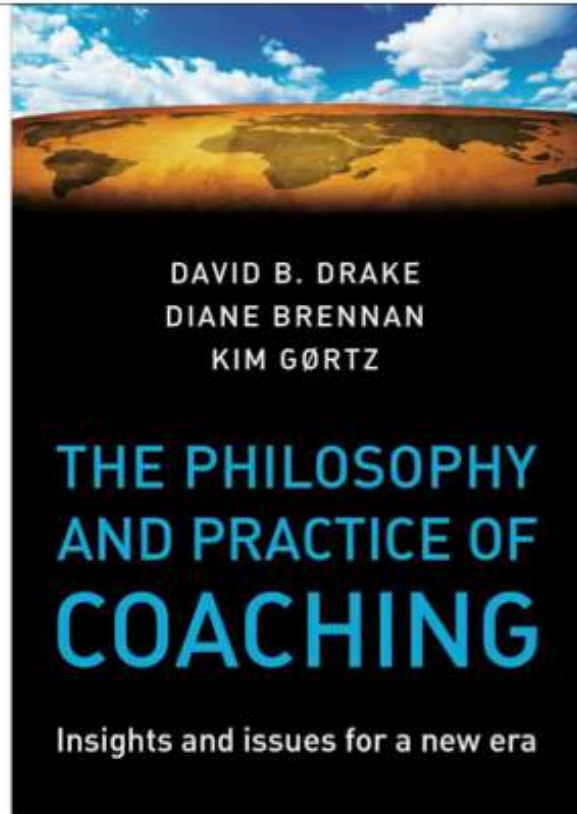


**“Coaching  
for Wisdom:  
Enabling Wise  
Decisions”**

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

[www.practiceofwisdompsychology.com](http://www.practiceofwisdompsychology.com)

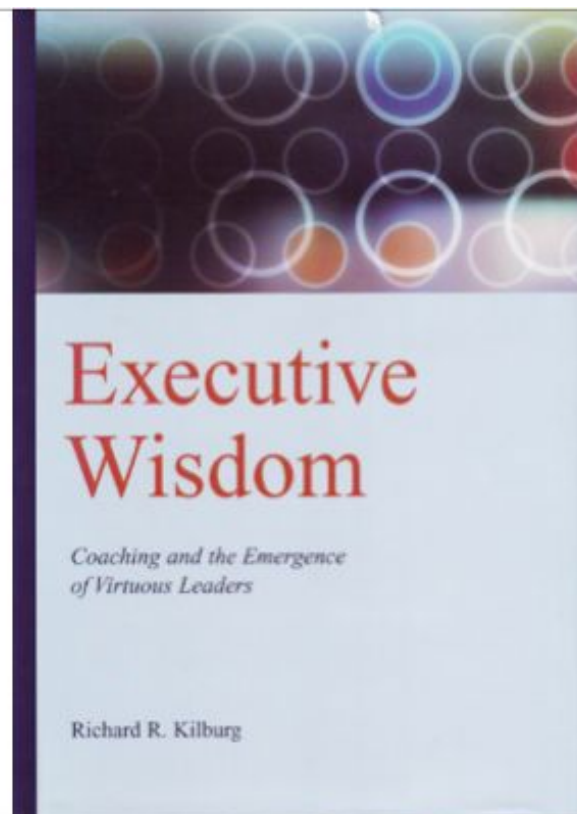
© 2011 Intentional Training Concepts Pty. Ltd.  
[Practice of Wisdom Psychology](http://PracticeofWisdomPsychology.com)



