on track</td>
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Session #1 – Understanding Motivation

This session focuses on establishing the foundation for the program, spending a significant amount of time at the beginning to set up a space where individuals feel comfortable learning and growing together. Participants will have watched the introductory video “What is an IDP?” but will still likely have many uncertainties about what the Peer Pathways Program will involve. Before jumping into the discussions and sharing, spend time to go over these details and group expectations. Participants will watch the “Understand Your Values” video and engaged with the exercises. The discussion will focus on takeaways from this experience of reflecting on their values, providing space for individuals to discuss common experiences and collaboratively discuss opportunities for growth. Reflecting on values will help participants to better understand themselves and will be helpful for future sections to develop meaningful goals.

Learning objectives

By the end of the session, participants will:

- Identify their core values and how they impact their motivation
- Have established group norms to create a sense of community

Videos and exercises to complete before the session

- What is an IDP? (required - view only)
- Making the most of your doctoral experience (optional – view only)
- Reflect on last year (optional - view and complete exercise)

During the session

Create the container (30 min)

- **Icebreaker:** Choose a quick, light activity for the group to introduce themselves. Potential options include:
  
  - Ask participants to share a boring fact about themselves. This is a fun, low-pressure sharing activity. An example of a boring fact: I had toast for breakfast today.
  - Ask participants to share one activity they do on weekends that brings them joy. This is a nice way to set the tone and emphasize wellbeing right away.

- **Logistics:** Provide an overview of what their involvement in the Peer Pathways Program will include:
  
  - Show schedule
  - Highlight that the goal of myPath is to create an IDP, which will be completed between the 2nd and 3rd session.
  - Describe that the group sessions will be discussion based, with a 10-minute break in the middle
- **Group Norms Agreement**: Collectively, you can set some ground rules for how you want to engage together. Example group norms include:
  - Show respect to all participants, be present, and engage with the process.
  - Zoom meeting etiquette/ground rules.
  - A brave space is a space where participants feel comfortable learning, sharing, and growing. A brave space is inclusive to all races, genders, abilities, and lived experiences.

- **Optional - Check in Activity**: Provide space for participants to share their expectations, fears, or concerns. Potential discussion prompts include:
  - Why are you here? What motivated you to enroll in the program?
  - What are potential challenges, and how could I (as the facilitator) help you overcome them?
  - Note: this activity could be used as a reflective exercise to be completed following session 1 and sent to the facilitator in private.

- **Discuss IDP**: Participants should have already watched the “What is an IDP video” - ask if they have any questions, comments, concerns, or ideas.
  
  **Break (10min)**

**Discuss Values (45min)**

- **Play the “Understanding your values” video.**
  - Explain that time to do the exercises is embedded in the video but it likely won’t be enough for them to actually complete the exercise.

  - The aim here is to “taste test” the exercises so participants can get a feel for what the exercises are like and you can answer any questions they might have about how to engage with the exercises.

  - **Optional**: provide some extra time after viewing the video to continue working on the exercise (use your judgement based on how engaged the participants are and how much time you have)

- **Facilitate a conversation** about what participants learned about themselves during the values sort exercise. Prompts for discussion include:
  - How is context influencing your value selection (e.g., working environment, current stage of life)?
  - What are some options for dealing with “conflicting” values (e.g., flexibility and structure)?
  - How can you fulfill unmet needs?

**Wrap-up (5min)**
• **Optional - Reflection**: You can provide your participants with a final reflection prompt that they can continue to think about outside of the session. They will not be required to report their responses, it is simply to encourage self-reflection. Prompts for this session could include the following:

  ◦ Why are you here? What motivated you to enroll in the program? What did you learn about yourself today?

• **Logistics**: Let participants know that you will be sending an email with the links for the videos to watch between session 1 and 2.

  ◦ Exercises:
    ◦ understanding your values - Encourage participants to complete the exercise
    ◦ Create your skills matrix - optional, but highly recommended
    ◦ Imagine alternative futures - required. Very important to complete this exercise as we will spend most of next session focused on this.

