

Kindness at Work

Kindness in
Management and
Organizational
Studies

Edited by
Michelle Thomason, PhD

Kindness in Management and Organizational Studies

Kindness at Work

Series Editor: Michelle Thomason, PhD

Kindness at Work is a ground-breaking series expanding critical discussion within Business and Management by examining the concept of kindness in a business context.

Examining multiple perspectives on the understanding, interpretation, enactment, and resistance to the concept of kindness, *Kindness at Work* brings together leading scholars to explore this in relation to different areas of business theory and practice.

Kindness at Work provides illuminating new perspectives and insight to scholars analysing leadership style, organizational psychology and HR practice and theory, as well being relevant to broader range of Social Science research areas.

Forthcoming Titles

- Leadership and Kindness
- Making HR Kinder
- Indigenous Understandings of Kindness
- Kindness, Black Lives and Work
- Kindness, Work and Wellbeing

Kindness in Management and Organizational Studies

EDITED BY

MICHELLE THOMASON, PHD

Independent Researcher, Canada



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022

Editorial matter and selection © 2022 Michelle Thomason. Published under exclusive licence by Emerald Publishing Limited.

Individual chapters © 2022 the authors. Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80262-158-7 (Print)

ISBN: 978-1-80262-157-0 (Online)

ISBN: 978-1-80262-159-4 (Epub)



ISOQAR
REGISTERED

Certificate Number 1985
ISO 14001

ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.



INVESTOR IN PEOPLE

To my ELDO for my love of books and my mother for her huge kind heart.

This page intentionally left blank

Table of Contents

List of Figures and Tables	ix
About the Contributors	xi
Foreword	xv
Acknowledgements	xvii
Chapter 1 Patterns and Possibilities: Exploring the Meaning of Kindness	1
<i>Kristin S. Williams and Heidi Weigand</i>	
Chapter 2 Choosing Kindness: Finding Kindness in Management and Organization Studies	13
<i>Kristene E. Coller</i>	
Chapter 3 Strength through Kindness: Celebrating the Success of Women Leaders and Feminine Leadership Styles	29
<i>Danielle Mercer-Prowse</i>	
Chapter 4 Communicating Kindness at Work	45
<i>Amy Thurlow</i>	
Chapter 5 Kindness as an Imperative	59
<i>Marcelle Allen</i>	

Chapter 6 Leading with Compassion: Co-designing a Workshop That Responds to a Report of Sexual Harassment or Discrimination with Unbiased Compassion	75
<i>Shelley T. Price, Megan Fogarty, De-Ann Sheppard, Grace Campbell, Sarah Cartwright, Kylie Ito, Rachel MacDonald, Sabrina Guzman Skotnitsky, Heidi Weigand and Krista Smith</i>	
Chapter 7 Care Ethics and Kindness in Management and Organizational Studies	109
<i>Nina Winham</i>	
Chapter 8 Intergenerational Stories of Kindness: A Catalyst for Bouncing Back	127
<i>Heidi Weigand, Heather Mackinnon, Erica Weigand and Jessica Hepworth</i>	
Chapter 9 Dear Masie: A Story-net of Kindness	143
<i>Tammy Williams and Heidi Weigand</i>	
Chapter 10 Be a ‘Good Girl’: The Durability and Enigmatic Nature of Benevolent Sexism as a Form of Performative Kindness	159
<i>Kristin S. Williams</i>	
Chapter 11 Conceptualizing and Constructing Kindness	171
<i>Michelle Thomason</i>	
Index	187

List of Figures and Tables

Figure 1.	Kindness at Work (Author's Original Work).	174
Table 1.	Pre Co-design Agenda.	82
Table 2.	Post Co-design Agenda.	86
Table 3.	Themes Emerging from the Scripting Process.	90
Table 1.	Intergenerational Perspectives of Kindness in My Family (Authors' Original Work).	139

This page intentionally left blank

About the Contributors

Marcelle Allen, MBA, PhD, is a Business Faculty at Northern Lights College, Dawson Creek, British Columbia. Prior to Northern Lights College, she held various industry positions and also taught at Schulich School of Business, University of Toronto and Seneca College. She has MBA from Schulich School of Business, York University, and PhD Management from Sobey School of Business, Saint Mary's University. Her primary research interest is the role of business in shaping society.