**“...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)

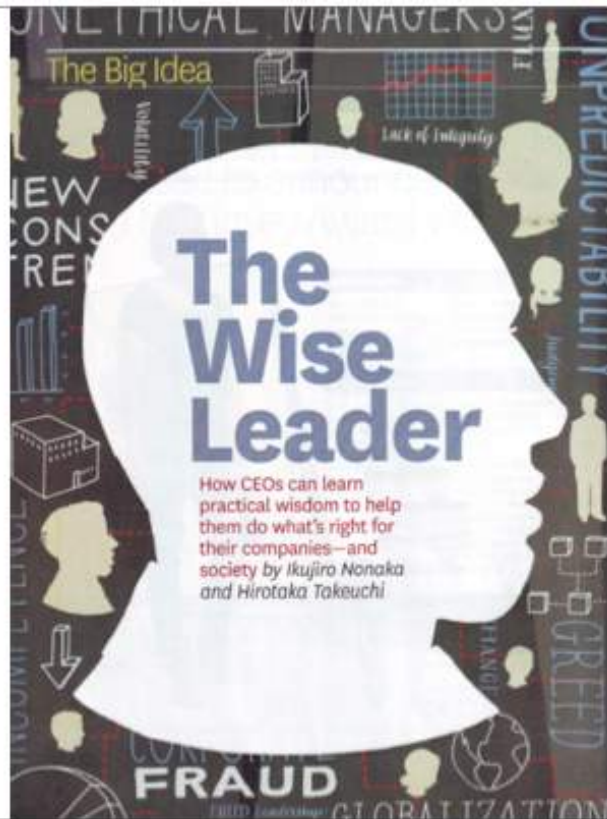
© 2011 Intentional Training Concepts Pty. Ltd.  
[Practice of Wisdom Psychology](http://PracticeofWisdomPsychology.com)



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

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

© 2011 Intentional Training Concepts Pty. Ltd.  
[Practice of Wisdom Psychology](#)



**The Talented Mr Madoff**

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## King Solomon's decision

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



***“Beware of Greeks bearing gifts!”***

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



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

Count Axel Oxenstierna, Chancellor of Sweden, 1632 - 1644

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



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

The Princess Bride (1987)

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



**Mission accomplished**  
(2003)

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



**"Catch me if you can!"**  
(2011)

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



**How to make wise decisions?**

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



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

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## Wisdom as Personality

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

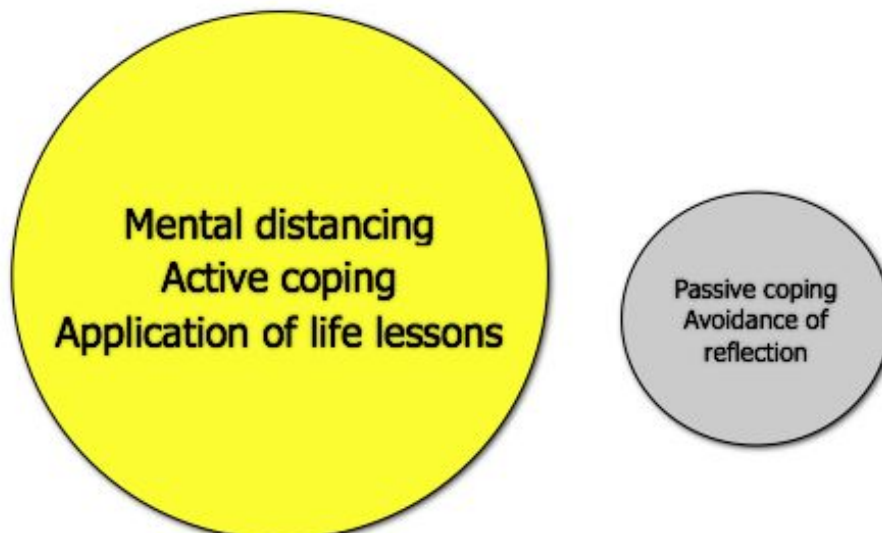
(Ardelt, 2005)



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## Coping with crises and obstacles in life

(Ardelt, 2005)



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## Wisdom as Knowledge

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

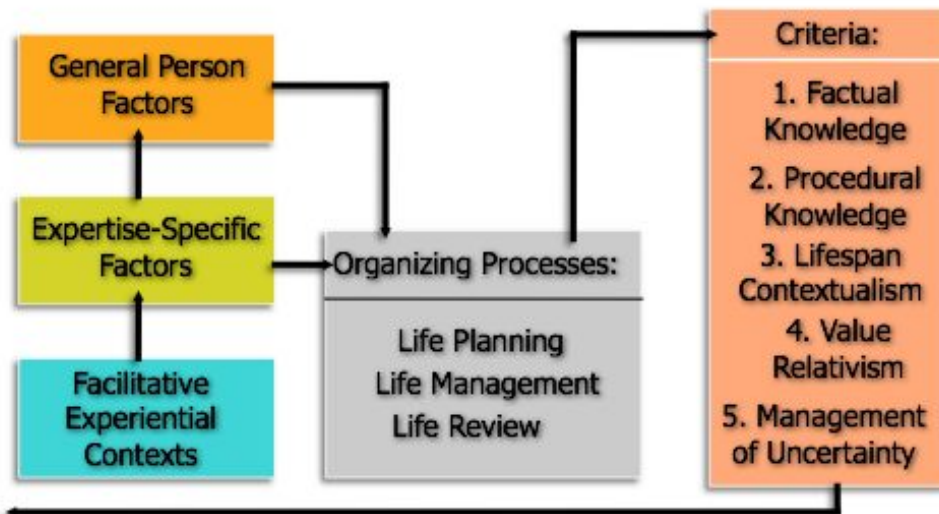
(Baltes & Staudinger, 2000)