  ◦ There are also 2 “view only” videos that will help you with the Imagine alternative futures exercise:
    ◦ Your IDP and Career Planning
    ◦ Your IDP and Wellness

### Session #2 – Be Well & Plan Your Future

This session is about taking a holistic view of your future and making sure that you are thinking sustainably about possible life paths. Participants will have had the chance to understand their values, their past and where they view themselves on the skills matrix. In this session, it is important to take this information and start thinking about wellbeing, career paths and alternative plans for their futures. How can you prioritize wellbeing? How do you integrate your personal wellbeing in planning your future paths? What are your career options? What interests you in employment and how do certain fields fit your skills and values? In thinking about these career and life options, how can you plan for alternative futures? In thinking about these questions, participants will be asked to complete the alternative future exercise. Make sure that this session has an emphasis on wellbeing and how we integrate these components in all areas of the IDP including when thinking of our past skills matrix and future opportunities.

### Learning objectives

By the end of the session, participants will:

• Understand the importance of incorporating wellbeing into their current planning and future vision
• How to use self-reflection to explore careers and imagine different life paths individually and collectively
• How to provide and receive peer feedback on their ideas of alternative futures
• Understand the benefit of considering diverse perspectives of success through peer sharing
Videos and exercises to complete before the session

- Understand your values (optional - finish exercise)
- Create your skills matrix (optional - view and complete exercise)
- IDP & Wellbeing (required - view only)
- IDP & Career (required - view only)
- Alternative Futures (required - view and complete exercise)

During the session

Create container (15min)

- Activity Options:
  - Work with discussion questions on wellbeing for warm-up discussion (e.g., different ideas of what wellbeing means)
  - Asking the group to use a platform like Google Jamboard\(^{10}\), Mural\(^{11}\), Mentimeter\(^{12}\), or a whiteboard to put together key words that remind them of self-care and what wellbeing is to them.

Ex:

◊ Create space to normalize stress about planning career (fears of being compared....)

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11. https://www.mural.co/
Discuss Alternative Futures (20min)

- What do your paths tell you about the fields you are interested in?
- What kinds of values are apparent across your paths?
- How does this type of activity make you feel about career planning?

◊ Note: A benefit of discussing the Alternative Futures activity in a peer setting is that it provides an opportunity to discuss a common challenge in graduate school, stress/concerns about careers. These discussions can help to normalize this experience and emphasize that students are not alone. You can weave in a discussion about wellbeing, suggesting that planning for your future is a form of self-care by helping to proactively address these feelings.

Create Idea Boards (30min)

- Help peers discover ways to “prototype” their ideas... can also focus on skills they want to develop if they did not do the alternative futures exercise
- In this activity, participants will write down their idea for an alternative career path (e.g., opening a bakery) on a larger paper (if it is online, on a Jamboard). Participants will then walk around the room and add ideas to the paper that will help the person realize this idea on a small scale (e.g. start baking for friends and family and see how it goes)

Break (10min)

OPTIONAL (if time permits) Discuss skills (10min):

- If participants want and time permits: Facilitate a conversation about takeaways from the quadrants in the skills matrix exercise. Some prompts include:
  ◊ Did you notice any themes or clusters in your skills matrix? (e.g., What falls into your Mastery & Growth areas? What falls into your Burnout & Stress areas?)
    ♦ Which areas do you want to focus on in the next 6-12 months (e.g., Growth and Importance)?
    ♦ Which areas are you most excited about?
    ♦ Which areas are important now vs important for the long term?
  ◊ Discussion on how to be motivated to do important stuff you don’t enjoy (e.g., Stress & Burnout)
    ♦ Who might be able to help you? What resources are available?

