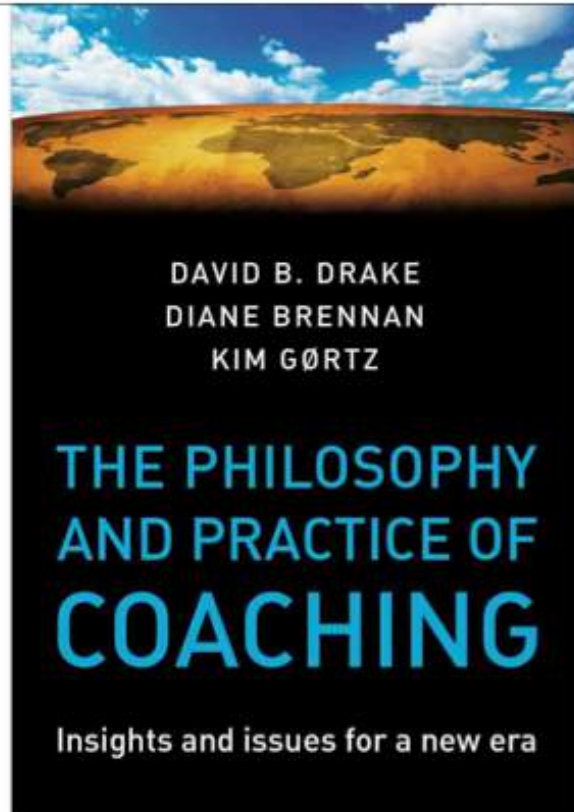


**“Coaching
for Wisdom:
Enabling Wise
Decisions”**

Peter Webb (2008)
M.A.P.S., M.S.C.P., M.C.O.P.

www.practiceofwisdompsychology.com

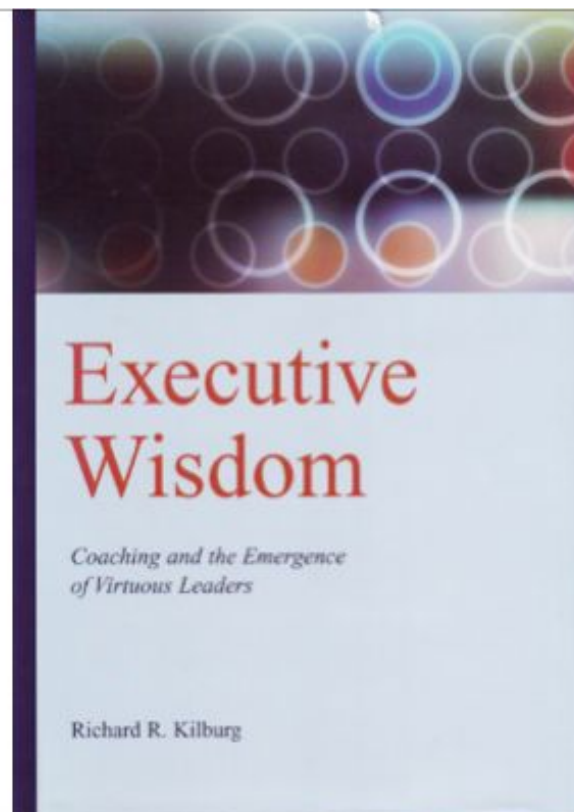
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**“...perhaps we can improve
the odds that individual
executives and executive
groups will be better able
to think, feel, and act
wisely more routinely ”**

Richard R. Kilburg (2006)

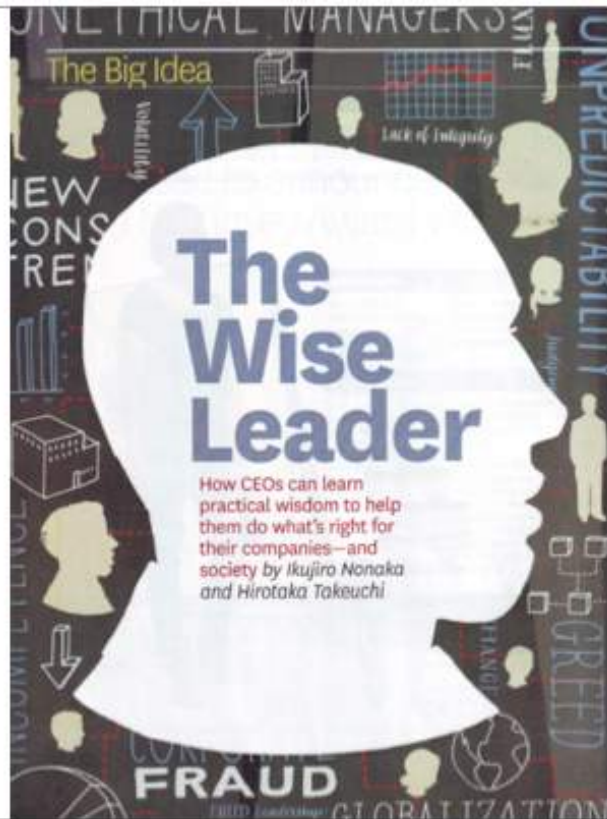
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**“Never did we expect
more of leadership -
and never have we
been so
disapppointed.”**