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## The Berlin Wisdom Paradigm

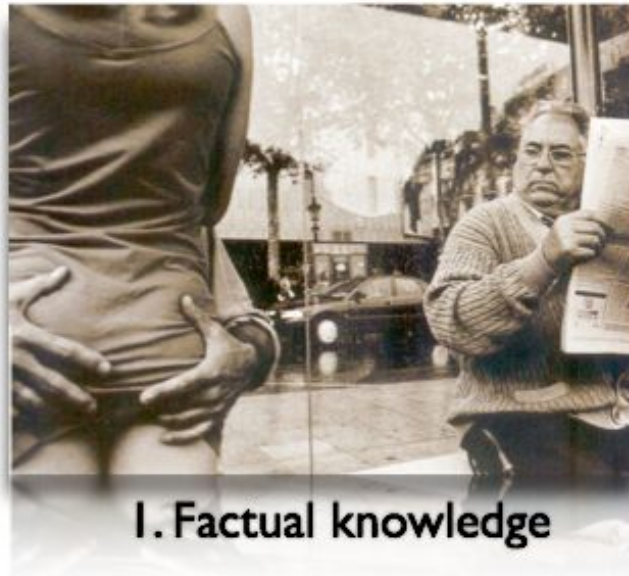
(Baltes & Staudinger, 2000)



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)

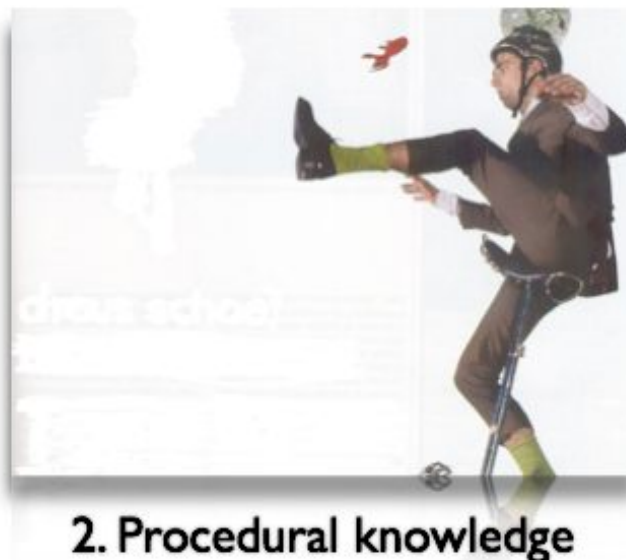


## 1. Factual knowledge

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



## 2. Procedural knowledge

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



### 3. Lifespan conceptualization

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



### 4. Value relativism

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# The Berlin Wisdom Paradigm

(Baltes & Staudinger, 2000)



## 5. Management of uncertainty

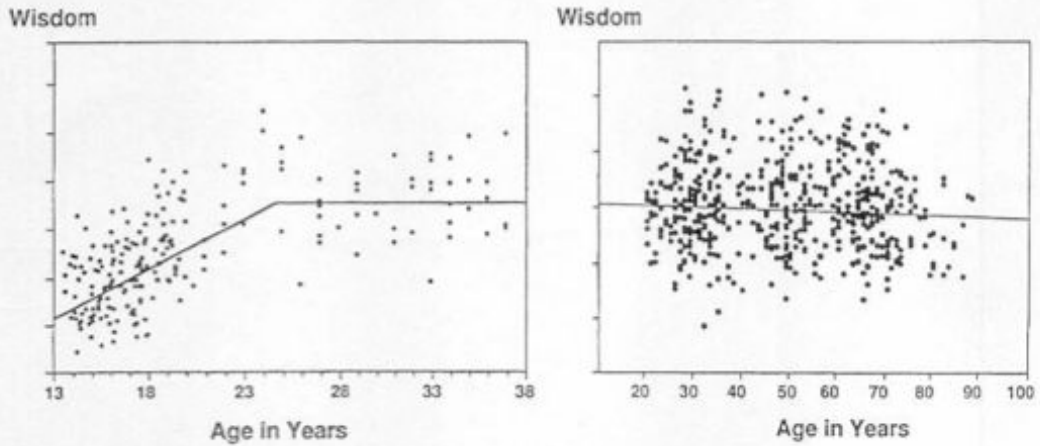
© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# Wisdom-related performance by age