Discuss vision and possible goals (15min)

- Pre-exercise discussion – try to synthesize what you know so far about yourself
- Pre-exercise discussion – based on your synthesis -what goals do you want to prioritize?
- Close off by reminding them that the homework is to create an IDP – this will be hard – if they are having trouble selecting priorities and goals -create extra ones and the group will work with you next time to select.
Wrap up (5min)

- Remind participants that you will be sending an email with the links for the videos to watch between session 2 and 3.
  ◦ Establish Vision and Priorities (optional - highly recommended)
  ◦ Set Your Goals (optional - helpful if you need more time to brainstorm all the possibilities)
  ◦ Create Your IDP (required - view and complete exercise)
    - Very important to complete this exercise as we will spend most of next session focused on this.

Session #3 – IDP in Action

This session is about looking at IDPs. Participants will have had that chance to map out their IDPs and goals. In this session, it is important to take stock of all the past sessions to create SMART goals, a vision statement, and priorities. What are your visions for the future? Based on these visions, how are you going to set priorities? In thinking about the visions, you have for your future and your priorities, what are some goals that align? How are these goals SMART (Specific, Measurable, Abilities, Relevant and Tenable)? Make sure that this session has an emphasis on putting the IDP together by focusing on the actionable steps/goals that align with the reflections about skills, values, wellbeing, and alternative paths.

Learning objectives

By the end of the session, participants will:

- Understand how to write or describe a vision statement that highlights their priorities for the next year to present for themselves or others
- Give and receive peer feedback when editing/creating SMART goals
- Collectively identify support networks to overcome challenges and achieve their goals (e.g., peers, friends, family, activities and learning opportunities on campus)

Videos and exercises to complete before the session

- Establish Vision & Priorities (Optional - view and complete exercise)
- Set Goals (Optional - view and complete exercise)
- Create IDP (Required - view and complete exercise)

During the session

Create container (15min)

- Peak (success), Mountain (challenges), Valley (potential)
  - Peak → Discuss some successes participants have had in the process of creating an IDP or within the IDP. These can be a success, small win, or something positive that happened.
Mountain → Discuss some challenges participants have had in the process of creating an IDP or within the IDP. This can be something participants struggle with and might need more support.

Valley → Discuss some of the growth participants have in the process of creating an IDP or within the IDP. These are the innovative ideas, new revelations, and things that participants look forward to doing or experiencing.

Discuss process of choosing priorities and goals (15min)
- If needed: Get help from group to choose priorities/goals
- Dealing with “abandoned” goals

Break (10min)

Discuss SMART goals (45 mins)
Get help from peers to use this time to work and get peer feedback for the goals that have been crafted or still need to be crafted. Go through each participant, allow them to pick a goal that they would like to work on, and everyone can add in feedback and ask the SMART questions.

- Specific - break it down: My goal is... → the activities that will help me to get there are...
  Identify experimental learning opportunities/activities on campus that will help you achieve your goals
- Measurable - assess progress: I will know I have succeeded when... My due date or timeframe is.....
- Abilities - describe the skills you need: To reach my goal, I will need the following skills...
- Relevant - make sure the goals align with your priorities: I want to pursue this goal because ....
- Tenable - understand the resources needed: I know this is doable because .... I will need these resources / help from these people... IF I encounter a challenge, THEN I will ....

Wrap up (5min)
- Remind participants that you will be sending an email with the links for the videos to watch between session 3 and 4.
  ◦ Stay on Track (required - view and complete exercise)
    ♦ Very important to complete this exercise as we will spend most of next session focused on this.
  ◦ Review your Progress (required - view only)
Session #4 – Next Steps

This last session is all about staying on track and ensuring sustainable planning. Now that each participant has created their IDP and shared their experiences with the group, it is important to talk about the next steps. How do you best move forward? How can you hold yourself accountable? How can you stay on track during challenging times? You will discuss these questions as a group and review each other’s timelines. The participants will have watched the video “Stay on Track” that provides them with templates to create weekly schedules and broader timelines. These materials also address common issues regarding planning, such as procrastination or perfectionism. Participants should be encouraged to share their plans for reviewing their progress. Keep in mind that thinking about the big picture and the future can cause stress and remind the participants that reviewing and changing timelines is part of the process.

