



# SUN Peer Mentoring Groups Workshop



**31<sup>st</sup> August 2006**  
**Darlington Centre Boardroom**

Facilitated by  
Della Aynsley & Margaret Harris

## About the workshop

### Workshop aims

By the end of the workshop you will:

- Be able to outline the critical skills of peer mentoring, managing peer mentoring group meetings and facilitating peer mentoring group processes
- Establish a peer mentoring group with a coordinator
- Have identified how your peer mentoring group will operate including expectations of members; what activities your group would like to undertake; what resources and support your group needs and how you will go about obtaining that support; and how you will attract and welcome new members to your group

### Workshop content

TIME	CONTENT
9:00-9:20am	<b>Welcome</b>
9:20-9:45am	<b>What are Peer Mentoring Groups?</b> <ul style="list-style-type: none"> <li>• Definitions, concept and benefits</li> <li>• SUN Peer Mentoring Groups</li> <li>• Personal experiences of peer mentoring groups</li> </ul>
9:45-10:30am	<b>Tips for a successful Peer Mentoring Group</b> <ul style="list-style-type: none"> <li>• Peer mentoring skills overview</li> <li>• Managing meetings</li> <li>• Group facilitation</li> </ul>
10:30-10:50am	<b>Morning tea</b>
10.50am-12.30pm	<b>Creating SUN Peer Mentoring Groups</b> <ul style="list-style-type: none"> <li>• Discussion to identify topics of interest</li> <li>• Creation of Peer Mentoring Groups</li> <li>• Initial Peer Mentoring Group work</li> </ul>
12.30-12.45pm	<b>Responsibilities and Support</b> <ul style="list-style-type: none"> <li>• Support and resources available to groups</li> <li>• Applying for support / resources from SUN</li> <li>• Group responsibilities</li> </ul>
12.45-1.00pm	<b>Session close</b> <ul style="list-style-type: none"> <li>• Questions / More information</li> <li>• Evaluation</li> </ul>

## Peer mentoring – what is it all about?

### Definitions

*“Peer learning is the convening of individuals at similar stages of development to exchange knowledge in an effort to mutually enhance skills and capabilities. Peer learning is different in that participants manage their own learning through self-directed sessions. They are true peers to each other in that each member is equally dedicated to helping the other members in the group to develop and build their capabilities”*

**Community Partners**

*Peer mentoring and learning groups are facilitated small groups, assisted to utilise mentoring techniques with each other. Through quickly establishing high levels of trust and "synergy", and utilising inherent knowledge and wisdom within the group, individuals have access to a powerful and cost effective method to make leaps in professional, individual and organisational learning”*

**New Zealand Mentoring Centre**

*“Group peer mentoring is a process of sharing stories of experiences and consulting together for the development of professional practice”*

**Credos Associates**

*“The aim of action learning [through peer consultation] is to increase a professional problem solving capacity by evaluating reactions to certain experiences... The main aim of action learning is therefore that a professional has an opportunity to reflect on their own actions and thoughts with assistance from colleagues”*

**Erik de Haan**

SUN peer mentoring groups are being established to provide supportive forums for female staff where participants can discuss work issues with peers, participate in development activities, develop networks, test out ideas and find out what is happening across the university.

