EXAMINING THE IMPACT OF RESTORATIVE PRACTICES ON SUPERVISON SKILL DEVELOPMENT IN STUDENT AFFAIRS

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For decades, the student affairs field has viewed supervision as a vital function of many professional roles for which staff rarely receive intentional training. While there is limited scholarship outlining what effective supervision should entail, the frameworks available to intentionally guide supervisory skill development is sparse. The following qualitative case-study examined the reflections of residential life mid- and senior-level supervisors to understand the impact of restorative practices (RP) on their supervision style. Four themes emerged from the study regarding the influence of RP assisting supervisors in developing emotional self-awareness, communication style, accountability and difficult conversations approaches and, opportunities to reflect on their supervisory style.

Keywords: Restorative Practices, Supervision, Residence Life, Student Affairs

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Scholars and practitioners consider student affairs a relationship-oriented field where building and maintaining relationships with colleagues, students, and shareholders is essential to operational success (Schwartz, 2017). Since building effective working relationships with others is important to the success of student affairs, it stands to reason that importance extends to student affairs staff, given that supervision is a person-centered activity (McNair, 2011). As a person-centered activity, supervision can influence the accomplishment of student affairs goals and priorities. Thus, it is important for supervisors to understand how to communicate with others, affirm their staff, and approach accountability through a developmental lens (McNair, 2011; Shupp & Arminio, 2012).

Although supervision is important to student affairs, new professionals rarely enter the field with a strong understanding of how to effectively supervise others. The lack of intentional supervisory training and development often contributes to this minimal understanding of effective supervision. (Stock-Ward & Javorek, 2003). Although there are limited frameworks to help student affairs professionals develop their supervisory approach from a theoretical standpoint, very few of these models provide tangible methods for building an effective supervisory relationship. When looking at frameworks from outside of student affairs, Restorative Practices (RP) may be able to guide professionals in building strong supervisory affiliations while simultaneously developing supervision skills.

RP hypothesizes that "human beings are happier, more productive, more cooperative, and are more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them" (Wachtel, 2005, p. 87). Based on RP's hypothesis, collaborative and relational approaches to leadership are believed to be more effective than punitive or permissive leadership styles. The RP framework encourages leaders to actively consider how they put their leadership authority into practice when working with others (Miller & Olstad, 2012). When extended to the concept of supervision, RP can help guide student affairs supervisors in reflecting on their supervisory approach.

A key element of student affairs supervision is actively building and maintaining professional and supervisory relationships (Shupp & Arminio, 2017). One preeminent model for student affairs supervision, the synergistic supervision framework, identified several key elements of effective supervisory relationships. Synergistic supervision is characterized as a systematic and ongoing process, focused on competence, is goal and growth oriented, holistic in nature, and includes a dual focus on the supervisee's professional development and organizational priorities (Winston & Creamer, 1997). Synergistic supervisory relationships are also proactively built through a joint effort between the supervisor and the supervisee, and fosters open and honest two-way communication (Saunders, Cooper, Winston, & Chernow, 2000; Winston & Creamer, 1997). RP's emphasis on a relational approach to leadership and accountability may assist supervisory teams in jointly building and maintaining relationships characterized by open and honest communication, mutual goodwill, and a holistic approach to performance management, both proactively and responsively (Wachtel, 2015). Figure 1 highlights the various parallels between RP and effective supervision, as highlighted in the review of the literature.

Review of Literature

Supervision in Student Affairs

Winston and Creamer (1997) stated "supervision is one of the most complex activities that student affairs professionals are called upon to perform" (p. 187). The complexity of student affairs supervision may be due, in part, to the multifaceted nature of supervision. Supervisors often serve as lead-

