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# WICKED AND WISE IN A NUTSHELL

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## A RADICAL NEW APPROACH TO SOLVING THE WORLD'S MEGA-ISSUES

The principles outlined in this workbook are derived from *Wicked and Wise, How to Solve the Worlds' Toughest Problems* by Alan Watkins and Ken Wilber. They are meant to serve as a short guide for leaders with the interest, power, and influence to participate in creating solutions for the most complicated problems perplexing our planet.

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### PART I: OVERVIEW

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Many assume little or nothing can be done about the world's most complex problems, the really big ones that cry out for change. Are climate change, longstanding cultural hatreds, poverty, illness, and other major issues beyond our capacity to solve? Is the human race simply in over its head? Albert Einstein said that a problem cannot be solved at the same level of thinking that created it. What we need now is not *more* thought, but a *new level* of thinking.

Alan Watkins and Ken Wilber have combined their ground-breaking work in integral theory and coherence theory to offer us a new and hugely effective map for solving these problems, one that includes a new level of comprehensiveness and a new level of thinking and behaving. We will explore what this new model offers and describe how it can be applied to any of the wicked problems facing us today.

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### WICKED PROBLEMS, A DEFINITION

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The problems of greatest concern to humanity involve enormous numbers of people, have many causes - frequently spread across several nations and cultures - and have no easily discernible solution. They are “wicked problems” because they are so wickedly difficult to address.

Before wicked problems can be solved, we must be able to define the network of causes which led to them, the many people and groups affected, the current state of affairs, the changes which have occurred and which are likely to occur, and the possible solutions, whether partial or comprehensive. If even one of these is left out of the problem assessment, then what has been ignored can derail any attempted solution.

Here are six key elements possessed by all wicked problems:

- Multiple dimensions
- Multiple stakeholders
- Multiple causes
- Multiple symptoms
- Multiple solutions
- Constant evolution

We will look at each of these in turn through the lens of two major developments of recent years: (1) The Integral Framework, a big picture philosophy based upon the Integral Theory of Ken Wilber which models an

expanded vision of complex situations, and (2) Coherence Theory of Alan Watkins, which promotes new levels of effectiveness in problem-solvers by teaching them to how access the best of their talents and abilities and lead others to do the same. Together they enhance both the map and the users of the map.

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## 1. MULTIPLE DIMENSIONS

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Rarely do problem solvers see fully into the multiple dimensions of a problem; most problem-solving frameworks cover some dimensions but not others. As a result, certain dimensions of a problem are addressed while others are left to subtly interfere with progress that might have been obtained. Integral Theory's Four Quadrant model is the most comprehensive model existing today. It allows us to address not only the objective, observable "facts" of the situation, but also the more fluid and less easy to see beliefs, attitudes, cultural memes, and worldviews held by the participants.

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## THE FOUR QUADRANTS

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The integral approach looks at a situation as one with complex interactions in four different dimensions. It asks what people are thinking and feeling, what groups and cultures know and believe, what objectively is going on, and what systems are affecting the situation. Thus, the map is divided horizontally to show the difference between individual and collective experience and vertically to show the difference between interior and exterior experience.

<p style="font-size: 2em; font-weight: bold; margin: 0;">I</p> <p style="font-size: 1.2em; font-weight: bold; margin: 5px 0;">Individual Interior</p> <p style="font-style: italic; margin: 5px 0;"><i>Psychology and Consciousness</i></p> <p style="margin: 5px 0;">(Personal thoughts, emotions, awareness, spiritual beliefs, development in multiple domains – cognitive, moral, psychological, etc.)</p>	<p style="font-size: 2em; font-weight: bold; margin: 0;">It</p> <p style="font-size: 1.2em; font-weight: bold; margin: 5px 0;">Individual Exterior</p> <p style="font-style: italic; margin: 5px 0;"><i>Physical Body and Science</i></p> <p style="margin: 5px 0;">(Objective observation, measurement, testing)</p>
<p style="font-size: 2em; font-weight: bold; margin: 0;">We</p> <p style="font-size: 1.2em; font-weight: bold; margin: 5px 0;">Collective Interior</p> <p style="font-style: italic; margin: 5px 0;"><i>Culture and Worldview</i></p> <p style="margin: 5px 0;">(Group attitudes and beliefs, cultural worldviews, media, advertising, competition among belief sets)</p>	<p style="font-size: 2em; font-weight: bold; margin: 0;">Its</p> <p style="font-size: 1.2em; font-weight: bold; margin: 5px 0;">Collective Exterior</p> <p style="font-style: italic; margin: 5px 0;"><i>Social Systems and Environment</i></p> <p style="margin: 5px 0;">(Structures and institutions such as education, transportation, economy, the military. Natural systems such as weather.)</p>

FIGURE 1: FOUR QUADRANTS

In the past, we have usually tackled wicked problems by using the right-hand quadrants – the individual and collective *exterior* dimensions. For example, the popular PESTLE approach looks at the Political, Economic, Sociological, Technological, Legal and Environmental elements of a problem. Questions are asked primarily from a right-hand perspective – what is true, what is functional, what will work within existing structures, and so on. Solutions are found by answering these questions.