## Benefits of peer mentoring groups

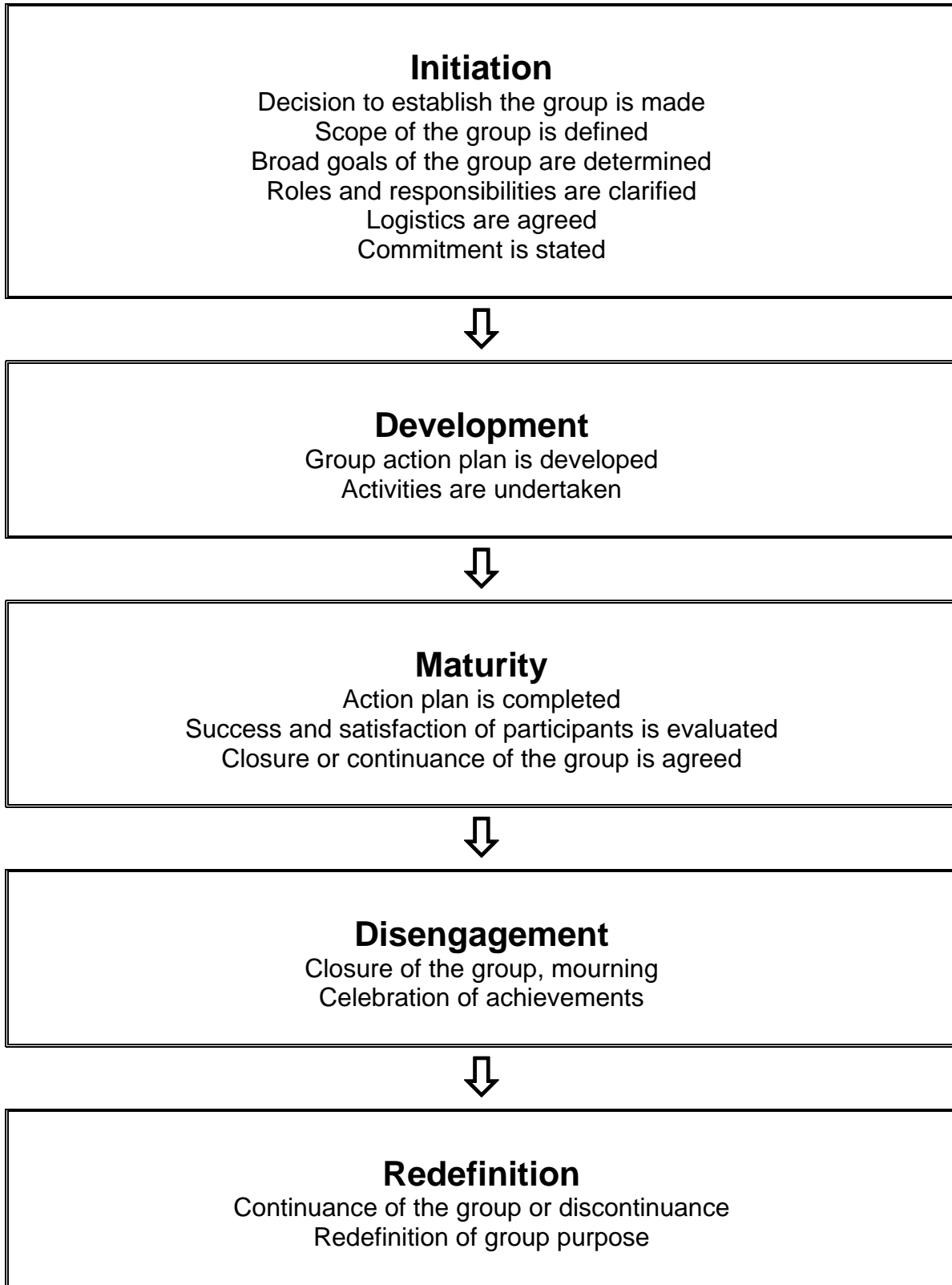
For participants	For organisations
<ul style="list-style-type: none"> <li>• Provide a framework of support</li> <li>• Strong sense of mutual ownership</li> <li>• Increased self awareness</li> <li>• New ideas and different perspectives on issues</li> <li>• Enhanced communication skills</li> <li>• Increased self esteem, confidence</li> <li>• Expanded networks, support systems</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of corporate knowledge</li> <li>• Provide professional development</li> <li>• Build organisational capability</li> <li>• Develop a learning culture</li> <li>• Provide support for setting and achieving goals</li> <li>• Increases morale as people feel valued for their contribution</li> </ul>

### Levels of Intervention (From de Haan (2005))

De Haan (2005) sees peer group mentoring as a form of action learning where during peer consultation a question is usually offered to the group from the issue holder’s perspective. Participants support the issue holder in handling or tackling the issue raised. They suggest alternatives or relate something from their own experience. For peers to do this effectively they need to consider the level of intervention. Is the issue content-related or more personal in nature?