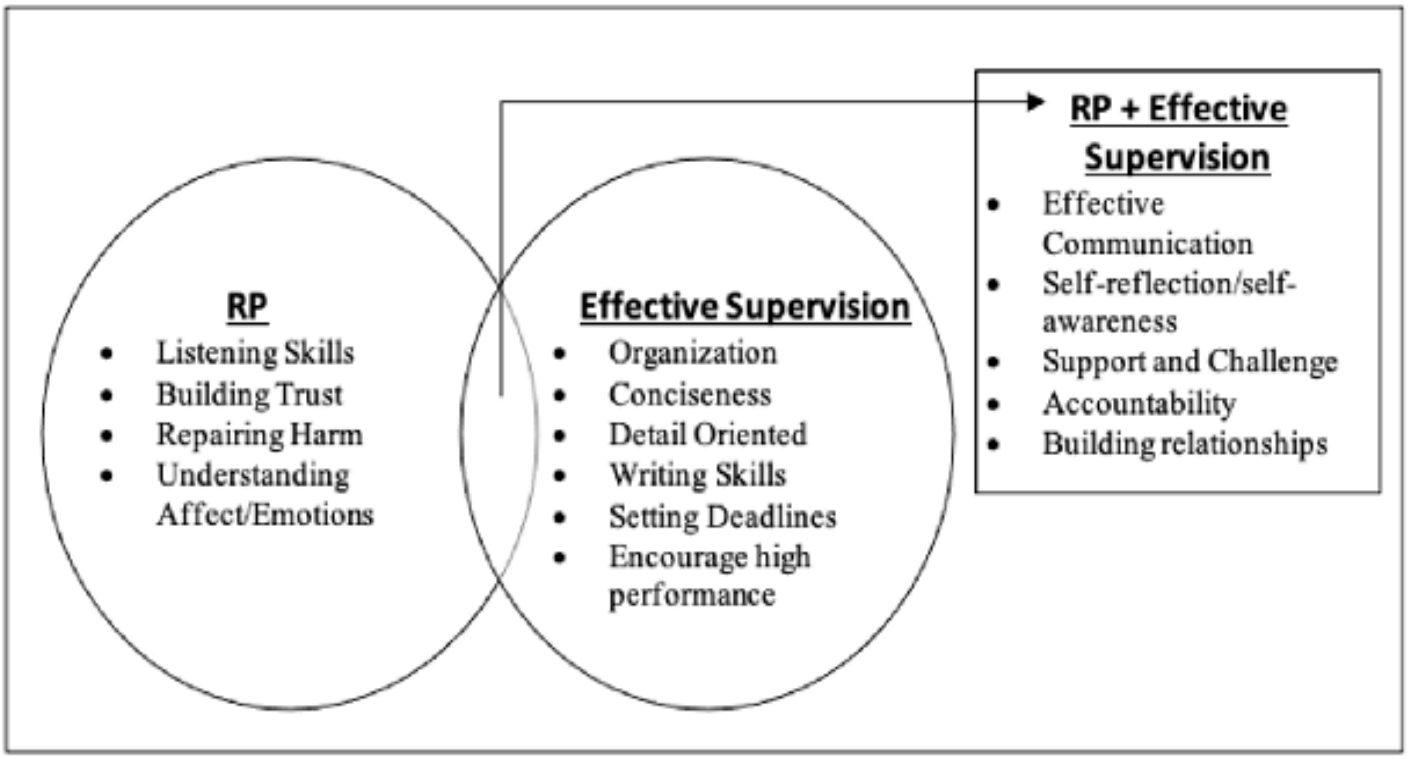

Figure 1: Conceptual framework of effective supervision skills and skills RP helps promote based on the review of literature

ers, role models, coaches, disciplinarians, and colleagues to their staff (Scheuermann, 2011). Although supervision can be challenging, student affairs professionals rarely receive intentional supervisory training (Calhoun & Nasser, 2013; Winston & Creamer, 1997). It is not uncommon for graduate students to complete student affairs masters' programs and obtain entry-level positions supervising undergraduate students, a role they often feel unprepared for (Davis, 2004). Furthermore, intentional training for supervising professional staff is rarely implemented for supervisors who advance to mid- and senior-level student affairs roles (Lamb et al., 2017).