Ikujiro Nonaka & Hirotaka Takeuchi,
Harvard Business Review, May 2011

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The Talented Mr Madoff

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King Solomon's decision

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“Beware of Greeks bearing gifts!”

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“Know my son, with what little wisdom the world is governed!”

Count Axel Oxenstierna, Chancellor of Sweden, 1632 - 1644

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Classic blunders - the most famous of which is “never get involved in a land war in Asia”

The Princess Bride (1987)

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Mission accomplished
(2003)

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"Catch me if you can!"
(2011)

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How to make wise decisions?

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**What is a wise decision?
What makes it wise?**

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Wisdom as Personality

“The simultaneous presence of *cognitive, affective, and reflective* personality characteristics”

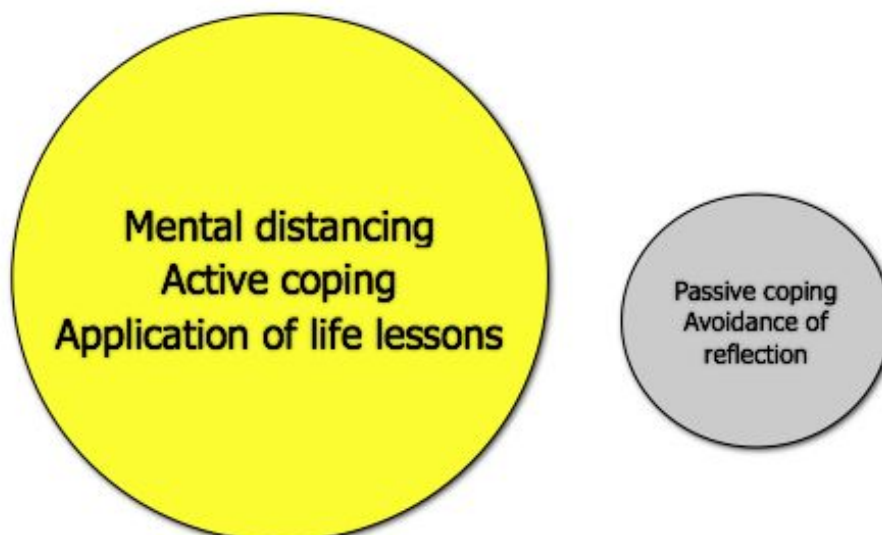
(Ardelt, 2005)



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Coping with crises and obstacles in life

(Ardelt, 2005)



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Wisdom as Knowledge

“Expert knowledge and judgement in the fundamental pragmatics of life”

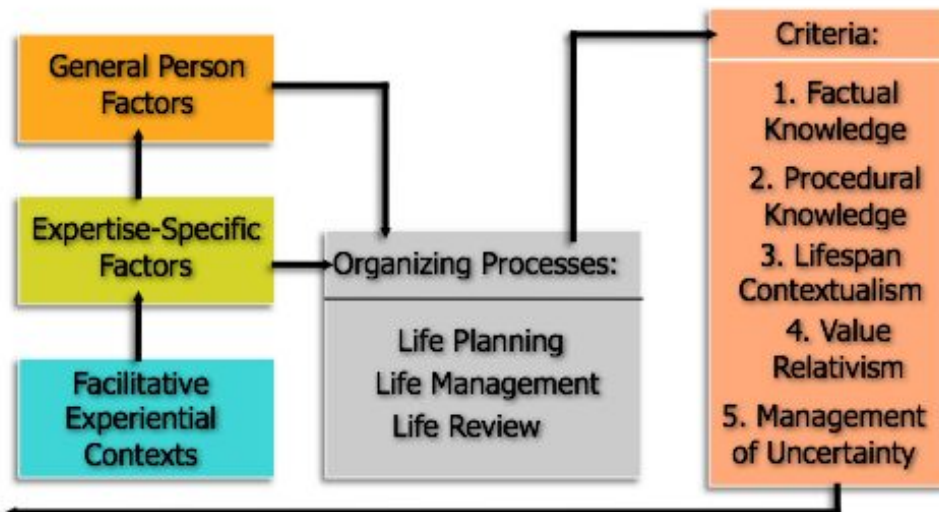
(Baltes & Staudinger, 2000)