Learning objectives

By the end of the session, participants will be able:

- to plan effectively for monitoring and assessing goal progress
- to create an effective timeline as they brainstorm ways to stay on track as a group and peer review their timelines during the session
- to trust in their ability to achieve their goals and overcome challenges

Videos and exercises to complete before the session

- Stay on Track (required - view and complete exercise)
- Review your Progress (required - view only)

During the session

Warm-up Activity (15 minutes)

- At the beginning of the session, you will show participants an example of a “CV of failures” (https://www.sciencealert.com/why-creating-a-cv-of-failures-is-good-Princeton-professor-viral). This will allow you to address the fact that there is a lot we do not see or know about people who we admire for their success.

- Ask the participants to share an example of “a failure” that turned out to be a great learning experience or a moment where they felt intimidated by a successful person (if they feel comfortable). Of course, you can bring in your own examples and share them with the group to get the conversation started.

Program content
**Discuss: Stay on Track (30 minutes)**

- During this round of discussion, the participants will review each other's timelines and share feedback. Have everyone work in pairs first (15 minutes). You can provide the group with the following guiding questions as they look at the timelines of their peers:
  - Does this timeline allow enough time for daily breaks?
  - Is there enough room for adjustments in case things get busier than anticipated?
  - Does the timeline clearly indicate what to prioritize?

- After everyone worked in pairs, discuss as a group (15 minutes):
  - How did your partner’s timeline differ from yours? Did you notice any interesting similarities or differences?

**Break (10 minutes)**

**Discuss: Review Process and Sustainability of Timelines (30 minutes)**

- After the break, discuss the bigger picture: How does the IDP fit in your life? When might be a good moment to revise your IDP?

- Brainstorming Activity: You can use any platform of your choice to capture the group’s brainstorming. Further information on how to use these platforms can be found in the appendix of this document. Start the brainstorming with the following question:
  - What do you need to stay on track in the long run?

- Drawing from the answers shared during the brainstorming, you can start creating a collaborative list of ways to maintain the peer support provided through myPath and to establish a sustainable community of support. Ex: create “accountability buddies” or a way to follow up with peers in the group to discuss progress.

**Wrap up (5min)**

- Give participants a moment for individual reflection
  - Who do you want to make time for?
  - What goals and activities do you want to prioritize?
  - What would you like to spend more time on? What would you like to spend less time on?

- Invite participants to share their “intentions” for the immediate future (month, semester?)

- Congratulate and thank everyone for participation, contribution, authenticity, etc...
FACILITATOR TRAINING
Overview

We designed a training program to support the Facilitators throughout their involvement in the Peer Pathways Program. This involved 3 main phases:

- Preparation
- Training Sessions
- Debrief

Preparation

Facilitators began by familiarizing themselves with the program content and materials. We invited the Facilitators to actively engage with the different myPath resources available to begin the process of creating their own IDP. We emphasized that their IDP did not need to be fully completed before attending the training sessions, and to simply start by scanning through the content to take note of sections that stood out as interesting or confusing. We encouraged Facilitators to continue to develop their own IDP over the course of the training sessions and the entire Peer Pathways Program.

We asked that Facilitators review the Facilitator Guide and New Staff Onboarding documents prior to attending any training sessions, to understand the context of their role. Following the training sessions, we asked Facilitators to prepare for their sessions by watching the required videos, as described in the Content section, before facilitating the corresponding group discussion.

Training Sessions

We offered a series of interactive training workshops to our Facilitators before they began their peer discussion groups. These training sessions were designed to introduce the key components of facilitation and to prepare Facilitators for their role in creating brave spaces for reflection with their peers. The additional training was particularly helpful to those who were new to facilitation.