However, wicked problems inevitably have more than simply objective exterior dimensions. They include individual and social issues. The people involved, whether as negotiators, implementers, or obstructers, hold personal and group beliefs, have personal and group needs, are fed information through various media, social networks, or traditions, have moral standards, spiritual principles, and so on. If careful attention is not paid to these aspects, the problem cannot adequately be defined or solved. For example, an executive team may fix a business process (an *Its*) without getting the hoped-for results because the “We” of the culture of the business is still broken.

Interior dimensions depend on different standards of fact; while truth and functionality are the standards for the right-hand quadrants, truthfulness (are people reporting what they truly think and feel?) and justness (is it fair? is there mutual understanding?) are the standards for the left-hand quadrants. If an agreement is to hold, those affected will need to feel that it is equally true (UR), functional (LR), sincere (UL), and just (LL).

All four of these dimensions occurs simultaneously in each moment, and each one influences every single event. For example, climate change requires that we understand the science of the problem, the systemic consequences, the attitudes of various groups toward the issue, what factors drive individual behavior, and the interrelationships among them.

An example of a broad-based approach to problem solving comes from Paraguay where, when preparing to address poverty, Paraguay Foundation founder Martin Burt noticed that existing programs defined poverty too narrowly. He gathered evidence of what poverty looked like *in all four quadrants*, which gave him fifty elements. Exploring these from all four perspectives gave him 200 “characteristics” of poverty. He then searched for existing programs that had some capacity to address all 200. His success speaks for itself and for the use of this integral approach.

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## 2. MULTIPLE STAKEHOLDERS

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A second major aspect of wicked problems is the large number of stakeholders involved in them. Each participant to a conflict views the problem from a complex of different values, motives, opinions and objectives. Many stakeholders get stuck in a single perspective and will defend it until death. They are right; all others are wrong.

Depending on a participant’s level of development (an aspect of the theory that is discussed later), he or she will tend to take one of three perspectives – a first person perspective (the “I”), a second person perspective (the “We”) or a third person perspective (the “It” or “Its”).

Those operating in first person are focused on Me, My, and Mine, and tend to be very passionate about it. Experience shows that this perspective is powerful, but often dogmatic.

Those operating from a third person perspective focus on “objective” facts and figures. A person stuck in third person can abdicate personal responsibility for the positions advocated by “deferring to the evidence.” Those not stuck in a first or third perspective often flip between them, using selected facts to support their first-person view.

Experience, however, shows that progress is rare unless stakeholders can get into a second person “We space,” in which every member of the group is viewed as part of the “We.” Few people have the capability to operate effectively from second person, so skillful facilitators who can guide and train them in this skill are imperative. Coherence theory (see Part III) explains how skilled facilitators and leaders can create this productive “We” space from which genuine win-win agreements arise. People skilled at creating second person space are able to move a group back and forth between detail and higher principles until common ground is found. From there they build a basis for real connection and agreement.

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### 3. MULTIPLE CAUSES

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It is easy to overlook the multiple causes of wicked problems. One reason is that often the most powerful stakeholders direct the process and leave out other voices. There may be a drive to over-simplify the problem so that people can understand it. Some factors may not be obvious unless they are actively investigated. As a result, each stakeholder typically singles out one or a limited number of factors to blame and fights with all the others, not only limiting the exploration of causes but also oversimplifying the solutions at the same time. What is crucially important is to acknowledge the importance of including and addressing *all of the multiple causes*.

For example, a few of many contributors to poverty are political unrest, low educational attainment, lack of job opportunity, natural disasters, and economic upheaval. If stakeholders settle on one or two as “the” causes, they will miss many others, yet the causes agreed upon by stakeholders determine the proposed solution. So despite their good faith attempts to solve the problem, efforts and resources can be wasted and poverty will continue.

Further complicating the situation, the multiple causes of wicked problems are nearly always interdependent. Applying a fix to one in isolation is going to affect others, often with unexpected consequences. Favoring one cause over another is likely to alienate groups that may need to actively participate in implementation. Often, only when a solution is implemented and has failed, often at great cost and effort, do other causes of the problem and their relationship to one another surface as important.