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The Berlin Wisdom Paradigm

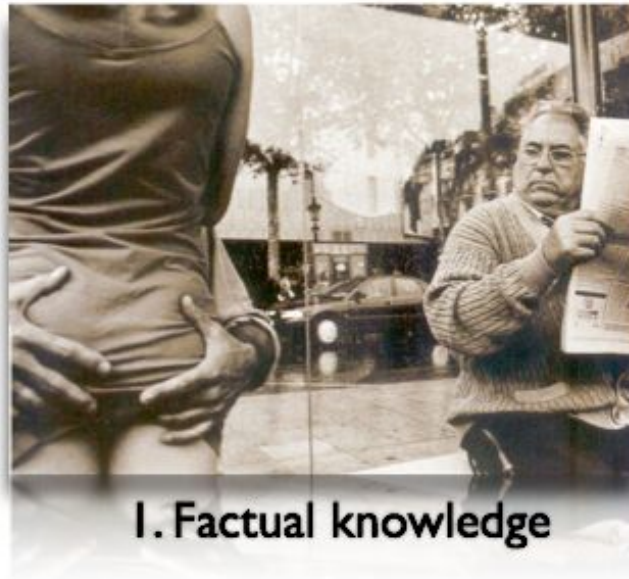
(Baltes & Staudinger, 2000)



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The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)

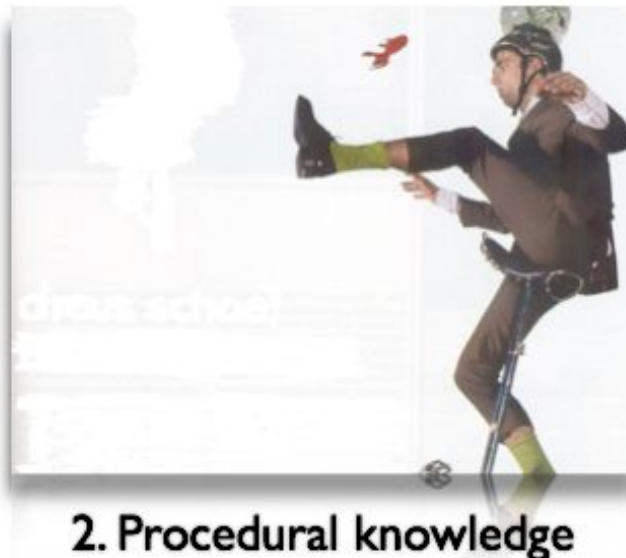


1. Factual knowledge

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The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



2. Procedural knowledge

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The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



3. Lifespan conceptualization

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The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



4. Value relativism

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The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



5. Management of uncertainty

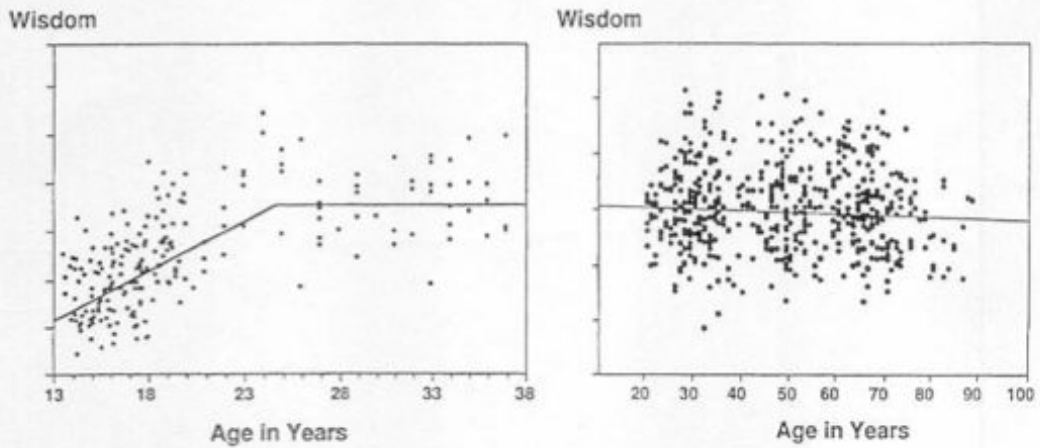
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Wisdom-related performance by age