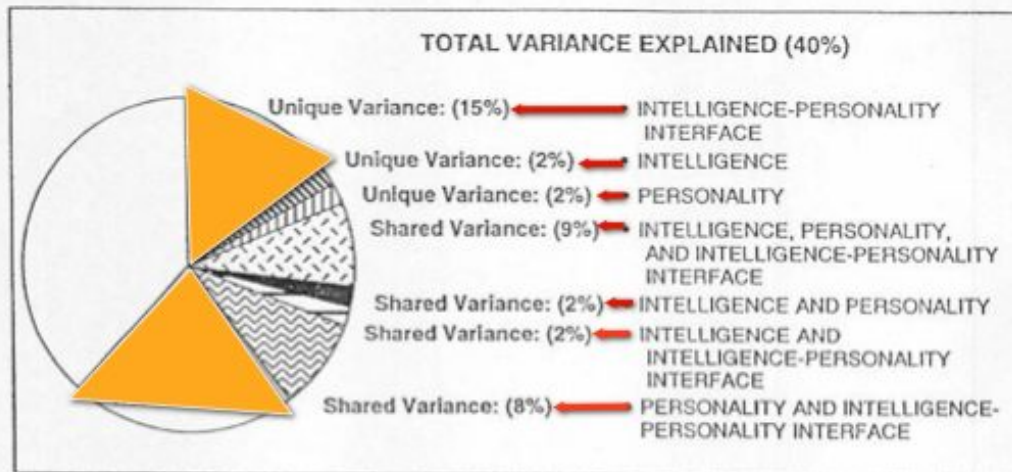
(Baltes, Glück, & Kunzmann, 2002)



© 2011 Intentional Training Concepts Pty. Ltd. *Practice of Wisdom Psychology*

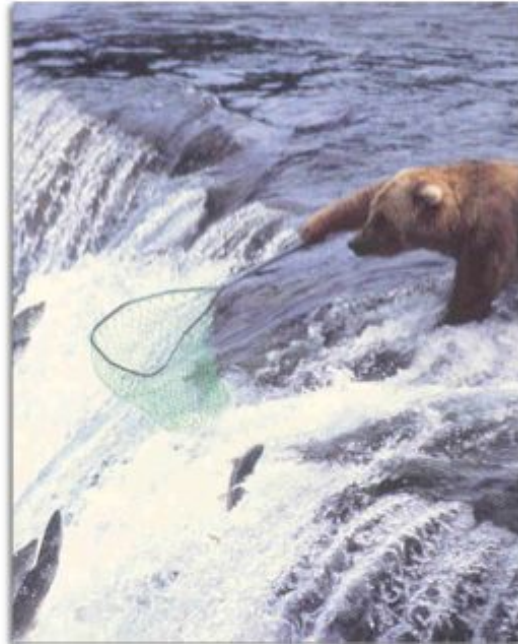
# Psychometric location of wisdom-related performance

(Staudinger, Lopez, & Baltes 1997)