<p style="text-align: center;">Surface interventions (relatively content-related) “What”</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">In-depth interventions (relatively personal) “Who”</p>	<p>Procedural questions, knowledge-related questions, technical questions etc</p> <p>Questions about methods, time management, result-orientation etc</p> <p>Questions concerning forms of collaboration and relationships with others</p> <p>Questions connected with feelings and perceptions with respect to others (interpersonal)</p> <p>Questions about personal motives, conflicts, internal resistance etc (intrapersonal)</p>
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## Phases in the peer mentoring group relationship



## SUN Peer Mentoring Groups

SUN are establishing peer mentoring groups for women staff within the SUN network to provide support for professional development. These groups will be supportive forums, lead by a Group Coordinator, where female staff with similar interests, in similar roles or at similar developmental stages can:

- discuss work issues with peers;
- participate in professional development activities as a group;
- develop strong links with colleagues across disciplines, faculties and work areas;
- test new ideas with other women in similar roles;
- find out what's happening in other areas of the University;
- seek support for career objectives.

### Who is involved?

SUN Peer mentoring groups are open to SUN network members. Each group will be coordinated by a volunteer from the group called the Group Coordinator. Groups may choose to invite along guests to group meetings.

### How will groups be arranged?

Groups could be established using two different approaches. The first approach is by topic of interest, e.g.:

- leadership and management
- project management/planning
- career development
- academic grant applicants/publications

The second approach is by type of role, e.g.:

- scientific/research/technical staff
- supervisor/manager/team leader
- marketing/outreach/events management staff
- student administration/support staff
- finance/business-oriented roles
- academic researchers in the sciences
- early career university teachers/researchers

Aspects of the second approach may be more sustainable (i.e. a network established between peers involved in similar work, who will have contact in other contexts). A mixed approach is also possible (e.g. two peer groups: one with a role-focus, another with a subject-focus).

**How will groups be facilitated?**

The groups could be:

- self-facilitated with one group member appointed as Group Coordinator; or
- self-facilitated with the role of Group Coordinator rotated within the group

**What happens in a group meeting?**

Group meetings are held in a supportive environment where participants can collectively problem solve, develop their skills and receive feedback. Participants encourage and support each other while taking the opportunity to reflect on their work.

A number of different approaches can be taken within a group meeting depending on what the group is aiming to achieve.

Groups may want to:

- discuss challenges or difficulties they are having in their work
- undertake collaborative problem solving for common issues
- share learning experiences and success stories
- have guest speakers talk about a topic of interest to members
- have training sessions to develop particular skills
- share information about different approaches
- develop new ways of responding to situations
- explore professional issues
- give each other feedback and support each other in their work

**What resources and support will be needed?**

Resources and support will partly be determined by the group's focus and set-up.

Resources and support requirements to consider for your group include:

- Venues for meetings
- Meeting materials such as handouts, readings, case study materials
- Meeting resources such as flipcharts, whiteboards etc
- Guest speakers, trainers for professional development and funding for these

## Peer Mentoring Skills

### Building rapport

While offering unconditional positive regard may be beyond what can be offered in a peer mentoring group situation, peer mentors should, at a minimum, be objective and non-judgmental as far as possible. This does not mean necessarily agreeing on everything – you can agree to disagree - but it is important to be able to relate to each other.

Spend some time in the first few meetings getting to know each other. It is important to do this to build trust and a safe environment for participants. Try some 'Getting to Know You' activities or ice-breakers. Remember: it's not about forcing people to have "fun" – it's about building rapport.

### Active listening

Active listening involves choosing to concentrate attention and expend energy on communication. It demonstrates your interest in the speaker and encourages them to communicate with you. Reflective listening involves reflecting back to the speaker. It can mean more than paraphrasing and repeating the speaker's message. It can allow you to explore and examine incongruence between verbal and non-verbal messages.

#### Common barriers to effective listening include:

- Viewing a topic as uninteresting
- Criticising the speaker's appearance or communication style rather than responding to their message
- Becoming over stimulated by what the speaker has said so that you begin thinking of your own rebuttal and fail to hear the rest of what the speaker has to say
- Listening only for facts
- Tolerating, creating or failing to adjust to distractions
- Faking attention
- Listening only to what is easy to understand
- Allowing emotion-laden words to interfere with listening (eg. racist, sexist language)
- Permitting personal prejudice or deep-seated convictions to impair comprehension
- Wasting the advantages of the difference between rate of speech and rate of thought-processing

### Tips for improving your listening skills

- Develop a desire or motivate yourself to listen, regardless of your level of interest in the topic
- Try to work out the speaker's intent or purpose – what are they implying or suggesting about their aim?
- Determine your own purpose for listening in every listening situation
- Analyse your listening habits (productive and unproductive)
- Be mentally and physically prepared to listen
- Delay judgments. Hear the speaker out before you make judgments
- Listen not only for facts but for main ideas, principles, concepts and patterns

## Questioning

Questions can help to explore an issue further, diagnose a problem, draw out alternatives and consequences or confront a person. The art of good questioning involves knowing when to ask what type of question.