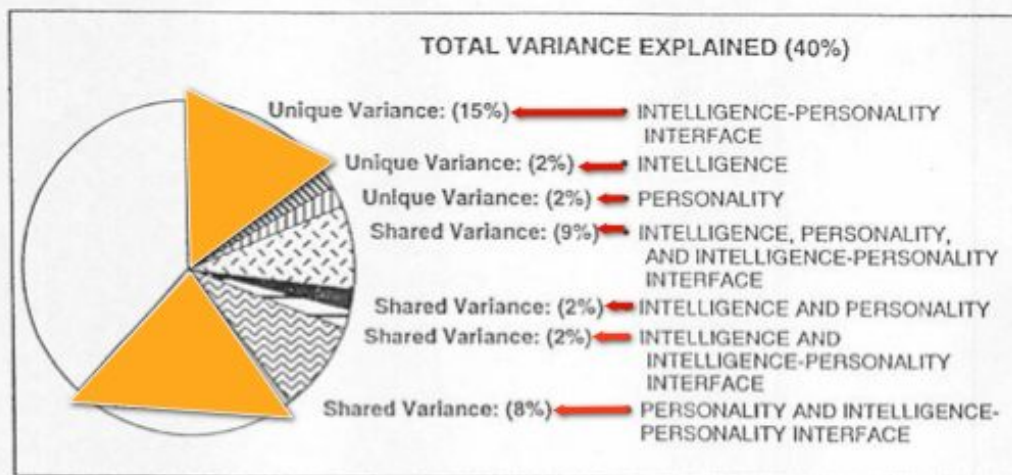
(Baltes, Glück, & Kunzmann, 2002)



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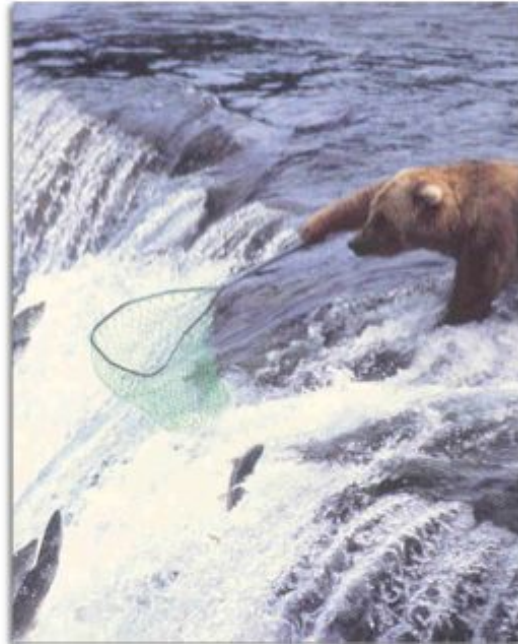
Psychometric location of wisdom-related performance

(Staudinger, Lopez, & Baltes 1997)



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Ways of Enhancing Wisdom Performance



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Life experience



Mentor/imaginary dialogue

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“The philosopher’s dream”

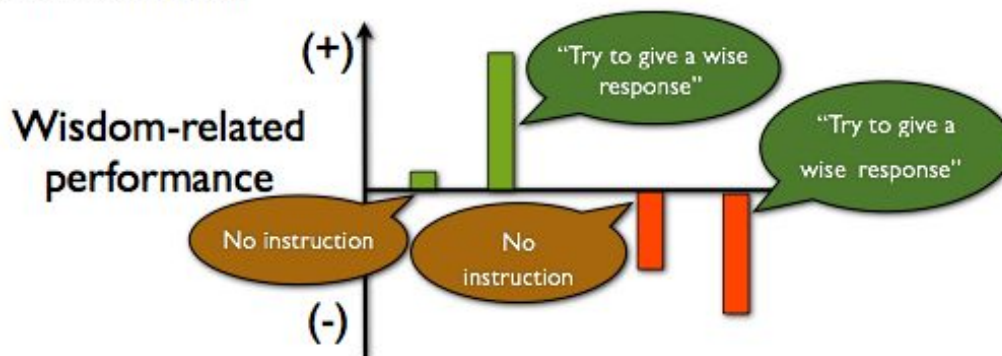
Activating wisdom resources

(Glück & Baltes, 2006)

Resources

1. Fluid & Crystallized Intelligence
2. Life Experience
3. Personality-interface factor (self-regulation & openness toward growth)

- High on all 3 Resources
- Low on all 3 Resources



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Wisdom as Situational

"A decision to use one's intelligence, creativity and experience for a common good"