Grace Campbell is dedicated to ensuring a safe and equitable learning environment through her work as a secondary school educator. She holds a Bachelor of Business Administration and is a recent graduate from the Bachelor of Education programme, in which she specialized in secondary business and mathematics education. Keen to be involved in her local community, Grace took on various volunteer and leadership roles throughout her time as a student at St. Francis Xavier University. The volunteer opportunity that stands out the most to Grace is her time spent with X project. X Project is an organization dedicated to working with African Canadian and Mi'kmaq youth to provide educational assistance, and recreational and leadership programmes. Grace is eager to begin her career as a secondary school educator and to continue to promote the benefits of business education with the school system.

Sarah Cartwright was born and raised in Toronto, Ontario. She attended St. Francis Xavier University where she completed her Bachelor of Business Administration Degree with an Advanced Major in Finance. In her final year of university, she participated in the Gender and Management course where she studied the impact of leading with compassion in the workplace. Sarah now works as a Business Development Manager in the financial industry where she applies the concepts from her Gender and Management class to be a better leader, colleague and friend. She believes that the study of compassionate leadership in the workplace is necessary for an organization to create a healthy and sustainable working environment.

Kristene E. Collier, PhD at the Sobey School of Business (Saint Mary's University), is currently studying the neglect of Canadian management thought. As a lecturer for the University of Lethbridge (Calgary Campus) and Mount Royal University, Kristene tries to incorporate kindness into her approach to teaching and working with colleagues and has been fortunate to experience many acts of kindness

throughout her personal and professional life. Kristene writes on a variety of topics including management history, health care, workplace health promotion and the imposter syndrome and is passionate about getting people to think about topics from a different perspective.

Megan Fogarty, MIR, CFP-B believes that investigations can be fair, neutral and trauma informed. She has worked as the Subject Matter Expert on Human Rights and Equity in Atlantic Canada for Canada Post and is currently the Manager of Human Rights and Equity at St. Francis Xavier University in Antigonish, NS. She has received training in trauma-informed interviewing and holds a Master's degree in Industrial Relations from Queen's University.

Jessica Hepworth, BA Psychology, is working on her second degree, a Bachelor of Social Work at Dalhousie University in Halifax, Nova Scotia.

Kylie Ito is a proud multiracial Canadian woman who was born and raised in Cobourg, Ontario. She now resides in Halifax, Nova Scotia, after graduating from St. Francis Xavier University in 2019 with a BBA. During her time there she founded a Mental Health Emergency Bursary to provide financial support to those experiencing mental health concerns. She currently works at a tech startup company called Dash Hudson, partnering with some of the world's largest brands to improve their social media performance. Kylie takes pride in her role as a coach in Athletics to young women in her community.

Rachel MacDonald is a passionate future educator who believes in the rights for all persons to exist in a safe and positive work environment. After graduating from St. Francis Xavier University in 2020 with a Bachelor of Business Administration, she currently resides in Halifax, Nova Scotia, where she is completing her first year in the Bachelor of Education programme at Mount Saint Vincent University. As a future elementary school educator, Rachel believes that compassionate leadership and emotional intelligence are important aspects to establishing safe and positive work environments.

Heather Mackinnon, MSc MD, is a former military physician practicing in Halifax.

Danielle Mercer-Prowse is an Assistant Professor in Management at Acadia University in Wolfville, Nova Scotia, Canada. She has a PhD in Management from the Sobey School of Business, St. Mary's University, Halifax, Nova Scotia, Canada. In 2013, she was awarded a Social Sciences and Humanities Research Council of Canada Joseph-Armand Bombardier Doctoral Scholarship for her studies in gender and leadership. Her dissertation focused on the development, validation and testing of a team androgyny measure related to decision-making styles within the context of business organizations. Broadly, her research interests examine the interplay between gender, leadership and workplace well-being.

Shelley T. Price, BComm, MBA, PhD, is an Assistant Professor at StFX University. Shelley is an Inuk woman born in Labrador, Canada. She currently resides in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.

Shelley's work calls for trauma-informed and culturally humble approaches to leadership. She works with Indigenous storytelling, collective and affective leadership, and land-based wisdom.