In an examination of mid-level professional readiness to supervise, Nichols and Baumgartner (2016) found that mid-level professionals often felt unprepared to supervise professional staff, despite holding a master's degree from a student affairs or related program. Additionally, Nichols and Baumgartner's (2016) study found a disconnect between the participants' experience supervising of undergraduate students and what they classified as supervision. Participants viewed undergraduate student supervision as 'working with students' and not as supervision. When participants assumed their first mid-level roles, it was the first time many of them experienced the challenges of supervision (Nichols & Baumgartner, 2016). When describing how they developed the supervisory skills to overcome the difficulties they experienced, participants indicated their development was self-guided through reading books, talking with mentors, attending conferences, observing other supervisors, or relying on their intuition. These findings are similar to Calhoun and Nasser's (2013) study, who found that supervisory development sometimes occurred through the self-directed use of books and articles on supervision. Furthermore, Calhoun and Nasser (2013) found approximately 39% of their participants entered supervisory roles because it was position dictated or because they took a leap of faith and applied for a job for which they may or may not have felt

ready.

Calhoun and Nasser (2013) also found that two significant indicators of a good supervisor were strong administrative skills and a relational supervisory approach. Entry-level professionals and their supervisors valued having a caring and personal touch to the supervisory relationship. Strong administrative skills included "organization, good communication skills, humor, concise in giving out information, detailed oriented, good writing skills, someone who self-reflects, and someone who sets deadlines" (Calhoun & Nasser, 2013, p. 28). Many of these skills complement Boehman (2007), who asserted that effective supervisory relationships included open communication, a demonstrated value of professionals, and supervisors who were both supportive and challenging. Boehman (2007) also found that administratively strong and highly relational supervisors were thought of as effective supervisors by both their direct reports and their direct managers.

Restorative Practices

Formally defined, RP is "a participatory response to wrongdoing, and many other formal, informal, proactive, or responsive strategies in education, social work, counseling, criminal justice, and more." (Wachtel, 2015, p. 7). Several fields ranging from K-12 education, social work, and the criminal justice system have used the RP framework to bring individuals together to repair harm and rebuild relationships. The RP framework has four components: the social discipline window, fair process, understanding shame and affect, and the RP continuum.

The social discipline window consists of four approaches to leadership based on the level of control (boundary setting) and support used (Wachtel & McCold, 2001). The social discipline window can help leaders consider how they use the authority granted to them. One goal of restorative approaches is to lead from the 'with' modality (high control and support) as much as possible. Fair process is a collaborative approach to decision making that helps encourage investment and trust in the organization and promotes transparent decision making. Fair process includes engaging with staff to gather feedback between staff and when making a decision. After considering their staff's feedback, the leader makes their decision and explains their rationale and then provides clear guidelines about how to proceed in light of the decision (Kim & Mauborgne, 2003).

Understanding shame and affect encourages leaders to be cognizant of shame and how it can drive individual behavior. Shame is one of nine innate affects Tomkins (1967) hypothesized all humans express. When individuals can name their affect, especially when there has been a negative impact, individuals can address conflict while simultaneously building stronger relationships (Nathanson, 1992). An understanding of shame and affect includes knowledge of the compass of shame which outlines four typical reactions humans have when shame occurs: withdrawal, attack self (self-put downs), denial and, attack others (lashing out, displacing blame) (Wachtel, 2016). The concept of shame is often central to the RP framework because of the view of shame as "a regulator of human behavior" (Wachtel & Wachtel, 2012, p.27).

Frequently, individuals come together to name affect and build relationships through the use of the formal and informal restorative circles. Restorative circles are group meetings where individuals can build or repair relationships, manage and resolve conflict, or participate in group decision-making processes (Gregory, Clawson, Davis, & Gerewitz, 2016; Wachtel, 2016). Circles are led by a facilitator and participants make use of talking pieces to signify who is speaking. Circles cycle through several restorative questions such as "what happened", "what impact has this incident had on you and others" or "what do you think needs to happen to make things right", which helps to guide the conversation (Wachtel, 2016).

RP is a relational framework which uses

social capital to promote communication, build trust within organizations, influence behavior, as well as build and maintain relationships, including those where a power dynamic is involved (Wachtel, 2016). RP believes that when leaders lead with individuals as opposed to top-down or permissive approaches, individuals are happier, more likely to make positive behavioral change, and are more productive (Miller & Olstad, 2012; Wachtel, 2016). By using RP, leaders can create environments where individuals openly share ideas and feedback which can increase overall goodwill within the organization (Kim & Mauborgne, 2003).