© 2011 Intentional Training Concepts Pty. Ltd. *Practice of Wisdom Psychology*

# Ways of Enhancing Wisdom Performance



© 2011 Intentional Training Concepts Pty. Ltd. *Practice of Wisdom Psychology*



## Life experience



## **Mentor/imaginary dialogue**

© 2011 Intentional Training Concepts Pty. Ltd. *Practice of Wisdom Psychology*



## **“The philosopher’s dream”**

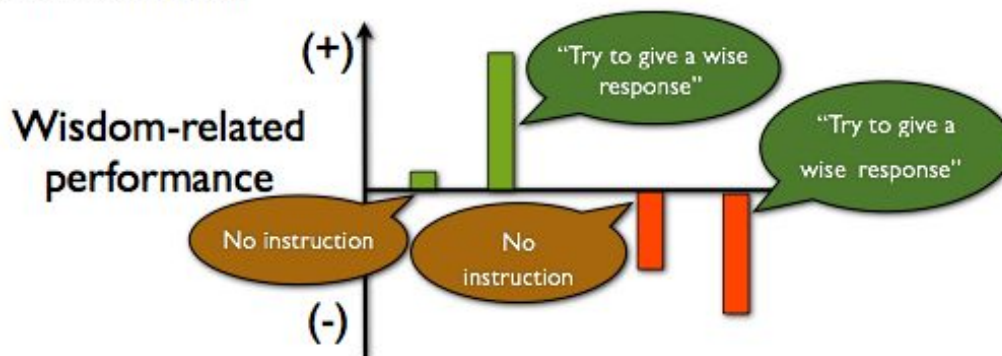
## Activating wisdom resources

(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



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## Wisdom as Situational

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

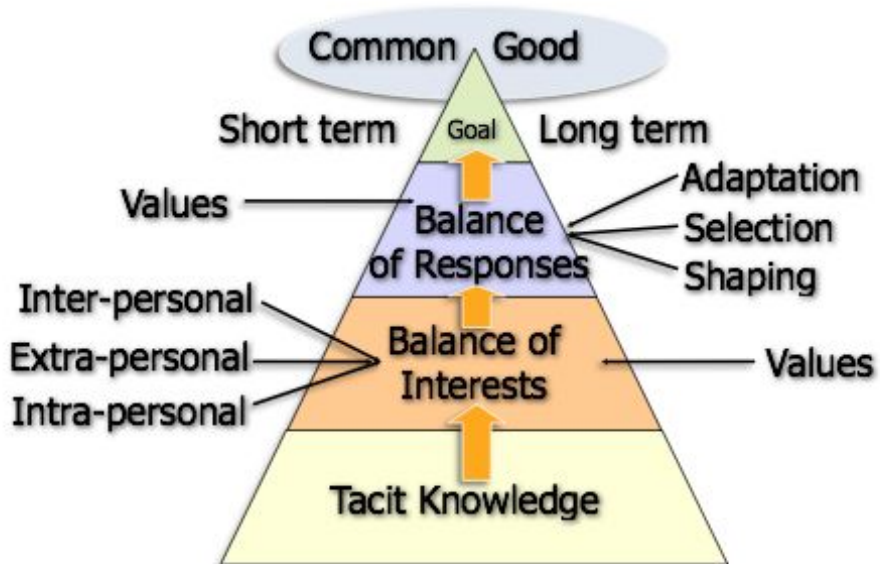
(Sternberg, 1998)



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# A balance theory of wisdom

(Sternberg, 1998)



© 2011 Intentional Training Concepts Pty. Ltd. *Practice of Wisdom Psychology*

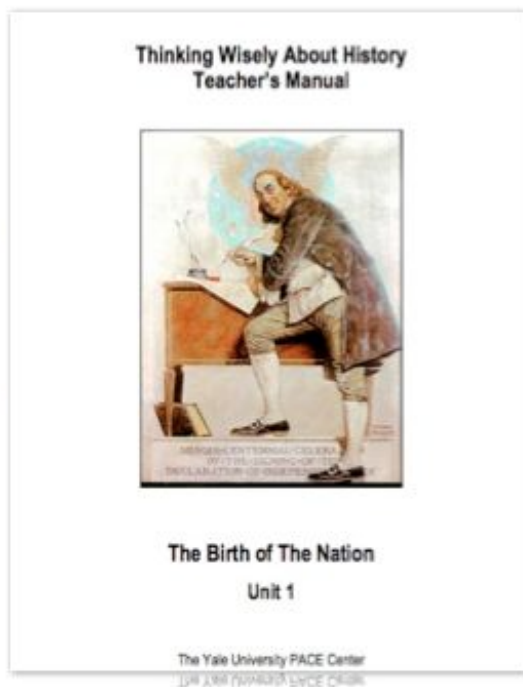


## Teaching: a wisdom curriculum

© 2011 Intentional Training Concepts Pty. Ltd. *Practice of Wisdom Psychology*

# 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.



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# 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.