We designed the training sessions around the following key concepts:

- Career Development in Graduate Education
- Facilitation Skills
- Equity, Diversity, and Inclusion

Getting comfortable leading a group with diverse experiences takes time and patience. We structured the final training session as an experiential learning opportunity, where Facilitators could apply the skills gained in the previous trainings.

Please refer to the table below to see the details of the training sessions we held, and additional free resources you can use to create a similar training program on your own.
<table>
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<tr>
<th>Session Detail</th>
<th>Additional Resources</th>
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<td><strong>Fostering Inclusive Spaces</strong>&lt;br&gt;Sessions offered by <a href="https://www.mcgill.ca/skillsets/offerings/our-shared-spaces">Our Shared Spaces, McGill University</a>&lt;br&gt;This training session introduced equity-centered education. Participants gained insight into strategies to make their peer groups inclusive, safe spaces for participants to have personal breakthroughs.&lt;br&gt;Facilitators were also encouraged to independently attend at least one other EDI offering by Our Shared Spaces, including “Intro to Anti-Oppression”, “Intro to Anti-Racism”, “Gender 101”, “Accessibility and Disability 101”.</td>
<td><strong>Readings:</strong>&lt;br&gt;<a href="https://www.mcgill.ca/skillsets/framework/equity-diversity-inclusion">Equity, Diversity &amp; Inclusion, SKILLET, McGill University</a>&lt;br&gt;<strong>Toolkits:</strong>&lt;br&gt;<a href="https://ccdi.ca/toolkits/">Getting Started – Diversity and Identity – Canadian Centre for Diversity and Inclusion</a>&lt;br&gt;*Workshop slide deck available&lt;br&gt;<strong>Video:</strong>&lt;br&gt;<a href="https://www.youtube.com/watch?v=kZaNa17yeaQ">How to Go Beyond Diversity and Inclusion to Community and Belonging – E’Ula Green</a>&lt;br&gt;<strong>Book:</strong>&lt;br&gt;<a href="https://books.google.ca/books?id=fjmhDwAAQBAJ&amp;lpg=PR5&amp;dq=equity%20diversity%20and%20inclusion%20facilitation&amp;lr&amp;pg=PR5#v=onepage&amp;q&amp;f=false">Strategies for Facilitating Inclusive Campuses in Higher Education: International Perspectives on Equity and Inclusion</a></td>
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<td><strong>Micro-facilitation and application</strong>&lt;br&gt;Facilitated by Sophie-Marie Schönberg, Program Development Assistant, myPath and SKILLET, McGill University&lt;br&gt;This training session allowed Facilitators to practice and receive feedback from their peers. Facilitators selected one exercise from the Content section and facilitated a 10-minute mini-discussion. As a group, Facilitators reflected on the different strategies used.</td>
<td><strong>Readings:</strong>&lt;br&gt;<a href="https://www.torontomu.ca/content/dam/learning-teaching/teaching-resources/teach-a-course/experiential-learning.pdf">Best Practices in Experiential Learning – Ryerson University, Learning &amp; Teaching Office</a>&lt;br&gt;<a href="https://experientiallearninginstitute.org/resources/what-is-experiential-learning/">What is Experiential Learning – Institute for Experiential Learning</a></td>
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Debrief

We offered weekly Facilitator debrief sessions. These sessions served as an informal space for Facilitators to check in with their peers and learn from each other. We used this time to discuss how the recent sessions went and provide an opportunity for Facilitators to ask any questions or share new techniques they tried with their groups. We loosely structured the debriefs on the following prompts:

- What went well?
- What was challenging?
- Will you try anything differently next time?

The informal debrief check-ins helped to establish a supportive space among the group of peer Facilitators, to provide reassurance if something did not go as planned in a session, or to collaboratively brainstorm ways to change the delivery in the future.
COMMUNICATIONS
MS Teams Group for Facilitators

It is recommended that you start a Microsoft Teams Group for Facilitators as a place to interact with your colleagues, share resources and troubleshoot materials from this guide. The group will have various channels containing material from the guide so that you are able to interact with the material and ask questions as you go along your journey as a peer facilitator.