De-Ann Sheppard is a proud L'nu woman of Mi'kmaw and Irish descent. She currently lives, works and plays in Mi'kma'ki, on the shore of St. George's Bay. Having had the privilege of working as a nurse practitioner for over 30 years in many rural and remote Indigenous communities across Canada, her scholarship is dedicated to trauma-informed, culturally safe and contextualized advocacy, while reclaiming L'nu epistemologies through the Mi'kmaw language. Ksaultinej, Ankuwa'toq, aq Ewli'taqn (Love, Care and Compassion) are animated in her writing. Both as a PhD student and Assistant Professor of Nursing, she embraces decolonized teaching and research spaces as places for transformative healing.

Sabrina Guzman Skotnitsky is a Climate Justice Advocate residing on the unceded territory of the Musqueam, Tsleil-Waututh and Squamish peoples. She holds a BA Honours in International Development Studies from Dalhousie University. As a bisexual woman with mixed Mexican and European descent, intersectionality is an important focus in her research and activism.

Krista Smith practiced labour and employment law for a decade before founding Root & Branch Workplace Conflict Resolutions, which focuses on helping organizations prevent, navigate and recover from moments of conflict and crisis. Since workplace investigations and assessments form the core of Krista's practice, she has worked hard to design processes that are trauma-informed and procedurally fair. Her processes are informed by the foundational principle that every human being should be treated with dignity. Krista is currently serving as Senior Policy Lawyer for the Mass Casualty Commission. She resides in Dartmouth, Nova Scotia.

Michelle Thomason completed her PhD at the Sobey School of Business, Saint Mary's University in K'ijipuktuk, Canada. Her research explores kindness at working, sensemaking and kindness, kindness and unkindness and psychological health and emotional safety in the workplace. She is a proud public servant and works for the Nova Scotia provincial government as Director of Organizational Health. This is the first book in her series, *Kindness at Work*.

Amy Thurlow is Professor of Communication at Mount Saint Vincent University in Halifax, Canada, where she teaches public relations and communication management in the Department of Communication Studies. Her research focuses on identity construction and the communicative nature of organization. She has recently published her first book, *Social Media, Organizational Identity and Public Relations the Challenge of Authenticity*, (2019) Routledge. She is a member of the National Education Council of the Canadian Public Relations Society and the international Commission on Public Relations Education.

Erica Weigand has a Master's degree in International Business, with a speciality in environmental sciences at Marbella University International Centre in Marbella, Spain.

Heidi Weigand, PhD, is an Assistant Professor of Management at Dalhousie University. She is a member of the Safe Assured research team with the primary goal of ensuring the reliability of our community pharmacies. Much of her work has focused on contagious resilient leadership and intersectional studies to address systemic discrimination in the workplace.

Kristin S. Williams, PhD, is a Visiting Researcher at the University of Eastern Finland and the Historian in Residence with the Faculty of Management at Dalhousie University. She is a polemical feminist engaged in critical management studies through activist writing and narrative methods. Much of her work has focused on uncovering neglected historical female figures, overlooked theoretical approaches and organizational practices in management.

Tammy Williams has an MA in Women and Gender Studies at Saint Mary's University. Her masters research was the creation of the seven direction Indigenous research paradigm using the teachings from the medicine wheel and the traditional ways of knowing from the Mi'kmaq. Tammy is the Manager of Education at the Mi'kmaq Native Friendship centre with a focus on decolonizing education.

Nina Winham is a PhD candidate at the Sobey School of Business, Saint Mary's University, in Halifax, Canada. Her research explores care ethics within organizational management, workplace experience and social sustainability. Her previous careers include journalism, environmental non-profit management and sustainability communications and consulting, including service on numerous nonprofit boards. She lives in Vancouver and is a member of faculty at the Langara College School of Management.

Foreword

This book brings together a range of scholarship on what kindness means in the context of management and organizational studies. It offers a re-examination of leadership that traditionally paid little attention to kindness and a recognition of emerging leaders who are powerful because of the ways that they integrate kindness in their leadership. Indigenous understandings of kindness are shared through a multigenerational storytelling experience. Chapters in this book offer diverse ways to engage with the concept of kindness and its meaning to individuals and organizations, students and scholars.

Chapters look at creating new ways to prepare for kind and unbiased compassionate responses to sexual assault and discrimination; constructing and conceptualizing kindness in the public service; the exploration of communicatively constituted organizations; and benevolent sexism and the ways this is propped up by performative kindness.