Different types of questions include:

- **Closed and specific questions** – prompt a 'yes' or 'no' response  
"Have they had a budget deficit before?"
- **Open questions** – encourage reflection and are intended to help someone explore their own thoughts, feelings and experiences  
"Can you tell me more about your relationship with your manager?"
- **Chain questions** – double questions placed one after the other  
"Why is the job taking so long to fill and who is on the selection panel?"
- **Leading or rhetorical questions** – have a built in answer  
"Don't you think it's funny that they did that?"

Besides asking questions it can be effective to structure or summarise what the person has been saying using your own words. It gives the group a break and provides a chance to assess where you are in the discussion. It also shows you are paying attention and listening.

## Giving feedback

Feedback is information that you give someone about the effect of their behavior. The aim of feedback is to help the recipient learn something about themselves.

### Tips for giving feedback:

- Consider the other person's behaviour and its effect on yourself
- Describe their behaviour
- Be specific
- Provide it in measured doses
- Provide positive as well as constructive feedback
- Explore the timing of the feedback
- Check how your feedback is received
- Focus on behaviour in the here and now

## Providing advice

Be cautious when giving advice. Sometimes advice given prematurely will prevent the real issue being discovered and resolved.

Sometimes the way it is given can be demotivating. Use anecdotes, examples and metaphors – they are powerful tools to impart wisdom.

Advice that sounds like a recommendation is better but be careful that you do not detract from the person taking responsibility for their own decisions and actions. Remember, what worked for you might not work for them.

Focus on the reason for the group – to learn from each other - if you tell them what you think they should do there is little opportunity for learning to take place. Don't be offended if they don't take your advice!

Remember -

“Give a person a fish and you feed them for a day – teach them how to fish and they feed themselves for a lifetime”.

## Problem solving

Effective problem solving in groups comes down to good facilitation. The problem must be adequately defined before solutions are offered.

A range of collaborative problem-solving processes are available for groups to use. A particularly good selection is included in 'Learning with Colleagues' by Erik De Haan (2005).

### The problem – solving method (de Haan, 2005)

Step	Description	Time
1	<u>Introduction to the issue</u> The issue holder introduces their problem and explains it briefly	5 mins
2	<u>Exploration of the issue</u> Group members explore the case by asking questions. Round off with structuring/summary by the issue holder	15 mins
3	<u>Discussing solutions</u> Each member of the group formulates at least one suggestion or recommendation for the issue holder	5 mins
4	<u>Issue Holder's response</u> The issue holder reacts to the recommendations and suggestions – what appeals to them and what doesn't. The facilitator asks if we can conclude the discussion, or if need be return to step 2	5 mins
5	<u>Evaluation</u> The issue holder evaluates the process: experiences, effects of the group members contributions etc	10 mins
	Total time required	40 mins

## Peer Mentoring Group meetings

Peer mentoring groups are expected to meet regularly and regularly evaluate their progress. Each group is expected to prepare and submit an initial proposal for the next 6-12 months, including an outline of group activities.

### Peer Mentoring Group Plans

The Peer Mentoring Group Plan should include:

- **Group goals** – What is your group aiming for? What are its objectives?
- **Timeframe for group** – How long does the group intend to exist?
- **Membership** – Who is in the group? Who is the Group Coordinator? Is the Group Coordinator a fixed or rotating role? Are there sub-groups?
- **Roles and responsibilities** - What do members agree to do? What is each member responsible for?
- **Group charter** –What agreed expectations are there of members? Confidentiality? Non-judgmental? Honesty? Ethics?
- **Meetings:** How often will the group meet? When? Where? How long will meeting last? How much preparation time will be needed to prepare for meetings by members? By the Group Coordinator?
- **Activities** – What sorts of activities does the group want to undertake? Do the activities accommodate the different learning styles in the group? What special challenges might you expect?
- **Resources and support**– What resources and support are needed to undertake these activities? People? Places? Materials? Where can these be accessed? Who can help? What funding is required?
- **New members** – How will you recruit new members to the group? How will you integrate them into the group?
- **Leaving the group** – How will people leave the group? What do they need to do?
- **Conflicts** – How will the group deal with disagreements?