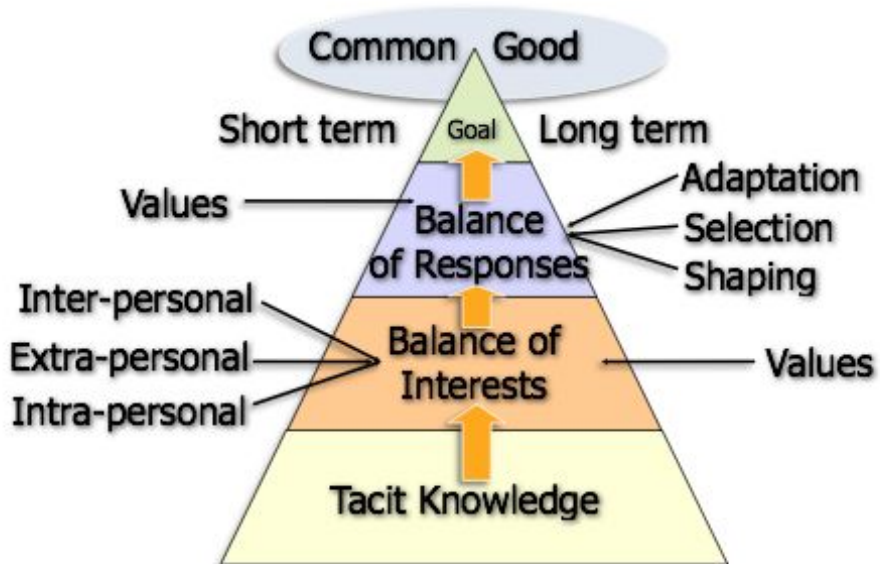
(Sternberg, 1998)



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A balance theory of wisdom

(Sternberg, 1998)



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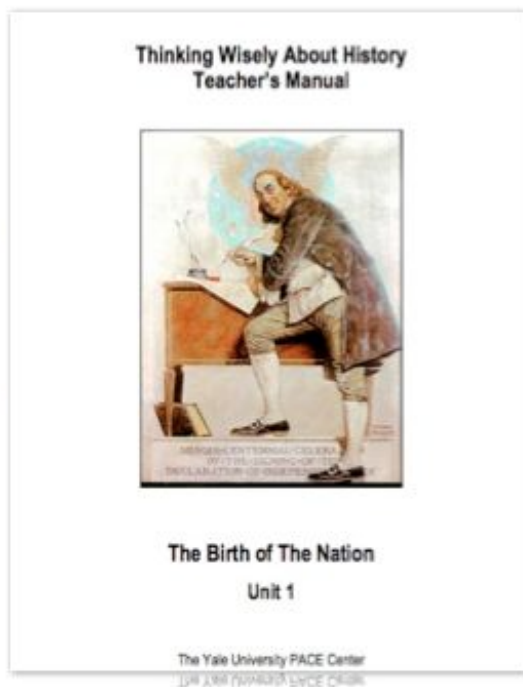


Teaching: a wisdom curriculum

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Wisdom Curriculum

- Have students read about wise judgments and decision making.
- Help students to learn to recognize their own interests, those of other people, and those of institutions.



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Wisdom Curriculum

- Explore with students the notion that conventional abilities and achievements are not enough for a satisfying life.
- Demonstrate how wisdom is critical for a satisfying life.



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Wisdom Curriculum

- Teach students to search for and then try to reach the common good.
- Teach students that the “means” by which the end is obtained matters, not just the end.

transparency 2A

Achieving The Common Good = Reaching A Balance



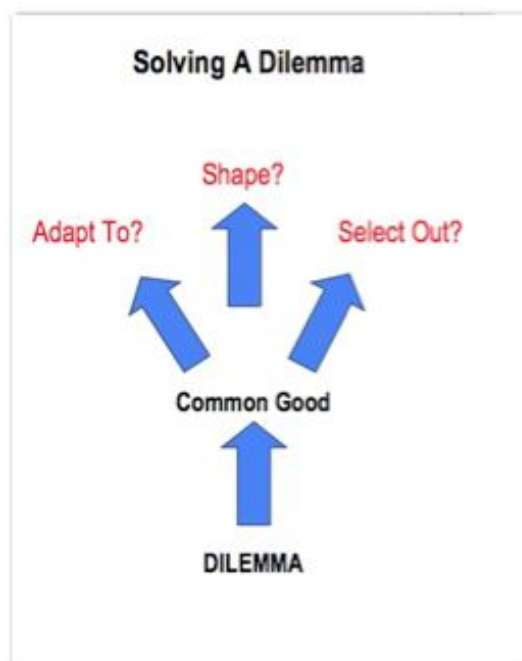
Achieving the common good involves trying to find a solution that works best for everyone involved, not just for yourself or those like you.

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Wisdom Curriculum

- Help students learn the roles of adaptation, shaping, and selection, and how to balance them.
- Teach students the usefulness of interdependence.



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Wisdom Curriculum

- Encourage students to think dialectically, realizing that the answer to an important life question can differ at different times in one's life.
- Help students learn to balance their own interests, those of other people, and those of institutions.

Transparency 30A

Resolving Dilemmas

A dilemma is a problem that requires a choice between several solutions.