Sample Email Communications

Communication is key to keep your participants engaged and make them feel like you value their time and attendance to the sessions. Community building and consistency is something that is a priority which means you will be communicating through the slack channel for short updates and email for other formal updates.

♦ We recommend all facilitators use a consistent email signature.

Below you will find email templates to send to participants along the journey of the sessions.

Welcome email template
To send 1 week before session 1

Subject: Welcome to the myPath Peer Pathways program!

Body:

Hello!

I want to formally welcome you to the myPath Peer Pathways program! My name is (INSERT YOUR NAME) and I will be your facilitator. myPath’s mission is to help students and postdocs pursue their goals using an Individual Development Plan (IDP). Think of your IDP as a tailored roadmap that guides you from where you are now to where you want to be.

There will be a total of 4 group meetings which are spaced 2 weeks apart. Our first session is on [DATE] from [TIME] TO [TIME]. I will send you calendar meeting invitations for the meetings shortly -which will include the zoom link for all of the sessions.

Here is a link to the program outline which describes the aims of each session: www.mcgill.ca/mypath/programs/PPP Please take note of the videos to complete before each session. I will send you reminder emails before each session.

Through our time together we aim to cover a diverse range of tools, videos, and content aimed at supporting you in your personal and professional journeys towards mapping your IDP. Our group discussions will be a convening space to look over some challenges, give advice to one another and gain better insight on our IDPs. Our values are:

• Community Building
We want to focus on the importance of peer support networks, develop a sense of community, and create a space to explore different ideas of success in graduate school.

- **Student-Centered Agency**

  We want to empower students to take ownership over their own personal development, identify areas where they are in control, and develop trust in their ability to achieve their goals and overcome challenges.

- **Holistic Approach to Wellness**

  We want to emphasize wellness throughout the entire program, provide an opportunity to identify areas of support and decrease overwhelmed and isolating feelings that are common in graduate school.

These will be pillars of how we conduct our time together. Which means we now have our own little community to help one another and keep each other accountable to be well and sustainable throughout the process.

We have created a slack channel to troubleshoot and support our Individual Development Planning. Here is the link to join the slack: ([INSERT SLACK LINK])

Here is the link to join our private group: ([INSERT THE PRIVATE INVITE LINK FOR YOUR GROUP ON SLACK])

I can’t wait to see you at our first session and in the meantime, feel free to respond to this email with any questions or comments!

See you soon,

([INSERT SIGN OFF NAME])

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**Calendar meeting invitation template**

To send immediately after sending welcome email

Title: PPP Discussion Group

Start/End time: [this can be sent as recurring meetings if the meetings are spaced 2 weeks apart - but will need to be sent as separate meetings if there is any deviation from that (e.g. due to holidays)]

Location: [INSERT ZOOM LINK]

Body:

Hi

Here is the zoom link to join the Peer Pathways Discussion Group: [INSERT ZOOM LINK]

Looking forward to seeing you there!

([INSERT SIGN OFF NAME])
Before session 1 email template

To send 3-5 days before session
Subject: Please complete before our first peer session

Body:
Hi!

I wanted to remind you of the things to complete before our first session on [DATE] from [TIME] TO [TIME]. You can view the outline of all the sessions here: https://www.mcgill.ca/mypath/programs/ppp

- **(OPTIONAL) Please complete the pre-participation survey:**
  - [INSERT LINK TO SURVEY]
  - This will help us to better understand your needs and evaluate the program.

