

Managing drops in HDR Candidate performance

Consider what's required & reasonable

- What's required and reasonable for someone at this point in candidature?
- Can you sense check this with your HoD or DDHDR, or against known standards such as CMP?
- How clearly have you communicated it to the candidate? How well do you think he or she understands it?
- What contexts or individual differences need to be taken into account?

Observe, listen & evaluate

- What issues and behaviours are you observing or receiving feedback about?
- How did you become aware of the issue? Was it direct observation, third party or something else?
- Can you convert third party feedback to direct observation or seek permission to pass on the feedback?
- What supporting evidence do you have or need?
- Is it a difference in approach/pedagogy/preference or a candidate performance issue?
- What's the impact of the issue/behaviour?

Explore, understand & feedback

- What is the candidate's perspective? What information do you need from him or her?
- How can you best prepare for the discussion?
- Do you need support from supervisory team, HoD or DD/HDR to prepare/deliver the feedback?
- Are you giving feedback in a timely manner?
- How is the candidate likely to react?
- What context and history do you need to take into account?

Support, develop & empower

- How can you better support the candidate?
- Can you implement (or review and revise) an action plan to address the issues raised?
- Can you set up more frequent meetings to review progress?
- What skills or other development options does he/she suggest?
- Do you need support and advice from HoD, AD/HDR or other supervisors on the panel?

Record, review & evaluate

- What patterns are emerging? Can the issues be grouped into high level themes?
- What improvements are you seeing as a result of increased progress monitoring and support being provided?
- Are there barriers to improvement, can these be mitigated?
- What supporting evidence do you have? What further evidence or information do you need?
- Is this a more sustained drop in performance or potentially unsatisfactory performance? Do you need to sense check your thinking with your DD/HDR, HoD or AD/HDR?

Form the view.
Move to action plan
or formal review

Action plan -
performance
improves.
Continue to
monitor and
support

Use bridging language

Acknowledge what has been said without negating or reinforcing it.

And...	I hear what you're saying and...
Equally...	I understand your perspective. Equally...
Have you considered...	I take your point. Have you considered that...
Another point is...	I understand and another point to make is...
Full stop or pause	I take your point about x. (Pause) What I have noticed about y is...

Ask solution-focused questions

Use open-ended, positively framed questions.

I've written this way at my last Uni and since I got here.	Is it possible there's a more effective way?
I don't see what the issue is in being direct and telling people what to do?	Could there be a better way of communicating to get others on board?
I feel like things have spiralled out of control.	What needs to change to have you feel more in control?
I got angry because I didn't feel like others respect my point of view.	In hindsight, what might you have done differently?
They're wrong.	Is it possible there's another perspective here?
I keep falling behind on my research.	What would help you get back on track?

Acknowledge... And... Reiterate the task/issue.

I understand that... and... I still need you to...

Stay calm and in control

Assertively respond to challenging statements and behaviour.

Questioning your view	Acknowledge their view <ul style="list-style-type: none">I understand you don't see my view as reasonable. My view is based on the Faculty model/what we agreed. Restate your view <ul style="list-style-type: none">I have considered your concern and, I still think we need to look at your allocation/output/performance
Questioning your or others' performance	Reiterate that the meeting is about the candidate's performance <ul style="list-style-type: none">We're here to discuss your performance, not that of others. Describe the performance you expect <ul style="list-style-type: none">I need you to stop sending group emails criticising my decisions. Instead, if you have an issue I'd like you to come and speak with me.
Becoming upset or offended	Apologise and indicate your intention <ul style="list-style-type: none">I'm sorry. It's not my intention to make you upset. Restate the performance issue or task needing completion <ul style="list-style-type: none">We still need to address the issue of your failure to complete the manuscript we agreed on to a publishable standard.
Using emotive language	Describe behaviours factually <ul style="list-style-type: none">Last week in the seminar, you spoke over the top of your colleague and ridiculed her position on the topic. Use quiet, non emotive language <ul style="list-style-type: none">I understand you're not happy. Let's talk about what happened in the meeting. Acknowledge the difference between intention and perception <ul style="list-style-type: none">I understand that's not your intention. Other people are experiencing your behaviour in that way.

Avoid barrier language

language that doesn't acknowledge or negates what has been said.

But	Yet
However	What you don't/need to understand is...
Actually	
Nonetheless	

Mirror

Acknowledge feelings and experiences.

You seem frustrated.
I can see how difficult this was for you.

Paraphrase

Check your understanding..

So you're saying...
Can I just clarify you're asking me to...