This book offers readers a chance to think about and reimagine kindness at work. Through the variety of explorations of this relatively new and understudied area of management and organizational studies, we now have more opportunities for learning and expanding the scholarship of kindness.

This page intentionally left blank

Acknowledgements

First, I must thank Amy, Heidi, Kristin, Kristene, Heidi, Marcelle, Nina and Shelley and Tammy for saying yes to and bringing this book into being. Each author brings their unique perspective to this new scholarship on kindness at work.

This book could also not exist without the care and kindness of Albert Mills, Jean Mills and Amy Thurlow's leadership in my dissertation creation.

I would also like to thank Chris Hartt for his generosity.

And special thanks to Taylor, for always being ready to listen to my book talk with support and love and Koumbie for so many things including your technological tenacity.

This page intentionally left blank

Chapter 1

Patterns and Possibilities: Exploring the Meaning of Kindness

Kristin S. Williams and Heidi Weigand

Abstract

In this chapter, authors take a narrative/interpretive approach by sharing insights from millennials and Generation Z as to the definition of kindness as a behaviour and action. Sixty-six individuals living in North America, Africa and Europe were interviewed during the pandemic (October 2020). They were asked to describe an incident in which they expressed kindness and/or in which it was expressed to them. Authors identified five themes (meta-patterns) which denote different ways kindness is described through narrative. These kindness behaviours include: (1) kindness as a small act, (2) kindness as an event, (3) kindness as intervention and (4) kindness as consideration. The fifth form of kindness operates with more performative qualities, and the authors' have dubbed it as 'kindness [that] makes me feel good'. Authors attempt not to constrain or essentialize what kindness behaviour is, but rather to reveal patterns while also leaving room for possibilities.

Keywords: Kindness; narrative/interpretive approach; Generation Z; management and organizational studies; theory and practice; culture

Introduction

We have the last 18 months of the pandemic exploring kindness. Kindness has operated as a subject of our shared research interests and the way in which we have chosen to develop our research relationship. Quite surprisingly, we have also come to understand that kindness has ontological properties, particularly if viewed as a state of becoming in our social reality. We also believe it has epistemological qualities, in that kindness has led to ways of knowing and learning

about our social reality. Despite these deep insights, our concrete ideas about what kindness is remains illusive. Our research has argued that it is both a durable personality trait as well as a pro-social behaviour, thereby recognizing that it is both innate and the product of socialization (Weigand, Williams, Okoroafor, Liuzzo, & Ganuelas Weigand, 2021a, 2021b). We also know that kindness is strongly linked with well-being (Cotney & Banerjee, 2019) and has contagious qualities (Hafenbrack et al., 2020). We have also noted that it operates differently across generations in which macro level events influence lived experience and COVID presents as one such macro level event (Weigand et al., 2021a, 2021b).

In this chapter, we hope to prime the space for the continuing chapters, where authors will engage in various debates and ideas about kindness. We are reticent to restricting our ideas about what kindness can be and prefer to take an approach which reveals possibilities. Here, we offer some insights into our learnings of the perceptions of kindness by two key generational groups: Millennials/Generation Y (born between 1981 and 1994/1996) and Generation Z (born between 1997 and 2012/2015).^{1,2} Because of what we perceive to be the value of kindness, we are keen to broaden the debates about its instrumentality but also its beauty and complexity.

Approach

For this chapter, we are taking a narrative/interpretive approach by sharing insights from millennials and Generation Z. We interviewed 66 individuals during the pandemic (October 2020) who are living in North America, Africa and Europe.³ Specifically, we asked them to help us understand kindness as action. Elsewhere, we have shared our findings on the perception of kindness in the context of the pandemic (Weigand et al., 2021b). For this chapter, we simply asked our participants to describe an incident in which kindness was expressed to them and an incident in which they expressed kindness to others. They were not bound in any way as to what should constitute these narratives.

Specifically, our narrative approach looked for repetition or metapatterns, while also appreciating complexity (Dailey & Browning, 2014). Narratives are stories of events and happenings, situated in a time and place (Dailey & Browning, 2014). In this way, we recognize that the act of talking and enlivening narratives through voice (enunciation) constitutes a social reality (Weick, 1979). Narrative repetition involves the echoing of similar ideas across people and time, and curates the essence of a main idea which remains intact, coherent and potentially durable (Dailey & Browning, 2014; Deleuze & Guatarri, 1987). It should also be noted that these narratives reflect a dialogic conversation between those that speak and those that listen, and new meanings are construed throughout that process as well as through analysis (Boje, 2001).