- **Required videos:**
  - What is an IDP
    - [https://youtu.be/LKDIryG6uow](https://youtu.be/LKDIryG6uow)

- **Optional videos:**
  - Making the most of your doctoral experience: How to use the IDP, LOU, and PTF
    - [https://youtu.be/AMbtSqwqbrc](https://youtu.be/AMbtSqwqbrc)
  - Reflect on last year
    - [https://youtu.be/qXNyaNpaf5U](https://youtu.be/qXNyaNpaf5U)

Here is the zoom link for the meeting [INSERT ZOOM LINK]

If you are in need of support or have any concerns let me know by replying to this email so that we can accommodate you. You can also connect with the group on slack here: [INSERT THE PRIVATE INVITE LINK FOR YOUR GROUP ON SLACK]

See you soon,

(INsert sign off name)

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Before session 2 email template

To send 3-5 days before session
Subject: A quick reminder before our next peer session

Body:
Hi!

I wanted to give you a quick reminder of the myPath videos to complete before our next session on [DATE] from [TIME] TO [TIME]. You can view the outline of all the sessions here: https://www.mcgill.ca/mypath/programs/ppp

---

Communications
• **Required videos:**
  ◦ Your IDP and Career Planning
    ✷ [https://youtu.be/KctIWBNDT0s](https://youtu.be/KctIWBNDT0s)
  ◦ Your IDP and Wellbeing
    ✷ [https://youtu.be/W7NIdrqFlkU](https://youtu.be/W7NIdrqFlkU)
  ◦ Imagine Alternative Paths
    ✷ [https://youtu.be/mmdhtm3NLok](https://youtu.be/mmdhtm3NLok)
    ✷ Please make sure to complete this exercise!

• **Optional videos:**
  ◦ Understand your values (finish exercise)
    ✷ [https://youtu.be/t5MfitDpu94](https://youtu.be/t5MfitDpu94)
  ◦ Create your skills matrix (view and complete exercise)
    ✷ [https://youtu.be/w4_jETJwuTl](https://youtu.be/w4_jETJwuTl)
    ✷ We strongly recommend that you do this exercise

Here is the zoom link for the meeting [INSERT ZOOM LINK]

If you are in need of support or have any concerns let me know by replying to this email so that we can accommodate you. You can also connect with the group on slack here: [INSERT THE PRIVATE INVITE LINK FOR YOUR GROUP ON SLACK]

See you soon,

(INSERT SIGN OFF NAME)

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**Before session 3 email template**

To send 3-5 days before session

**Subject:** A quick reminder before our next peer session

**Body:**

Hi!

I wanted to give you a quick reminder of the myPath videos to complete before our next session on [DATE] from [TIME] TO [TIME]. You can view the outline of all the sessions here: [https://www.mcgill.ca/mypath/programs/ppp](https://www.mcgill.ca/mypath/programs/ppp)

• **Required videos:**
  ◦ Create Your IDP
    ✷ [https://youtu.be/td5woK42wXk](https://youtu.be/td5woK42wXk)
    ✷ Please make sure to complete this exercise!
• **Optional videos** (these exercises will make doing the “Create your IDP” exercise easier):
  - Establish Your Vision and Priorities
    - [https://youtu.be/eX8pM_rIOnE](https://youtu.be/eX8pM_rIOnE)
  - Set Your Goals

Here is the zoom link for the meeting [INSERT ZOOM LINK]

If you are in need of support or have any concerns let me know by replying to this email so that we can accommodate you. You can also connect with the group on slack here: (INSERT THE PRIVATE INVITE LINK FOR YOUR GROUP ON SLACK)

See you soon,

(INSERT SIGN OFF NAME)

---

**Before Session 4 email Template**

*To send 3-5 days before session*

Subject: A quick reminder before our next peer session

Body:

Hi!