Brown (2017) examined the effects of middle school-wide implementation of RP on the development of a listening culture between students, teachers, and school administrators. Brown (2017) found RP had contributed to developing an environment where approximately 50% of the students felt they were could openly share feedback about their school experience with their teachers. Similarly, teachers felt they could provide critical feedback to school administrators. Kehoe, Bourke-Taylor, and Broderick (2017) found that school culture was similarly impacted when there was a school-wide commitment to RP. Kehoe, Bourke-Taylor, and Broderick (2017) found RP helped teachers develop stronger listening skills, enhance their ability to calmly respond to student behavior, and improved their communication skills. Furthermore, consistently using proactive and responsive circles helped students build a higher self-awareness about the effect of their behavior while also understanding their teacher's viewpoints. Engaging in RP also helped students feel as if their experiences and feedback were understood which led to students being willing to take responsibility for their actions as a result.

Methods

This qualitative case-study research sought to explore RP's role in the supervision styles of mid- and senior-level residence life professionals, specifically on supervisory skill development. Given case-study methodology traditionally seeks to understand the 'what' and 'how' of a particular case bound by time and space, this methodology was the most appropriate for exploring this question (Yin, 2018). Specifically, this study is an intrinsic and embedded case-study. In the intrinsic case-study tradition, the study sought to understand how RP can be used to impact supervisory development, rather than to argue for or against its use. Because this case study is intrinsic in nature, the ability of scholars to replicate the study and discover the same findings may be limited (Baxter & Jack, 2008). I also considered how RP was used in supervision by mid- and senior-level professionals specifically as opposed to supervision in general, which makes this case study an embedded case-study that examines one or more subunits of an overall case (Yin, 2018). Overall, the case was bounded by looking at how Verdis University approached the use of RP in supervision through the perspectives of mid- and senior- professional staff members who were in the department between 2014 and 2019.

Research Site

Verdis University (VU) is a four-year public institution in the northeastern United States. VU residential life incorporated RP into the culture of its department and how they build residential and professional community in 2009. RP was used primarily by the residential education teams in the department, mainly as a mechanism to help develop, maintain, and repair communities within the residence halls. Over time, the role of RP within VU residential life evolved to include methods of engaging professionally and to team build among professional staff in residential education. In 2018, VU residential life expanded the use of RP across the whole department and is making strides to become a fully restorative residential life unit.

Participants

Following IRB approval, I used purposeful sampling to select participants meeting the established criteria (Creswell & Plano Clark, 2011). Participants had to be a mid-level professional who supervised entry-level staff or a senior-level professional who supervised mid-level professionals and had oversight over one of the six sub-units within the department or the whole department itself. Participants also had to be either currently or formerly employed within the host department between 2014 and 2019. Out of 21 eligible participants who met the study criteria, 11 candidates volunteered and were selected to participate. Participants were sent a consent document which also outlined the steps I took to ensure their confidentiality. Ensuring their confidentiality was vital, given my positionality as a colleague as well as a researcher.

Out of the identified participants, seven individuals were mid-level professionals and held an assistant director level position, while four participants were defined as senior-level with an associate director title position. The majority of participants were employed with the host department at the time of study. Out of the participants who were not employed in the host department at the time of study, one participant was employed in another department at VU while the others had moved to other institutions. I required participants to select a pseudonym for the study to protect their anonymity. *Table 1* provides a detailed overview of the participants.

Mid and senior-level supervisors were targeted primarily due to their role in establishing the overall culture of the department, including setting and role-modeling supervisory expectations. As a restorative approach to supervision was a foundational element to VU residential life's culture, it was important to understand RP's influence on supervision skill development from the perspective of departmental leaders. Additionally, I did not incorporate graduate

Table 1:

