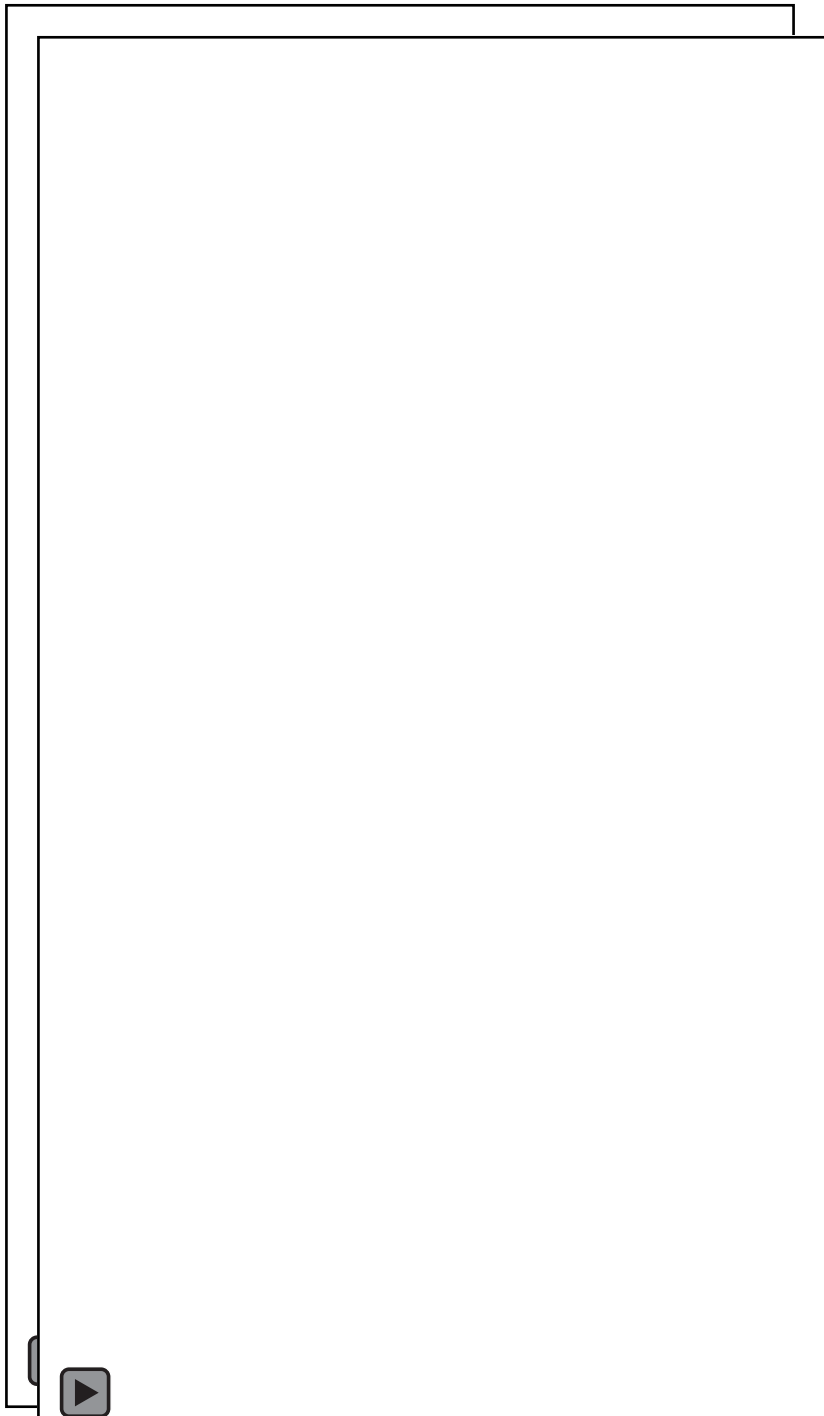




# Restorative Practices for Women Leading Through Conflict in Academia

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# Welcome & Introductions



# Land Acknowledgement

We invite you to pause and reflect on the land we are gathered on today. The City of East Lansing occupies the ancestral, traditional, and contemporary lands of the Anishinaabeg — the Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples — land ceded in the 1819 Treaty of Saginaw.