Mike's Dilemma

Mike has been having trouble with another boy in his class, David, who keeps making fun of him, calling him nasty names, and telling him he is a wimp. One day Mike confronts David and tells him to stop bothering him and his friends. David challenges Mike to a fight after school.

Given this situation, what should Mike do? Why?

Dilemmas of the American colonists:

Dilemmas of the British:

Your dilemma:




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Wisdom Curriculum

- Encourage and reward wisdom.
- Teach students to monitor events in their lives and their own thought processes about these events.

**Thinking Wisely About History
Teacher's Manual**



**The Land of the Free?
Slavery in the United States**

Unit 2

The Yale University PACE Center

THE YALE UNIVERSITY PACE CENTER

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Wisdom Curriculum

- Show students the importance of dialogical thinking - understanding interests and ideas from multiple points of view.
- Encourage students to form, critique, and integrate their own values in their thinking.

Transparency 1A

Questioning the Credibility of Columbus's Accounts

- ✓ Is it a primary or a secondary source?
- ✓ How large is the lapse of time between the described events and the reporting?
- ✓ Does Columbus ever reflect the point of view of the locals?
- ✓ Was the accuracy of Columbus's account affected by the fact that he did not try to reflect the perspectives of the locals?
- ✓ Did he write his description using a systematic, deliberate process?
- ✓ Did Columbus have motivation (i.e., his religious or political beliefs) to distort the information?



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Wisdom Curriculum

- Help students understand the importance of inoculating oneself against the pressures of unbalanced self-interest and small-group interest.
- Role-model wisdom - because what you do is more important than what you say.

Transparency 1A

Solving Dilemmas: Useful Questions

1. Who is involved in this dilemma?
 - a. Main individual:
 - b. Other individuals or groups:
2. What are the interests, points of view, or deeper goals and concerns of the individual or groups involved in the situation?
 - a. Interests of main individual identified in question 1:
 - b. Interests of other individual or group identified in question 1:
3. What are the values or principles deemed important by the main individual or group solving the dilemma?
4. Identify the desired result that is shared by everyone involved. What is the "good" in common for all involved that the main individual or group should work toward?
5. List two or more possible and realistic responses to the dilemma.
6. Which of the responses listed above is the best response, and why?

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Decision processing

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I. Simple problems require reason

Can this decision be accurately summarized in numerical terms?

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2. Novel problems require reason

How does your past experience help you solve this particular problem?

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3. Embrace uncertainty

What don't you know?

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4. You know more than you know

What do you feel about this decision?

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5. Think about your feelings

What, or who, are you comparing this decision with?

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6. Think about your thinking

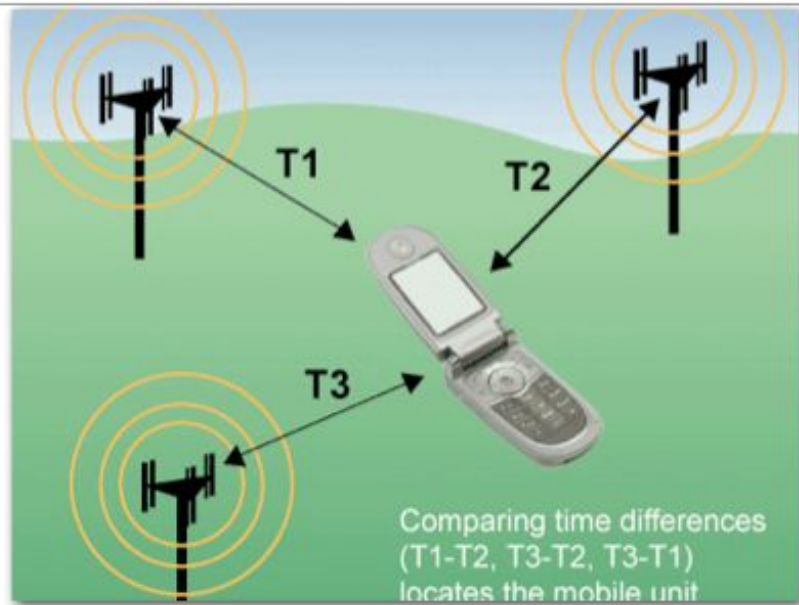
What's the best way to think about this decision?