Participant Information

Name	Professional Level	Functional Area	Years in the Host Department	Years of Higher Education Experience	Employment Status in the department	Gender Pronouns
Alfredo	Mid	Residential Education	10-15	15-20	Former staff	He/Him/His
Helga	Mid	Residential Education	≤ 5	15-20	Current staff	She/Her/Hers
Leslie	Senior	Business Operations	10-15	20+	Current Staff	She/Her/Hers
Mary	Mid	Residential Services	10-15	15-20	Current staff	She/Her/Hers
Michelle	Mid	Residential Education	10-15	10-15	Current staff	She/Her/Hers
Paloma	Mid	Residential Education	≤ 5	10-15	Current staff	She/Her/Hers
Steven	Senior	Residential Education	5-10	10-15	Former Staff	He/Him/His
Sue	Mid	Residential Education	≤ 5	20+	Current staff	She/Her/Hers
Tahj	Senior	Business Operations	≤ 5	5-10	Current Staff	He/Him/His
Terri	Senior	Residential Education	≤ 5	10-15	Former Staff	She/Her/Hers
Zoe	Mid	Residential Education	≤ 5	5-10	Current staff	She/Her/Hers

and entry-level staff in this study due to my positionality as a mid-level professional in the host department at the time of the study. The decision to not include graduate or entry-level staff was made to avoid unintentional undue pressure to participate in the study, which may have negatively influenced the results.

Data Collection

Each supervisor participated in two individual open-ended interviews, each lasting no more than 60 minutes. Due to the lack of relevant studies involving the use of RP as a supervision aid and not solely as a mechanism for accountability processes, I based the interview protocols on the RP framework itself. Interview one asked how participants conceptualized the role of RP and how they experienced using the framework as supervisors. Interview two, which is of central interest to this individual study, focused on participants' perceptions of the impact RP had on their development as a supervisor. Supervisors were also encouraged to reflect on how their approach to supervision differed from their supervisory style pre-RP model.

I supplemented participant accounts with selected departmental documents including position descriptions, training documents, and sample performance evaluations. Documents collected from VU helped to situate the participants' accounts in an overall departmental context (Biddix, 2018). The collected documents were primarily from the residential education areas of the department due to this area having been the primary users of the RP framework prior to 2018.

Data Analysis

I analyzed interview data using in-vivo coding methods to elevate the voices of the participants (Saldaña, 2016). It was important to elevate the participants' voices and highlight their experiences using RP as supervisors, given this study's aim to support practitioners in their supervisory development. The in-vivo codes were then pattern coded to help bring clarity by organizing them into themes. I considered data as a theme if I noted a pattern across two or more participants, which made qualitative memoing necessary to the analysis. Because of my positionality, I took additional steps to ensure the trustworthiness of the analysis including reaching intercoder agreement with another researcher as well as member checking emergent themes with participants (Creswell, 2014).

Positionality

As a mid-level professional who also served on the department's leadership team, I was responsible for role modeling, supervising, and holding staff accountable while incorporating RP. My first-hand knowledge of the context, framework, and implementation of RP enabled me to more readily and thoroughly understand the participants' experiences. Additionally, my positionality assisted in rapport building with participants. Since the participants were also my colleagues within the host institution, I noted participants were open and comfortable in sharing their perspectives with me, as evidenced by their candidness and the humor the participants demonstrated during the interview process. While there were some possible disadvantages to my positionality, including participant concerns about confidentiality or increased chance for researcher bias, I took additional steps to limit the impact of my positionality on the participants and the study, as discussed earlier.

Findings

The purpose of this study was to examine how understanding and use of the RP framework influenced the supervisory skill development of mid- and senior-level supervisors in residential life. Overall, RP appeared to influence who the participants were as supervisors and how they approached staff supervision. Three themes were developed from the participant data: influences on supervisory communication

style, their approaches to accountability conversations, and how RP encouraged supervisors to reflect on their overall supervisory approach.

Influences on Supervisory Communication

One notable theme was the impact of RP on supervisory communication styles. A sample position description of an assistant director role in residential education expressed the need for professionals to be able to effectively communicate with others to ensure that they can complete their required tasks. Several participants discussed using the RP framework to build a foundation for their supervisory relationships, where staff can understand what they can expect from their supervisors. For example, Sue expressed:

> I think it [RP] gives both parties language to understand how this relationship is going to be based, right? We're going to establish connections and build community and build relationships, and we're going to do it through our informal and formal circles. We're going to do that from affective statements. We're going to engage in fair process, and these are how I'm going to supervise on most days.