Our attempt in sharing the forthcoming narratives is not to constrain or essentialize what kindness behaviour is, but rather to both recognize patterns

while also leaving room for plurality and possibility. We appreciate how very difficult it is to generate a consensus over complex ideas, but we also appreciate that some underlying understanding must be generated to create a shared perception and experience, thereby granting access to a greater understanding. We believe that narratives hold within them both the notion of a control and the notion of resistance and that these tensions are not always in conflict, but rather communicate the dynamic nature of narratives and why ideas cannot be fixed (Ricoeur, 1992). Though we realize that we are offering here a taxonomy of sorts, we do not wish to limit such ideas from expanding (Boje, 2001).

Kindness Narratives

While reading the verbatim transcripts of our interviews, we noted five dominant metapatterns and here we will share those patterns and examples under the following curated themes: (1) kindness as a small act, (2) kindness as an event, (3) kindness as intervention, (4) kindness as consideration and (5) kindness [that] makes me feel good.

Kindness as a Small Act

The first set of narratives describe *kindness as a small act*. Kindness as a small act is not perceived to be a significant burden, but it is memorable and appreciated. It also tends to be the way that people describe their own acts of kindness.

Kindness Expressed to the Participants

P11: There was this one time where I was working. And my shift was only my break was only like 15. So I was in the line was really, really long, the line was so long. And I, like felt so bad, because like, my break was going to finish and I wasn't going to have anything to eat. So the person in front of me saw that I had on the store name on my shirt, and just asked me if I wanted to, you know, go in front. And I feel like because he said that the people in front did the same thing.

P24: I think like, generally now, even with COVID people are still holding doors open for me like if you're going to department store or something. And that just kind of shows that people are not like, not scared, but they're always kind of willing to do that for someone else.

P5: Well, when I was in [city], I, it was my first time by myself in [country] and I, it was my first time by myself and another city, another country. And I found that people were very, were willing to help me. Like, for example, one time I was lost, and I couldn't, I didn't know how to get back home. And this guy literally took his phone, Googled the address for me, took me to the subway station, like things like that, I think, yeah, this guy was a stranger [and I] never saw him again, but [he] still took five minutes of his time to show me how to get home.

P64: I go to gym like a lot in the evening. And so usually after the gym, I get tired [...] But like my room, my roommate, [he] knew that I was gonna be tired from the gym. So he actually took the liberty of making us, like cooking for us. And that was very nice.

Kindness Expressed by the Participants

P10: Well, I know, there were times where my friend [...] needed some kind of a document picked up and stuff, I think, anyhow, it's a small thing, but she really needed that document in time, and I don't have a car. So I bused downtown, which takes me about 40 minutes to make sure she had what she needed. You know, so I just stopped what I was doing my day and looked out for her because she needed that at a time.

P15: One of my friends has just had like alike a little bit of an upset like a what her her basketball coach brought up something which she thought was not gonna be discovered. And it has to do with like relationships. But it's kind of took her off guard and really stressed her out. And, you know, I had, I had a, a seminar to get to that evening, but I saw how distressed she was in that moment and why she would never expect me to have like missed a seminar. I decided that, you know, her mental well-being and, you know, my presence was more important to her than being on the seminar. So I missed the seminar, I was no trouble. I just, you know, handled expectations, but she was really grateful for it. And I felt like I really helped her in that moment when she needed me.

P29: When we're at the airport [...] I saw this older lady struggling to get her luggage and stuff. So I just helped her grab her luggage. And she asked again, hey, do you mind picking up that one as well? Took no effort for me. So I just grabbed it helped her out and she was on her way.

Kindness as a small act struck us as very accessible, easy to describe in a narrative form and the kind of action where our participants could cite several common examples. COVID restrictions seem to have also inspired many helping and connecting behaviours that also fit into this theme and included examples of carrying out social distanced conversations across driveways, bringing food to neighbours and proactively reaching out to talk to people who might be feeling lonely while isolating.

Kindness as an Event

Our second kindness theme is *kindness as an event*. Kindness as an event requires coordination. It can be large scale, but not always. It is kindness with rules and structure and a sense of duty. It may be inspired by tragedy or milestones, and it represents one or several individuals coming together to support, recognize or show gratitude to someone in what is perceived to be a meaningful way.