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Decision processing

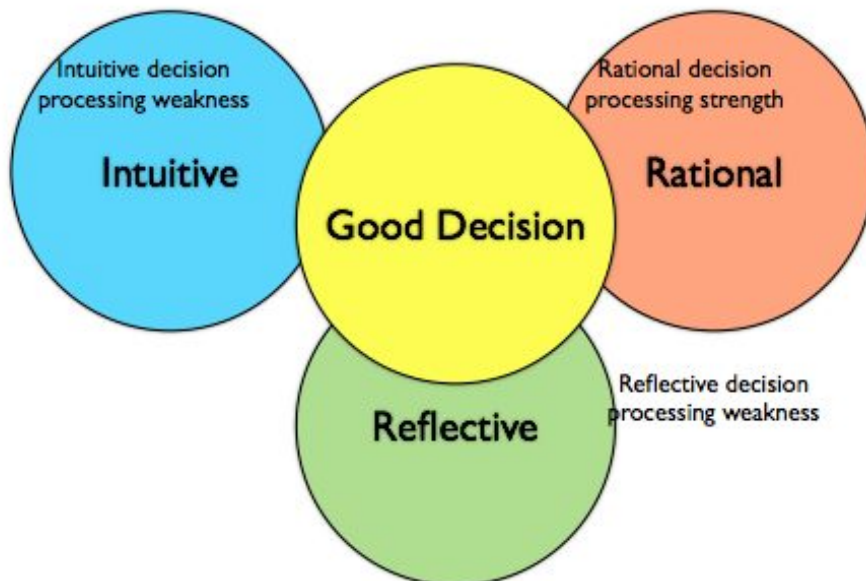
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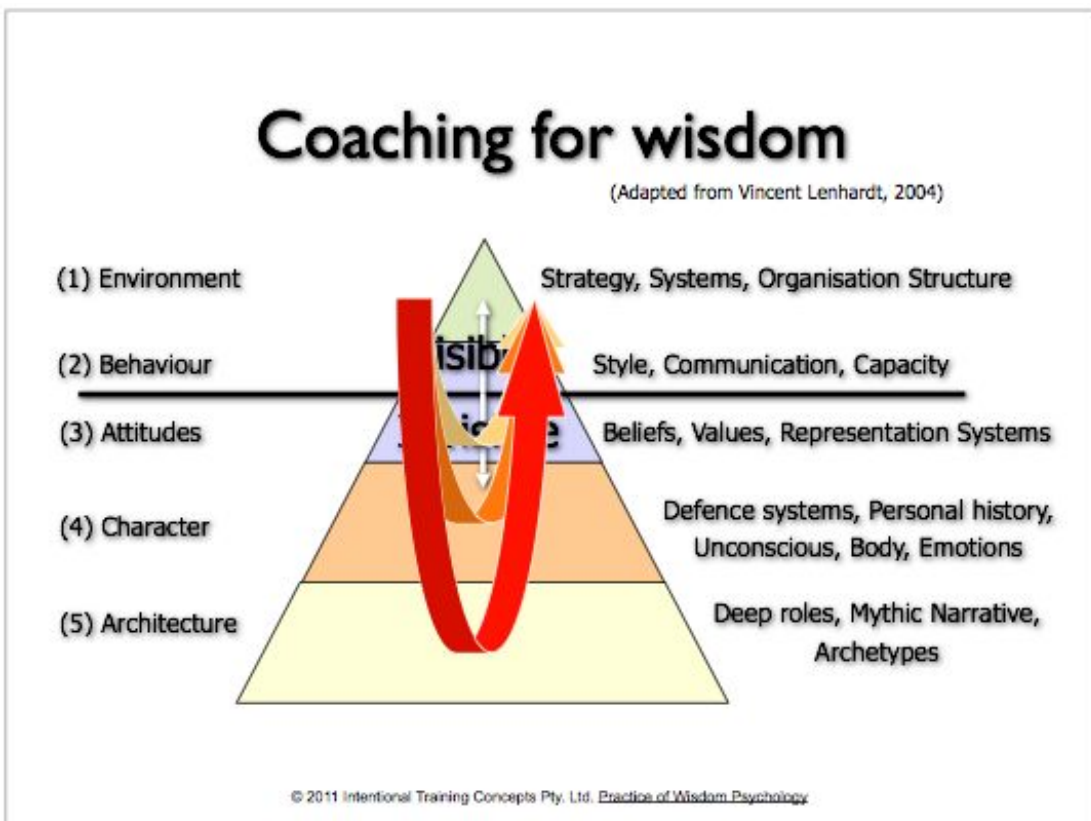
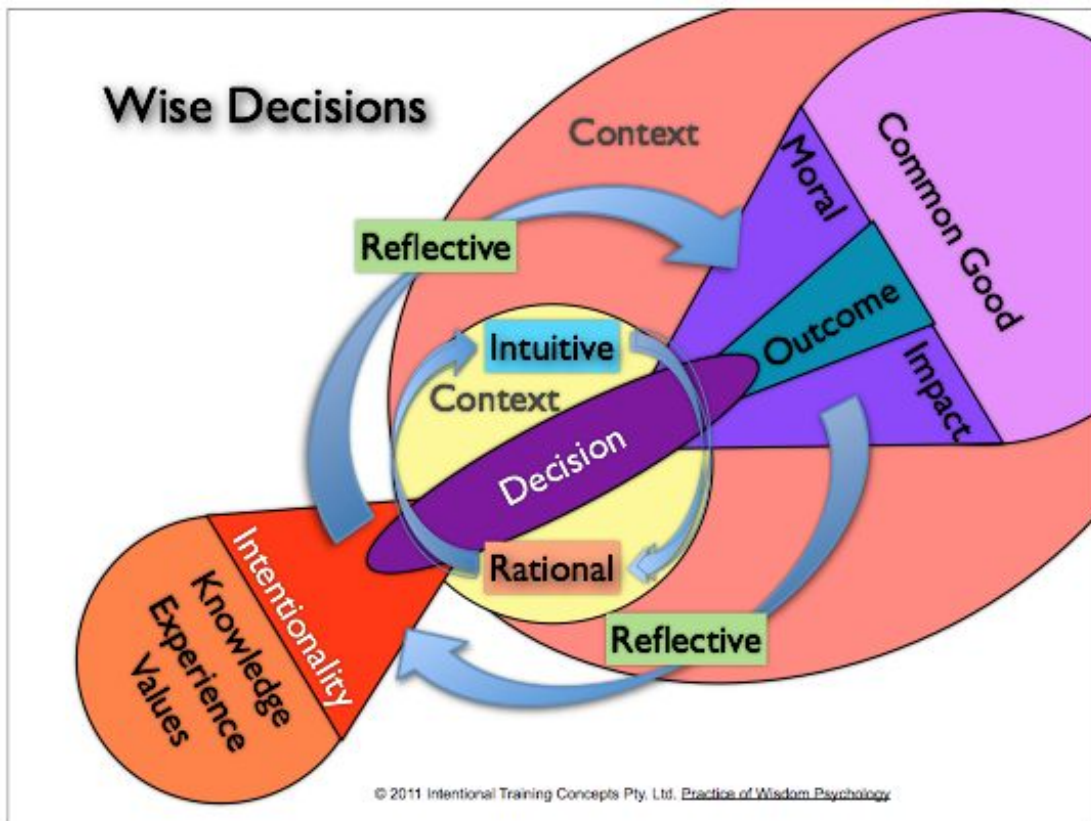
Decision processing