For Sue, RP helped her frame what her staff could expect from the supervisory relationship, as well as provided a mechanism and a common language they could use to jointly meet those expectations and foster open communication.

Additionally, RP reminded supervisors about the importance of being intentional in their communication. Some participants felt communicating was not merely talking and listening but making sure they explicitly communicated with their supervisees. Michelle outlined:

> Constantly thinking about restorative practices has made me be explicit, explicit in fair process, and explicit in the work that we do, explicit in my feelings and emotions, explicit in the impact that others have on me, and explicit on the impact that I have on others. That's really been enlightening for me. It's so important I think for me to have that.

Leslie also described how RP helped her to communicate intentionally with her staff:

> Knowing that I have to approach somebody and say "this isn't right". . . I would feel uncomfortable knowing somebody so well and then explaining this is wrong and not knowing what kind of reaction I'm going to get. But I think adding RP to it, sometimes without even knowing it, I'll stop and think about what I'm going to say, to be thoughtful about what my explanation is.

For Michelle and Leslie, RP encouraged them to exercise intentionality when they communicate with their staff, which they believe improved their overall communication. Using RP circles to prepare for tougher conversations also helped supervisors anticipate how they may be received by their staff. Alternatively, while several participants felt learning RP improved their ability to communicate with their staff, some participants did not experience growth in this area. Terri said "overall, I'm very communicative, and so I don't think that has changed. I feel the biggest change, again, has been the affect piece, and naming affect for me." In Terri's example, RP served as a supplement to her communication style more than it helped strengthen that skill.

Approaches to accountability conversations

Another notable finding was the impact RP had on participants' ability to navigate accountability conversations with their staff. The structure RP provided appeared critical to holding accountability conversations for several participants. Helga said, "I think it's allowed me to be patient and listen and also have a framework to work within. I think in the past without a framework, it just felt loosey-goosey, and those conversations could easily get derailed, right?" Another example came from Zoe, who explained:

> I'm not the kind of person who loves conflict or thrives off of it. . . But I think RP gave me the language and the skills and the capacity to be able to hold folks accountable and do it in a way that felt good to me.

For Helga and Zoe, RP's primary role in accountability meetings was to provide them with a structure for facilitating holistic conversations, which in Zoe's case, was also comforting. Alternatively, while RP appeared to be helpful for supervisors at VU, one participant discussed how transitioning to a new institution affected his ability to be restorative in accountability conversations. Alfredo, who transitioned to a higher-level role at another institution expressed:

> I think there was a previous culture of the department supervisors not holding their people accountable and ultimately that making its' way back to HR or other departments in the division. The VP of the division as well. Honestly, a lot of our accountability processes are very directed by what HR kind of says to do. It doesn't leave as much room to be restorative sometimes.

Alfredo's ability to use RP was limited by institutional human resources policies governing how supervisors hold their supervisees accountable, which highlights the importance of ensuring that RP implementation does not conflict with institutional or divisional HR policies.

Opportunities to reflect on supervision

Finally, several supervisors discussed how the RP framework, specifically the social discipline window, helped them conceptualize what a balanced supervisory approach looked like and the potential barriers to achieving said balance. For example, Sue said, "Under stress, I move to the 'to' [high control, lower support] box. I think I knew that, but it was like whack smack in the head." Paloma also mentioned:

> Depending on my stress level and where things are at, and other pieces that may be playing a big role, I'm going to go to the 'to' box. I'm going to call the AC [Area Coordinator] and tell them "okay, this is what I need you to do. I need to do this, and this is what I need from you"

In Sue and Paloma's examples, stress was was a barrier to consistently supervising restoratively, which often resulted in them defaulting to a top-down, less collaborative supervisory approach.

Supervisors also felt the social discipline window helped them reconceptualize how to balance control and authority with support in supervision. Tahj, who was new to supervising in his current role, used RP's social discipline window to consider how to practice his supervisory authority:

> Looking at the social discipline window, when you look at the four areas, you're kind of looking at the way in which you want to lead. . .I can be friendly, and I can be nice, and I can be kind, but I also can still have authority, in reference to the work and what we're doing. And I think prior to that, maybe I wouldn't have looked at it that way and it would have been "I don't want to be that mean supervisor."