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# Wisdom Curriculum

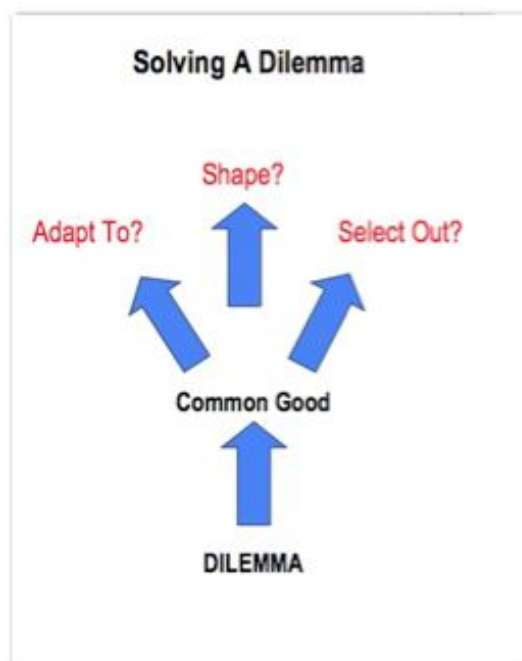
- Teach students to search for and then try to reach the common good.
- Teach students that the “means” by which the end is obtained matters, not just the end.



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# Wisdom Curriculum

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



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# 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:




© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# 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

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)


# 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?



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

# 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?

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## Decision processing

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## I. Simple problems require reason

Can this decision be accurately summarized in numerical terms?

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## 2. Novel problems require reason

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

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## 3. Embrace uncertainty

What don't you know?

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



#### **4. You know more than you know**

What do you feel about this decision?

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



#### **5. Think about your feelings**

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

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## 6. Think about your thinking

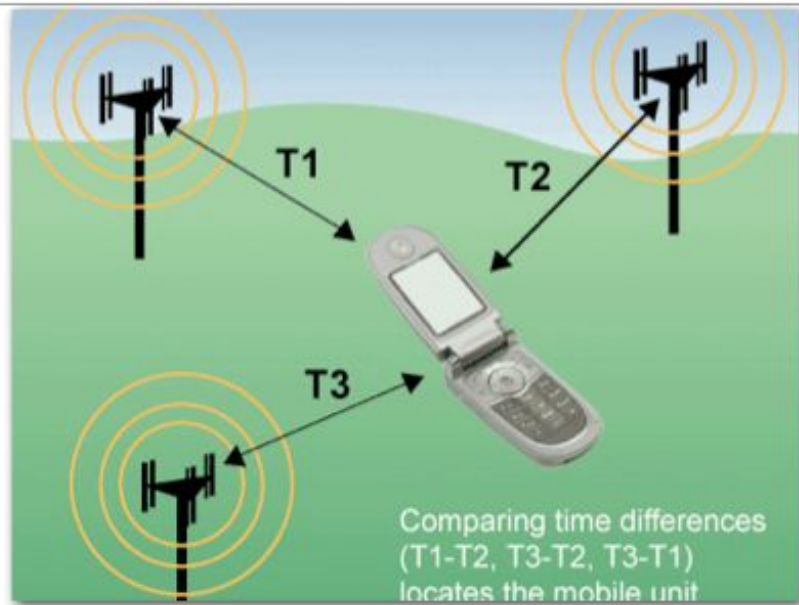
What's the best way to think about this decision?

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## Decision processing

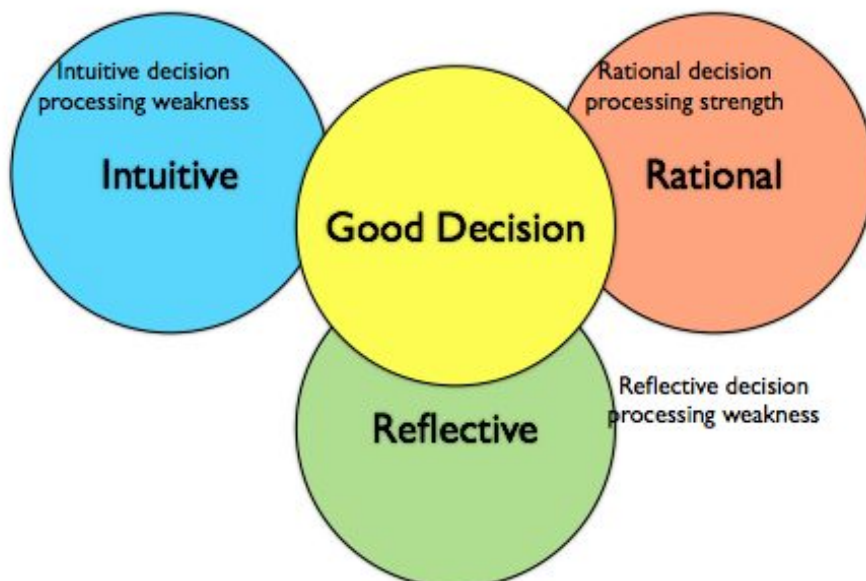
© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