Kindness Expressed to the Participants

P16: But the big one that comes to mind is that we lost a son in 2015. And we just had such an outpouring of support and kindness from the community, people were making meals for us. They were coming and, you know, just spending time with us holding our hand. Anything administrative, they needed like, or we needed, like, help with [government agency], or, you know, insurance questions or anything like that, like people just kind of took care of that for us. Again, it's just anticipating those needs and helping to support people where you can.

P20: They always like appreciate my work. By like, the whole [of] our team comes together and like they always appreciate my work by like, giving me like a goodbye gift. Like we thought that like last year, it was the last goodbye. But then because of the pandemic I rejoined the team. Yeah. So this year, also, I received a farewell gift. And I felt that like it really shows that they appreciate what you do for them. Like they really value your work.

P45: I had received money from my dad, right about \$500. [...] I took it out right to pay to the school for my tuition. And it was in my wallet [...] And I forgot my wallet on the bus. Right? There's \$500 in cash. And I'm stressed, you know, you don't know how to track nothing, right? And all of a sudden, I received this [social media] message from this lady. And she said, I looked you up on Facebook, [you] left your wallet on the bus. You know, [you] had some money in it. And she gave it to me every single penny [that] was in even the hidden pockets.

P50: Oh, there was a time when, when I had first like, started doing poetry and stuff. Back in [country]. I met a man who really liked doing poetry and everything. He was a bit old, he was retired. But this guy like basically, he used to run a small hotel kind of thing. So he let me use his like little hotel space to have like a free poetry event. So I didn't have to pay anything for using that space [...] I think that was one of those one of the most standing out moments of kindness I've had in my life.

Kindness Expressed by the Participants

P11: It was this program back in my high school where we used to feed kids on every Saturday morning. So um, and just playing with the kids, because it became like, such a routine thing for everybody. Like, you just go there, you give them food and you go back. But I actually love playing with the kids. And that for me was a little bit kind because nobody really used to talk to them, because they were not as clean or you know, nobody would want to touch them.

P50: There was recently one of my friends who I met through [student association]. I met him at a conference. He lives in [country], his home, his home got flooded. And he lost most of his stuff. He reached out to me, he sent me a

message like, hey, this happened is anyway [...] Or you can help. And I was like, Yeah, I can help out. So me and a couple of other people, we put some money together. And we basically set up [...] \$220 to buy some parts for his daughter and some of the other girls in the [area].

Kindness as an event is a coordinated activity. It requires thought, preparation and potentially delayed action. It seems to be inspired by not only a sense of duty but also appreciation, the desire to recognize someone and/or support or help individuals. In some cases, those enlisted are learning about kindness while enacting it, and this in turn sets up an expectation for future to carry out similar such actions. Therefore, kindness as an event sets an expectation, informing social rules and etiquette.

Kindness as Intervention

Kindness as an intervention is very specific and intentionally helping behaviour where one or many parties step in and offer help, assistance or support. It is important to recognize that helping behaviours exist on a spectrum and operate contextually and share a relationship with concepts like dignity, autonomy and trust (Lefevor & Fowers, 2016). This behaviour was easiest to detect in narratives where individuals were describing kindness behaviour shown to them. At times, it appears that this kind of kindness needs some life experience to guide the understanding that intervention is needed, but not necessarily special expertise in executing the behaviour.

Kindness Expressed to the Participants

P15: So, last week, last weekend, I was kind of like, having a moment with just a few people in my life who I felt were not treating me very kindly. But at that moment, one of my really good friends, parents actually stepped in because I'm so far away from my parents. And this would be something I would discuss with my parents, but they're not here. But I'm in that moment, when my friend's parents stepped in and just, you know, was there as a super supportive mother figure to me, allowed me to just talk it out. And like she has no I'm like, obligation or, you know, I shouldn't have to do that. But she did. And it just meant the world to me.

P19: I would say, a couple weeks ago, a situation happened where that made me upset. Um, I was feeling sad. And so one of my friends who's really busy right now, studying for her MCAT basically just dropped everything and came over and just spent time with me. So I think that's something that sticks out to me. That happened recently.