Although Tahj said the social discipline window helped him conceptualize how he could balance 'friendliness' and authority as a supervisor, Michelle said "restorative practices has helped me understand that when a person is only directive, other folks don't feel like they are all part of the team, that their expertise isn't valued, that they think that we don't have a voice." For Michelle, the social discipline window served as a reminder to be more collaborative in her supervisory approach.

Discussion

The findings gathered from the study illuminated RP's potential in supporting supervisory skill development. First, effective communication is crucial for multiple industries, including student affairs (Boehman, 2007; Calhoun & Nasser, 2013; Reynolds, 2017). ACPA and NASPA (2015) have identi-

fied effective communication as a base-level competency for all student affairs professionals. Student affairs professionals should be able to "communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom you are engaged prefers" (p. 24). Participants discussed how RP helped them establish a common language which aided them in communicating effectively with their staff. Establishing a common language using RP also helped supervisors explain to their supervisees what they could expect regarding communication within the supervisory relationship. For supervisors such as Sue, RP appeared to give them and their teams a universal language which grounded their relationship. Although new team members required RP training, it allowed both the supervisor and their staff to have a foundational understanding of RP and common restorative language.

The RP framework also appeared to help participants consider the importance of intentional and explicit communication when engaging with their staff. Explicit communication helps to set individuals up for success, as they can gain a clear understanding of what their responsibilities are, and their supervisor's expectations, while also reducing the errors that can be caused by implicit communication (Reynolds, 2017). RP helped some supervisors explicitly communicate with their staff and establish clear expectations using a common language. RP also appeared to encourage participants to slow down and be intentional about what they said and how they said it, which supervisors believed to be beneficial for their staff.

Third, participants discussed how RP affected their approach to staff accountability. Developmental approaches to accountability are essential to the growth and morale of staff in student affairs (Winston & Creamer, 1997). RP emphasizes that using restorative approaches in conjunction with punitive accountability is more develomental than the use of punitive sanctions in isolation (Morrison, 2003). The RP framework served as a reminder for some participants to exercise patience and be fully present in the conversation with staff members.

Supervisors also said RP provided them with a structure for facilitating accountability conversations. Supervisors' use of RP to facilitate accountability conversations that engaged supervisees in a discussion about their affect aligned with Arminio and Creamer's (2001) study, which promoted a conversational approach to feedback and accountability. A conversational approach to providing feedback includes the opportunity for supervisees to process their emotions and compose themselves versus only supervisors just delivering feedback and ending the conversation. Using restorative accountability to provide an opportunity for staff to reflect on their behavior also aligned with studies by Kehoe, Bourke-Taylor, and Broderick (2017) who found that teachers developed stronger listening skills and helped students feel valued during the accountability process by using RP.

RP's structure can also provide comfort for supervisors, especially those who may be conflict-avoidant or become nervous during accountability conversations. Accountability conversations can be challenging due to a perceived adversarial nature, as well as an inability to anticipate how the other party will react (Keehner, 2007). However, individuals should not assume that the RP framework will make all accountability conversations comfortable or successful, as not all harm can be repaired (D. Depaul, personal communication, October 4, 2018). However, because the RP framework is designed to be a less adversarial approach to accountability and provides a basic structure, it may assist supervisors in confidently facilitating accountability conversations.

Finally, assessing one's supervisory effectiveness and leadership practice is crucial to the development of supervision skills in student affairs. According to ACPA and NASPA (2015), it is important for student affairs professionals to "identify one's own strengths and challenges as a leader and

seek opportunities to develop leadership skills" (p, 27). As several participants indicated, restorative supervision takes commitment and time, which can be challenging in times of stress. Supervisors may sometimes shift away from being restorative, using fair process, or using affective statements and questions. The natural shift away from collaborative and restorative approaches when supervisors are busy or stressed makes sense, given that individuals are often socialized to resort to top-down approaches to leadership in western culture (Miller & Wachtel, 2012; Van Alphen, 2014).