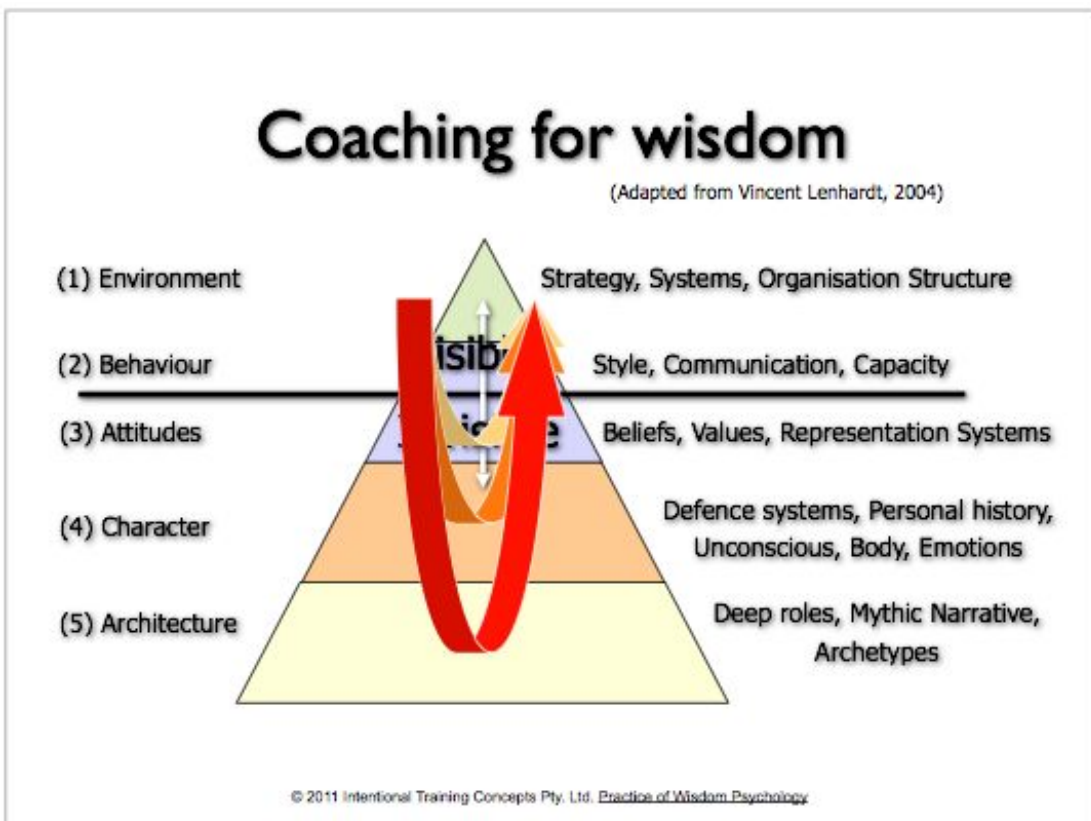
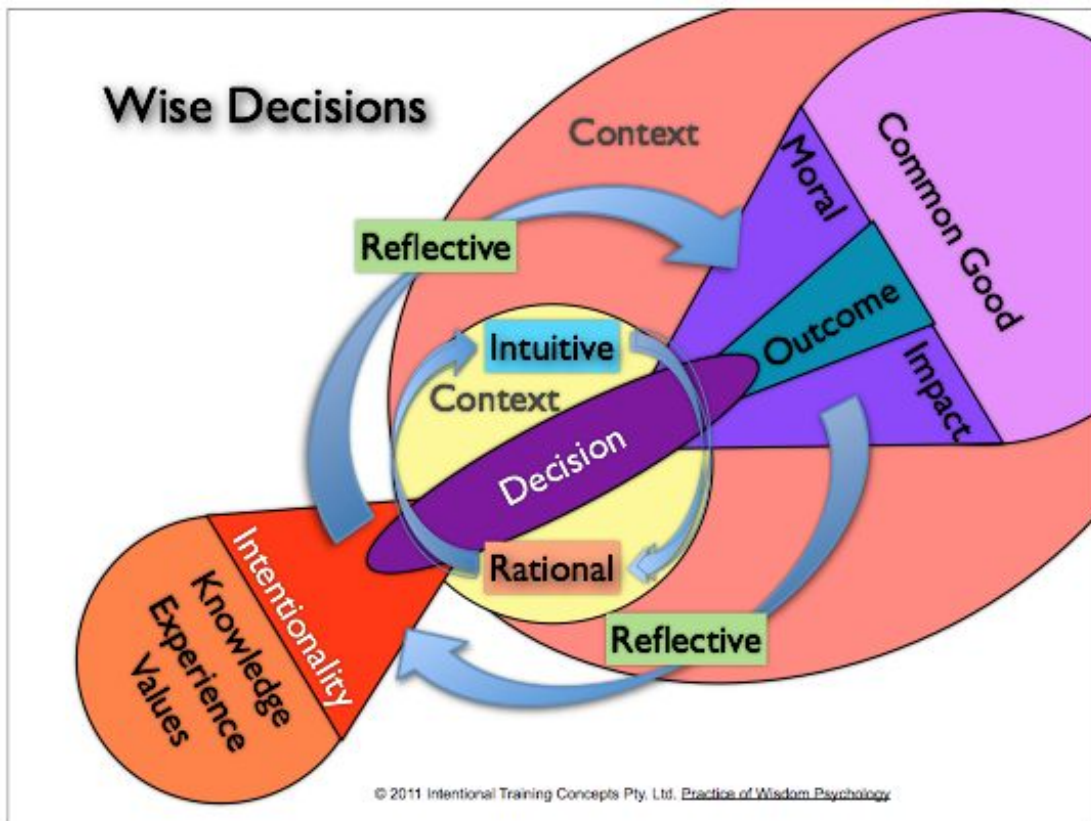
## Decision processing