# Opening Circles

*Share your name, institution, and role*

*Reflect and share how conflict resolution was modeled in your formative years and how that has influenced your navigation of conflict as a professional.*

# The Restorative Foundation



# Conflict Signature

# Related Models for Improved Self-Awareness

## Thomas-Kilmann Conflict Modes

- Focuses on behavior responses in conflict
- Competing, Collaborating, Compromising, Avoiding, Accommodating
- *"What am I doing (outwardly)?"*

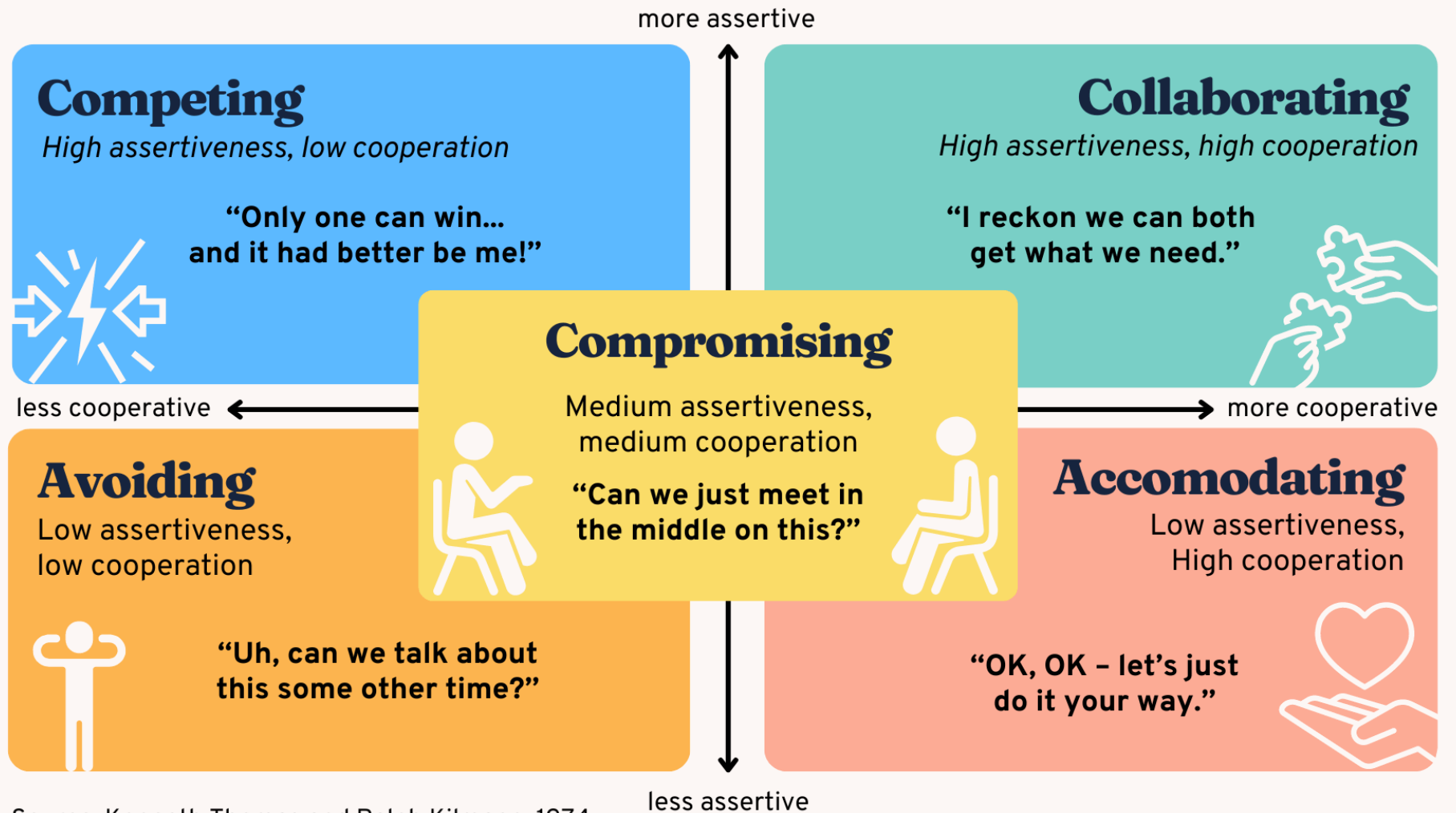
## SCARF Model

- Neuroscience model focused on social threats in the brain
- Status, Certainty, Autonomy, Relatedness, Fairness
- *"What triggered me?"*