As mentioned earlier, the lack of supervision training in student affairs can leave professionals unprepared for supervisory roles (Davis, 2004; Lamb et al., 2017; Nichols & Baumgartner, 2016). As such, new supervisors may imitate past supervisors or adopt a supervision style opposite of what they perceived to be ineffective. The social discipline window may help leaders conceptualize their leadership by presenting it in the context of challenge and support (Wachtel & McCold, 2001). As this study found, the social discipline window assisted new supervisors in understanding how to exercise their leadership and that exercising their supervisory authority does not automatically equate to being a "mean supervisor." RP also encourages supervisors to balance directive supervisory approaches with being supportive and collaborative (Miller & Olstad, 2012). Enhancing the understanding of having high control and support in supervision encourages supervisors to challenge themselves to improve their supervisory capacity, build new supervision skills, and grow as managers, which are essential competencies in student affairs (ACPA/NASPA, 2015).

Recommendations for Future Research

The findings from this study yielded several recommendations for continued research and implications for practice regarding the impact of RP on the supervision skill development for supervisors. First, the scholarship on restorative practices in higher education is limited and there is much to understand about its use outside of student conduct or K-12 education. The findings demonstrated a potential for RP to promote effective communication and accountability practices in supervision as well as reflection on one's supervisory approach. Although supervisors noted the positive impact of RP on their ability to work with their staff, the findings from this study are one-sided and do not reflect the perspective of supervisees, who have a mutual responsibility to the success of the supervisory relationship (Winston & Creamer, 1997). Understanding the impact of RP in student affairs performance management and staff accountability from the supervisee perspective would provide a holistic picture of the potential of the RP framework in addressing workplace performance. The next stage for research is a comparative analysis of the professional and morale impact on supervisees when supervisors use RP as opposed to traditional accountability practices in human resources functions related to staff discipline, performance management, and evaluative practices. Furthermore, future research may also take a closer examination at the extent to which restorative performance management conversations influence staff member development and improvement.

While the current study has highlighted several impacts of the RP framework on supervisory skill development, the study's participants were trained on the RP framework but not specifically for the sole purposes of supervising staff. Future research should consider a deeper exploration into how the RP framework can be used to support onboarding and intentional training for new supervisors in student affairs. For example, research may consider the role of RP in transitioning new staff members into a departments culture through collegial relationship development. Also, research may expand on the current study to further understand the impact of using the RP framework to intentionally train and develop su-

pervision skills, as well as the impact of using RP to facilitate meaningful supervisory relationships in student affairs.

Implications for Practice

The findings in this study demonstrate the potential of the RP framework to support the supervision skill development of supervisors in the areas of communication, accountability, and balancing challenge/control with support. The participants in the study were trained in the use of RP as a part of the department's yearly onboarding process, according to departmental training documents. Supervisors and departments considering adopting RP as part of the departmental supervisory culture should consider the importance of ongoing training. training of their staff in restorative approaches (Kimball, 2013). Training can include practicing the elements of the RP framework periodically throughout the year, observation opportunities, reviewing the RP framework during 1:1 and staff meetings, and enhanced training mid- and senior-level staff trained to facilitate RP circles and training by organizations such as the International Institute for Restorative Practices (IIRP). Investing in training for all staff increases everyone's competency in RP while also providing supervisors and supervisees with a foundation to build their supervisory relationship.

Although RP approaches accountability more holistically, Alfredo named a caveat to approaching disciplinary conversations restoratively. Aspirant RP facilitators should understand their institution's or departmental guidelines to staff accountability. Some institutions may be more regimented in their expectations on how supervisors should navigate accountability conversations. In contrast, other institutions may provide supervisors with more autonomy in how they hold disciplinary discussions with their staff. Supervisors should review their departmental and institutional human resources policies governing accountability processes and expectations to understand how, where, and if restorative approaches fit in.

Conclusion

Restorative practices provided the participants in this study with fruitful opportunities to reflect and intentionally craft their supervisory styles in a way that worked for them. Providing staff with a framework to reflect on their supervision style and how this can manifest at given moments were valuable to the supervisors in this study. Furthermore, in some ways, the RP framework appeared to make accountability conversations less daunting because of the structure RP provides, which helps focus the conversation while separating the person from the action. Although not a perfect framework, RP does appear to have promise in supporting supervisory skill development in student affairs professionals, especially as individuals conceptualize what supervision looks like for them and their teams.

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