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)

## Decision Processing

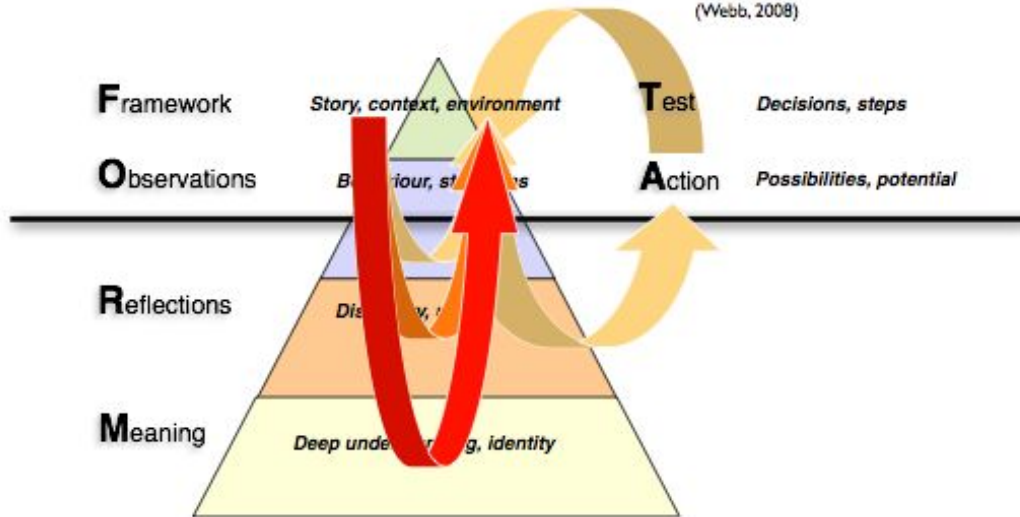


© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



# The FORMat® Model

(Webb, 2008)



© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



## What is wisdom?

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)



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”*

© 2011 Intentional Training Concepts Pty. Ltd. [Practice of Wisdom Psychology](#)