## Meeting Evaluation

Groups will be expected to evaluate each meeting. This will help groups keep track of meeting outcomes. A form has been prepared that is not difficult or time consuming to complete. Group Coordinators should facilitate the gathering of information for the report at the end of each meeting, complete the form and send it to Bronwen Morrison, SUN Secretary.

The information in these forms is reviewed by the SUN Committee for the purpose of self-evaluation and to determine where resources and support are required.

## Requesting resources and support

SUN may be able to provide resources for Peer mentoring group activities, particularly those related professional development activities that cannot be resourced from within the group. To request resources or support the Group Coordinator should complete the Peer Mentoring Group Guidelines for Requesting Support form and send it Bronwen Morrison, SUN Secretary.

If SUN is unable to provide the resources requested they may be able to refer you to an alternate source of support.

## Meeting venues

Rooms for peer group meetings can be booked through University Venues (Campus Property & Services):

Phone: 02 9351 2952 Fax: 02 9351 2560

Email: [univenues@usyd.edu.au](mailto:univenues@usyd.edu.au) Address: G12 - Services Building

Web: <http://www.facilities.usyd.edu.au/services/univenuue/about.shtml>

The Venues web page allows you to search for room availability by campus, date and room type. Please make bookings in the name of your peer group, i.e. "SUN Peer Mentoring Group (name)".

The SydneyLearning seminar rooms in the Margaret Telfer Building (K07) on Arundel St, Glebe are also available for SUN Peer Mentoring Groups. Each room will hold up to 20 people in a meeting format:

Phone: 02 9351 5871 or 02 9351 4838 Fax: 02 9351 4951

Email: [Sydney.Learning@usyd.edu.au](mailto:Sydney.Learning@usyd.edu.au)

Web: <http://www.usyd.edu.au/sydneylearning/>

If your group plans an activity that requires computers, SydneyLearning's IT training rooms may also be available. Each room seats 10 people.

Your local Building Attendant or Campus Property & Services Area Manager may also be able to help you locate a suitable meeting room near your workplace.



## PEER MENTORING GROUP MEETING REPORT

**Note:** The purpose of this meeting report is to informally record meeting outcomes for peer groups and SUN for the purpose of self-evaluation, and to indicate where resources and support are required (Guidelines for Requesting Support are overleaf).

<b>Peer Mentoring Group:</b>	<b>Coordinator:</b>
<b>Meeting Date:</b>	<b>Meeting Venue:</b>
<b>Type of session / Working methods:</b>	
<b>Attendees:</b>	

**Topic / issues discussed:**

**Your feedback, comments and reflections on the meeting today** (may include content, support and feedback in group, developmental stage of the group, other):

**Next meeting details** (topic, date, venue):



## PEER MENTORING GROUP GUIDELINES FOR REQUESTING SUPPORT

Your peer mentoring group may choose to plan a professional development activity requiring a resource or support that is not available from within the group. SUN may be able to provide support for this activity, or refer your group to another source of support. To request support from SUN, please contact the SUN Secretary (Bronwen Morrison; [B.Morrison@eeo.usyd.edu.au](mailto:B.Morrison@eeo.usyd.edu.au)) with the following information.

**Peer Mentoring Group:**

**Facilitator:**

**Type of activity** (e.g. guest speaker; site visit; text-based discussion or case study; facilitated training activity; workshopping of grants/promotions/job applications):

**Intended outcomes of activity:**

**Alternatives to activity (if relevant):**

**Resource/support required:**

**Provider of resource/support:**

- SUN / Staff & Student Equal Opportunity Unit**
- SydneyLearning** (formerly Staff Development Unit)
- Institute for Teaching and Learning**
- University Library**
- Other University source (please specify):**
- External source (please specify):**
- Not known**

## **Group facilitation**

**(Excerpts from the booklet *Basic Facilitation Skills*, 2002)**

Facilitation can involve many different levels of knowledge and skill, can include work on all kinds of problems and challenges, can assist the group in fulfilling its desire, or can include pushing participants to new levels of understanding. Most importantly, however, facilitation includes both an ability to recognise when effective meeting processes are needed and an ability to provide those processes.