P22: I was going through a really negative group project experience, to a point where one of my best friends and I were in a group together, and there was a huge fight, and I almost lost my best friend over a freaking group project

anyways, so I was in a university building, crying sobbing my eyes out because I thought I was going to lose my best friend over a stupid project. And some random girl who was on the phone like, you know, the table next door saw me just sobbing, crying, hyperventilating, crying, and she she finished her conversation on the phone hung up and she came over complete stranger and said, You okay, because you look like you're gonna, like pass out from crying. To this day I wish I could find that person and say thank you because she sat down with me. She talked to me [...] like just the fact that a complete stranger took time out of their day to sit down talk to me when they didn't have to. And in that moment, I clearly needed to talk to someone.

P63: I'm a first responder. And sometimes we go to really challenging calls where people don't end up making it through. And I was on a tough call. And when I returned home, my Lieutenant and Captain came over to the house to just have a beer and not talk about what happened, but just hung out and watch the end of the hockey game with me. And I didn't realize until several months later that if it wasn't for them, that I was beginning to fall apart. And for them, just taking an hour out of their day to hang out with me allowed me to be okay and safe.

P7: I remember when I was working. My first one of my first Co Op work term, I had a supervisor who took me aside and she told me I really admire the work that you're doing. And I admire your commitment to this work. But I want you to understand that one of the things you have to learn to do is draw boundaries around the work that you're doing, especially because this is a nonprofit, and you're not being paid very much [as] students. And I want you to understand that it is important to set limits for yourself, so that you do not become overstressed or overworked in this position. Because it is important to take care of yourself.

P51: I got to run a lot of the summer camps. And being in that leadership position can be very challenging. You deal with campers on a regular basis, you have to balance the needs of the other counsellors, you are dealing with parents who have their own summer schedules and work schedules. And it can be very stressful, and you always kind of wonder if you're doing a good job. And I remember one very kind thing that stood out to me was the mother of two of the campers that I had been working with throughout the week. She brought me a coffee while I was helping to organize stuff. And she took me aside and she thanked me for what I was doing and relayed how much her kids were enjoying the camp, and said how grateful she was for, you know, having strong women in leadership positions as role models. And that was that was very kind for her to take the time out of her day, not just bring me that coffee, but to kind of reiterate that I was doing a good job and that she felt confident and leaving her girls with us to not only learn the sport skills, but valuable life skills, so that that really touched me. And I was very surprised when she did that. And I was very grateful.

Kindness Expressed by the Participants

P27: And, um, a family had moved here recently, actually, right before COVID. And they don't have any friends here. And they had a baby. So I just take the baby here and there just to babysit and let them have like, a night off or a day off. Or we just go out and just hang out with them. Because I know she doesn't have a lot of family members or close friends yet here.

P56: Every time the teacher suggested, okay, come swim [name]. She would get upset, she would have literally had a panic attack ready, she she'd welled up in tears, she was crying until the teachers that okay, you just sit out. Um, so I witnessed it the, the first the second time. And then the third time, I remember I walked up, and I said, Okay, I understand you're scared. But I want you to work with me, and let's get over it. So what I started doing is we started swimming together after the practice. [...] I took the outside right next to her all the way, she just had to keep swimming until she reached the other side was like she said she was already a strong swimmer it's just that she had this incident. So in doing that, it built up a lot of confidence. And you could see her get that joy back of like liking that swimming. And I remember we, we did it a couple of times. And she she gained that confidence back.

Kindness as intervention requires empathy, compassion and foresight. Individuals read various complex social situations and take deliberate action to offer remedies or support. The actions range in significance, but all have a powerful outcome of change.

Kindness as Consideration

Kindness as consideration behaviours comprised narratives most closely associated with parenthood and caregiving or taking care of others. It is the kind of behaviour that is often taken for granted, expected and relied upon without thought of reciprocation. Our participants often described consideration as putting someone's else's needs before your own.

Kindness Expressed to the Participants

P17: Um, lots of times, I'm not even really one in particular, but lots of times I, through the COVID pandemic especially felt down, which is not in my character. I'm typically very, like, optimistic, positive person. And there was a few times when I phoned my mom in particular, I guess, kind of in tears and saying, like, you know, I don't know why I'm still living away, I need my family, that sort of thing. And instead of offering advice right away, she just listened to me.

P23: The other day. I was I'm really stressed out about the future and I had a lot of anxiety and I was talking to my mom about it. And she said, you have to just