## Compass of Shame

- Focus on emotional response to shame
- Withdrawal, Attack Self, Avoidance, Attack Others
- *"How am I reacting (internally)?"*

# Thomas-Kilmann Conflict Model



Source: Kenneth Thomas and Ralph Kilmann, 1974

**BiteSize Learning**



BiteSize Learning

# The SCARF model

This memorable framework from Dr. David Rock helps communicators recall the five key domains of psychological safety. When these pillars may be threatened, we should anticipate an instinctively avoidant response – and look for ways to soften the impact.

## Status

Embarrassment, feeling singled out, pointed or surprising feedback, competence being questioned

## Replenished by...

Mutual respect, separating the work from the person, public acknowledgement, job security

## Certainty

Constantly shifting plans, unseen forces at work, unclear goals, major 'known unknowns', fuzzy strategy

Clear strategies, timelines and deliverables, steady expectations, sense of the bigger picture

## Autonomy

Micromanaging, process over outcome, 'only one right way to do it', questions & challenge unwelcome

Empowered teams, collaborative decision-making, flexibility in acceptable approaches, playing to unique strengths

## Relatedness

Impersonal demands, faceless bureaucracy, 'computer says no', disconnected leadership

Genuine human connections, putting a face to the ask, doing things for and with others, team culture

## Fairness

Arbitrary application of standards, capricious rule changes, renegeing on agreement, unjust rewards

Rules that make sense, giving and taking, transparency, and consistent treatment for everyone

# The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

## Withdrawal:

- isolating oneself
- running and hiding

## Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically



## Attack Self:

- self put-down
- masochism

## Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking

# Restorative Communication

# Affective Statements

- 1. Observation** (vs. evaluation): neutral, specific and non-judgmental description of the situation or action, free of labels or opinions. “I see...” “I notice...” “I hear...”
- 2. Feelings/Impact** (vs. thoughts): “I” statement honestly expressing emotion or reaction to the situation or behavior. “I’m worried... I feel frustrated... I get excited... I feel disappointed...”  
*What was the concrete impact on you/your work?*
- 3. Needs/Values** (vs. rules or directions): Explanation of the need or value impacted by the action.  
*Respect, trust, autonomy, belonging, fairness, etc.*
- 4. Plans/Requests** (vs. demands): Positive statement of preferred future behavior or action. “Next time...” “Would you be willing to...?”

# Practice

# Effective Apologies

1. Acknowledge the Specific Action (Observation)
2. Express Empathy and Acknowledge the Impact (Feelings)
3. Take Responsibility (Ownership)
4. Provide Context/Offer an Explanation (If Appropriate)
5. State What You'll Do Differently (Commitment to Change)
6. Offer a Gesture or Reparative Action (If Appropriate)

# Active Listening

## The Power of Listening

*Listening helps us to understand others and build empathy, particularly during challenging situations. It is an act of compassion.*

In times that feel fast-paced or uncertain, Listening Circles invite us to slow down, connect, and be present with one another. The process models vulnerability, flexibility, and openness, creating a space where people can reflect, feel grounded, and learn from each other's experiences.

# Listening Circles

# Shared Agreements

**Engagement:** Strive to remain fully present. Minimize distractions and focus on deep listening. Participation can take many forms — speaking, silence, or choosing to pass when it's your turn.

**Authenticity:** Speak from your own experience. Share what feels true for you, including your feelings, perspectives, and needs.

**Relationship:** Honor the group and our shared time. Use the talking piece so everyone has a chance to be heard. Listen without interrupting and approach others with curiosity rather than judgment.

**Privacy:** Respect confidentiality. What's said here stays here, but what's learned here can leave here - take the insights, not the stories.

# Listening Circles

*What aspect of your identity (gender, race, rank, caregiving status, age, academic discipline, etc.) feels most visible or vulnerable when professional conflict arises? How has that shaped the way you lead, respond, or stay silent?*

*What helps you feel safe enough to engage honestly in conflict and repair within professional relationships? What gets in the way?*

# Discussion & Questions

# Closing Circles

*What is one small shift you want to experiment with in how you show up in conflict or repair conversations?*

**Thank  
You!**