### **The role of the facilitator**

A facilitator is someone who uses knowledge of group processes to formulate and deliver the needed structure for meeting interactions to be effective. The facilitator focuses on effective processes (meeting dynamics) allowing the participants to focus on the content or the substance of their work together.

- **Preparation** – the facilitator inquires as to who wants to contribute an issue, draws up a list of activities and topics for the group, explores and chooses a method for the meeting, mixes activities to cater for different learning styles
- **Facilitation** – the facilitator introduces the method to be used in the meeting, structures the conversation, creates an open and safe atmosphere, summarises points discussed, evaluates the session, completes meeting report
- **Aftercare** - periodic evaluation

### **Facilitation Tips for Peer Mentoring Group Coordinators**

#### **Plan for meetings**

If you have a chance to prepare before the meeting, take advantage of it! Preparation involves deciding what methods and tools to use/provide. The following questions will aid you in making this decision.

- **Why** - Why is the meeting being held? What tasks are planned? What is the overall goal of the meeting?
- **Who** - Who is invited? If decisions need to be made, are the right people going to be present? Who is not going to be there? How does attendance affect successful completion of tasks?

- **When** - When is the meeting scheduled? How long should it be? Is there enough time? If it is close to lunch or dinner, should it be catered? How much time can be allotted for each agenda item?
- **Where** - Where is the meeting to be held? Do you and the participants need directions? Are there adequate resources (overheads, flip charts) available? Is the room appropriate for the task?
- **What** - Consider possible group dynamics. Do the participants know each other? How well? Have they had specific problems working together in the past? What are potential problems with this meeting? Can they be mitigated or eliminated before the meeting begins?

### **Consider developing a Group Charter**

A charter is a document that defines why the group exists and its overall goal(s). It is used to ensure participants understand who is sponsoring the meeting, and that they clearly understand the focus of the time they will spend together. It's best to develop with the group.

### **Have Meeting Agendas**

The meeting agenda is the document that defines what will be done at any particular meeting. It should include the date, time, and location of the meeting, the objective of the meeting, and the list of tasks to be addressed. In addition, it is a good practice to allot times for each task (or agenda item) to help assure that the meeting will end on time. The facilitator uses the agenda prior to the meeting to determine specific processes to be used, and during the meeting to keep discussions on track. In addition, meeting agendas help participants know what to expect and how to prepare for the meeting.

### **Set Ground Rules**

Ground rules help meeting participants establish appropriate ways to interact with each other. If participants have never met or only meet occasionally they may not have developed ground rules. If this is the case, be prepared to develop them at the beginning of the first meeting. The rules do not have to be extensive. Another important aspect of the ground rules is making sure that participants understand how decisions are to be made. Options may include voting, majority rule, consensus, or a combination of different methods.

Common Ground Rules include:

- Attend meetings, be on time
- Listen to and show respect for the opinions of others
- Follow the agenda - stay on track
- The only stupid question is the one that isn't asked
- No disruptive side conversations
- Cell phones and pagers off

**Focus on content and process**

To focus the meeting effectively, the facilitator needs to be concerned with both elements of conducting meetings - the content and the process. At the beginning of the meeting, the facilitator needs to review the meeting agenda and ground rules to ensure everyone understands, agrees to, and will abide by them.

**Keep the meeting on track**

Keeping the group on track starts with good preparation and includes the use of appropriate process interventions. See the Basic Facilitation Skills Booklet for tips on handling the 5 most common situations requiring intervention:

- Side bar conversations
- staying on time
- never ending discussion
- conflict and personal attacks
- returning from breaks

**Manage data produced in the meeting**

It is up to the facilitator to make sure that everyone hears, sees, and understands what is presented, what is offered, what is going on, what is agreed to, and that decisions are accurately captured.

One way to do this is to keep a running memory. Running memory is the documentation you post on the walls or otherwise collect where everyone can see it.