I wanted to give you a quick reminder of the myPath videos to complete before our final session on [DATE] from [TIME] TO [TIME]. You can view the outline of all the sessions here: [https://www.mcgill.ca/mypath/programs/ppp](https://www.mcgill.ca/mypath/programs/ppp)

• **Required videos:**
  - Stay on Track
    - [https://youtu.be/SXheO2CXNb4](https://youtu.be/SXheO2CXNb4)
    - Please make sure to complete this exercise!
  - Review your Progress
    - [https://youtu.be/4alcunZLTw](https://youtu.be/4alcunZLTw)

Here is the zoom link for the meeting [INSERT ZOOM LINK]

If you are in need of support or have any concerns let me know by replying to this email so that we can accommodate you. You can also connect with the group on slack here: (INSERT THE PRIVATE INVITE LINK FOR YOUR GROUP ON SLACK)

See you soon,

(INSERT SIGN OFF NAME)
**Follow up with no-shows email template**

Subject: Just wanted to check up on you!

Body:

Hi (INSERT PARTICIPANT’S NAME),

I just wanted to check up on you to see if anything is up! We missed you at our last session. I saw that you were not able to make it. We would love to see you at our next one and remember that we are here to support you in your own journey, and you are always welcome to come and brainstorm or troubleshoot any new thoughts.

Let me know if we can do anything to support you!

Hope to see you soon,

(INSERT SIGN OFF NAME)

**Cohort completion email template**

FOR STUDENTS WHO ATTENDED 3 or more SESSIONS

Subject: Congratulations on completing the Peer Pathways Program!

Body:

Congratulations!

We made it through the Peer Pathways Program! We had an amazing time discussing, growing and working through our IDPs together and I hope it’s not the last time we stay in touch. Community building is key to having a meaningful experience throughout your grad journey and we want to encourage you to stay connected and continue conversations.

myPath has a multitude of tools aimed at supporting your IDP development and amendments. We encourage you to look at the following:

- **myPath Videos**: All of the myPath videos used in the Peer Pathways Program are available on our website or our YouTube playlist: [https://www.youtube.com/playlist?list=PLfMfjihLOASWtnQDaozmbwDpMxYZPPLhh](https://www.youtube.com/playlist?list=PLfMfjihLOASWtnQDaozmbwDpMxYZPPLhh)

- **myPath Tools**: A variety of tools (template, planner, workbook, online app) to help you create and follow through on your IDP.

To continue our community building, we would like to formally invite you to the alumni group on Slack so that we can support you beyond the peer pathways groups as you reevaluate and reflect on your current and future IDPs. Here is the invite link: **(INSERT LINK TO THE ALUMNI PRIVATE GROUP **This link expires every 14 days**)**

Let me know if we can do anything to support you!

Take care and good luck with your journey,

(INSERT SIGN OFF NAME)
Completion email template

FOR STUDENTS WHO ATTENDED 2 or fewer SESSIONS

Subject: Follow up on the Peer Pathways Program

Body:

Hi,

We just had our last session of Peer Pathways Program and I wanted to reach out to follow up with you. I noticed that you were not able to make it to [most/any] of the sessions. I totally understand, as grad students time is precious.

I would be very grateful if you could take a moment to let us know what prevented you from participating -whether it is because the program was not what you expected, didn't meet your needs, or if the time commitment was too much for you.

myPath’s mission is to help students make connections and establish meaningful goals so you can have an engaging graduate experience. Feel free to check out our tools are supports:

- **myPath Videos**: All of the myPath videos used in the Peer Pathways Program are available on our website or our YouTube playlist: https://www.youtube.com/playlist?list=PLfMjJhLOASWtnQDazmbwDpMxYZPPLh

- **myPath Tools**: A variety of tools (template, planner, workbook, online app) to help you create and follow through on your IDP.

(Optional to include) To continue our community building, we would like to formally invite you to the alumni group on Slack so that we can support you beyond the peer pathways groups as you reevaluate and reflect on your current and future IDPs. Here is the invite link: (INSERT LINK TO THE ALUMNI PRIVATE GROUP **This link expires every 14 days**) 

Let me know if we can do anything to support you!

Take care and good luck with your journey,

(INSERT SIGN OFF NAME)