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Decision Processing

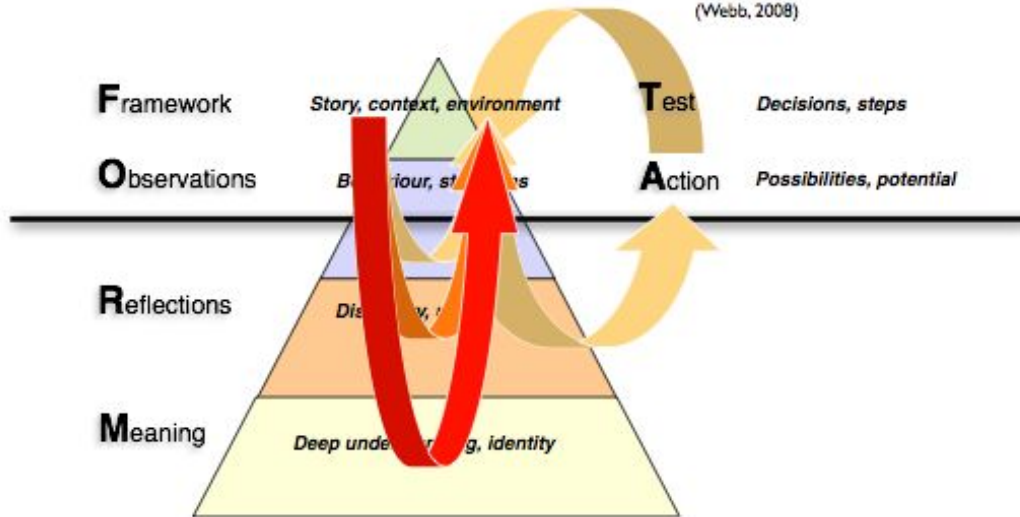


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The FORMat® Model

(Webb, 2008)



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What is wisdom?

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Arundhati Roy

“To love. To be loved. To never forget your own insignificance. To never get used to the unspeakable violence and the vulgar disparity of life around you. To seek joy in the saddest places. To pursue beauty to its lair. To never simplify what is complicated or complicate what is simple. To respect strength, never power. Above all, to watch. To try and understand. To never look away. And never, never, to forget”

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