Remember - consider writing it down and hanging it on the wall.

**Think of ways to communicate between meetings**

This helps to maintain momentum and remind those who are more forgetful about what is happening next. Consider online discussion forums, email and online chat facilities like Skype, MSN messenger.

## Fostering a successful peer mentoring group

### **F** FREEDOM

- Participants select the time of meetings, format and topics discussed
- Participants are free to express their opinions within the safety of the group

### **O** OPENNESS

- Participants are encouraged to share experiences, case studies based on their experience and to collaborate on ideas and problem-solving for strengthening one another's capabilities.
- Suspend judgments.
- If a participant is an expert in a specific area ask them to present on this at a future meeting.

### **S** SAFETY

- Provide a helpful, supportive environment and atmosphere

### **T** TRUST

- Build trust, rapport and good will in the group.
- Reach an agreed level of confidentiality

### **E** EXPECTATIONS

- Ensure awareness of what is expected of members
- Provide materials, readings etc prior to meetings to allow participants adequate time to prepare for each meeting
- Set a structure to your meetings - this creates consistency
- Focus on the task and ensure that everyone's needs are met.
- Manage participants expectations

### **R** RELEVANCE

- Focus each meeting around a particular area of interest
- Keep the meetings simple, the content current and the interaction genuine

## Creating SUN Peer Mentoring Groups

Before launching into peer mentoring activities, take some time to prepare.

### Checklist for Groups

- Spend some time getting to know each other. Find out what everyone wants from the group and why it is important to them.
- Work through the Peer Mentoring Group Plan content on page 12. Write it down. Prepare to report back. Add in any ideas that you like from other Peer Mentoring Groups.
- Set a time and place for the next meeting
- Exchange contact details and decide on the preferred method of contact

## Responsibilities and Support

### Responsibilities

#### Group Coordinator

The Group Coordinators role is to ensure the smooth running of the group.

Responsibilities include:

- undertaking preparations for activities with the help of group members
- facilitate group processes (unless a facilitator is used)
- complete Meeting reports and requests for resources and send to Sun Secretary
- maintain group contact information
- maintain contact with SUN Committee

#### Group participants

The role of a group participant is to actively contribute to the group and assist the Group Coordinator where possible.

Responsibilities include:

- following through on your commitments to the group
- actively contributing to group discussions
- providing constructive feedback and suggestions to peers
- abiding by the Group Charter

#### SUN

The role of the SUN Committee is to support Peer Mentoring Groups to ensure their success.

Responsibilities include:

- Maintaining information on Peer Mentoring on the SUN Website
- Providing information about relevant resources eg. Lists of available meeting venues
- Attending initial Peer Mentoring group meetings if requested.

## Further information

### Brochures:

**Peer learning: A partnership for Growth** by Community Partners

<http://www.communitypartners.org/pub/documents/PeerLearning-Final.pdf>

**Basic Facilitation Skills (2002)** by The Human Leadership and Development Division of the American Society for Quality

<http://www.uiowa.edu/~cqi/2002BasicFacilitationPrimer.pdf>

### Books

E. de Haan (2005) **Learning with Colleagues: An action guide for peer consultation**. Palgrave Macmillan.

A. Rolfe-Flett (2002) **Mentoring in Australia**. Pearson Education Australia

### Articles

C. Joyce-Erueti, R. Poutu-Shaw and K. Mitchell (2005) **Ako Ako: A Progress Report on a Peer-Mentoring Pilot Programme**. Paper from the Proceedings of the 17th NACCQ 2004 (pp310–313).

[http://www.naccq.co.nz/conference05/proceedings\\_04/joyce-erueti.pdf](http://www.naccq.co.nz/conference05/proceedings_04/joyce-erueti.pdf)

### Websites:

**New Zealand Mentoring Centre:** <http://www.mentorcentre.co.nz>

## Facilitators' profiles

### Della Aynsley

Della is a career development practitioner, training consultant and former member of the SUN Committee. She was until recently an employee of the University of Sydney where she was a mentor and was mentored. She has over 4 years experience training in the area of mentoring.

### Margaret Harris

Margaret is Challis Professor of English Literature, and a member of the SUN Committee. She has considerable experience of mentoring, both formally and informally.