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Our learning experiences create responsible leaders

**CSSI's IdeaFest 2016
Conscious Kindness**

Brad Stokes-Bennett was a brand-new UVic grad when the planes went into the twin towers on Sept. 11, 2001. Along with three of his buddies, he thought, *If a small group of people can do something so big and negative, then a small group can do something big and positive.*

That was the start of Extreme Kindness, a fun way for a few friends to use their energy and enthusiasm for good. They didn't coin the phrase "random acts of kindness," Stokes-Bennett said at CSSI's standing-room-only IdeaFest 2016 panel talk on March 9. But their cross-Canada tour committing RAKs got lots of publicity around the world and maybe tipped kindness into mainstream consciousness.

In fact, from that first Kindness Crew have grown Kindness Crews around the world.

Gustavson prof Stacey Fitzsimmons was the [recipient of a RAK last summer, and translated the impact](#) on herself into impact on her students and the people they'll work with in the future.

According to BCom student Amit Dewett, Fitzsimmons's first-day-of-class assignment "was ingenious. It set the tone for what the school expects of us."

Also, he added, "You get a bit of insight into people when they're asked to do something like this. If you do it to manipulate someone, you're losing the spirit of it. It tells you about the kind of person you are."

In spite of their different experiences and perspectives, all three panelists agreed: the biggest winner is the person doing the kindness.

The book:

[Cool to Be Kind: random acts and how to commit them](#) at the Greater Victoria Public Library, [Russell Books](#) in Victoria, [Chapters](#) and [Amazon](#).

The blog:

[Show, don't tell: how our students prove that #gustavsoncares](#)

The photos:

[#gustavsoncares](#)

One of the original mandates of CSSI is to provide resources that help students learn more about sustainability and social responsibility.

Those resources, we envisioned, would include links to articles or videos that professors might find useful as-is in the classroom, or as stimulating starting points for their own explorations. We also thought we'd support student learning experiences like travelling to GLOBE business and sustainability conferences, and case competitions.

CSSI does all that and more.

With this edition of the Communiqué, we add selected case studies to the mix to illustrate business principles and theory with real-life examples that optimize learning.

This week [our featured case is from Copenhagen Business School](#), which is both a fellow signatory to the UN Global Compact Principles for Responsible Management Education ([PRME](#)) and one of Gustavson's international partner universities.

[The case](#) deals with tumultuous **executive leadership changes of British Petroleum (BP) over the decade from 2005 to 2014 in the wake of two dramatic incidents**: the Texas City refinery explosion in 2005 and the explosion of the oil rig Deepwater Horizon in the Mexican Gulf in 2010.

The learning outcomes include: How strategic direction and intended actions are developed in large organisations and then executed throughout divisions, entities and departments; how value-based management may influence strategy making and to what extent this can be supported by formal ethical guidelines and codes of conduct; how responsible behaviours can be developed through executive conduct, cultural traits, corporate values, mission statement, ethical guidelines, official policies, incentive structures, etc.

And much much more!



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