Ironically, this process of trial and error may be viewed as a necessary condition for success. Early failures contribute to improved later solutions. *Unfortunately, people have been conditioned not to see failure as part of the solution.* They have been told that success means to “get it right the first time.” However, if a problem or its cause cannot be defined fully at the outset, and we cannot appreciate its interdependent complexity without trying out a solution, we need to be open to the idea of ever improving solutions, to be comfortable with “failure” as a learning tool, to identify the inadequacies of early approaches, assess their unintended consequences, and approach the problem more fully next time.

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### 4. MULTIPLE SYMPTOMS, INTERDEPENDENCE

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The symptoms of a wicked problem are the circumstances that arise on account of the problem. For example, malnutrition and crime are frequent symptoms of poverty.

The many symptoms of wicked problems add to the confusion around the causes. In fact, each symptom is often a cause of another, or can be a wicked problem in itself. So, while poverty and crime are two wicked problems, each is a symptom of the other and each is a cause of the other.

It is a small world, and, as demonstrated by the economic collapse of 2007-2008, an increasingly interdependent one. Our problems are not just national ones but international and global ones. For example, a study<sup>1</sup> of the Swiss Federal Institute of Technology in Zurich suggested that of 43,060 transnational companies, 147 have 40% ownership on the network, mostly financial institutions, and 737 control 80% of it all, thus having a great influence in determining global outcomes. because interlinked share ownership lets them control what happens in the other entities. When *our profound interdependence is not acknowledged*, people either blame others, disown the problems altogether, or shrink their view to what directly affects them and insist that their first-person perspective offers the only solution. But wicked problems are not someone else's problems; they belong to and affect ALL of us.

If the stakeholders' approach from the beginning is geared toward looking for and including multiple causes and symptoms and the interdependence among them, the chances of effective action are greatly increased. This means that the change agents themselves must learn to grow their own capacities for complexity and relationship and be shown how to engage those with more limited understanding.

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## 5. MULTIPLE SOLUTIONS

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Every stakeholder first assesses a wicked problem from a personal perspective, which determines its definition, perceived cause, and proposed solution. For example, a stakeholder group that believes poverty is caused by poor education will only try to fix education and will ignore or downplay the many other facets of the issue. When their solution doesn't work, the door is open for a new stakeholder to step in, using the "failure" of the first attempt as a justification for trying its own single-cause solution, which in its turn will largely fail and so on.

The solutions chosen are inevitably limited by the stakeholders' agendas and their convictions about the causes, the resources they have available to them, and the symptoms they deem most important to alleviate. Their preferred solutions are also based on their attitudes and beliefs about what is important in life, all of which are also dependent on their individual levels of development (discussed in the next section). As a result, there tend to be wildly different interpretations of the problem and its solution - many feasible solutions may not even be considered. Not only that, but the deeply ingrained tendency to consider just one, or at best only a few, solutions as "the answer" becomes a major part of the problem. It is critical that change agents begin to think in terms of maximum inclusiveness – of dimensions, of stakeholders, of causes, of symptoms, and of potential solutions.

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## 6. CONSTANT EVOLUTION

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Another often ignored aspect of wicked problems is that they are constantly changing. New symptoms, new stakeholders, and newly revealed causes constantly shift the definition of the problem and the focus of the participants. Stakeholders themselves evolve and change; some leave and others join the group as individuals move to new jobs and new political and economic groups come into power. Individual participants may change their thinking as their knowledge grows and their personal development becomes more comprehensive. The surrounding environment changes constantly, so that each component is always a moving target.

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<sup>1</sup> <http://www.forbes.com/sites/bruceupbin/2011/10/22/the-147-companies-that-control-everything/#7ff4d43e7638>

Each attempted solution alters the problem, so the second or third attempt is no longer addressing the same problem that originally presented itself. Even when it seems that a wicked problem might finally have been solved, it may have only become dormant for a time or altered its form.

Since constant evolution and complexity are hallmarks of wicked problems, the solutions, too, must be complex, and ongoing. Evolution is a fact which must be integrated into our thinking even as we take useful, constructive, and beneficial action now. We might be better served to think of these not as problems to SOLVE but as problems to EVOLVE to a higher level of functioning with awareness that a yet better solution will be found in the future.

If there is to be real progress, it is critical that we have both a model that is comprehensive enough to take in wicked problems and a method for engaging the very best the human race has to offer, and that that “best” be applied on a sustained basis for however long it takes.

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## PART II: THE INTEGRAL FRAMEWORK

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According to Wilber, the integral framework is one of the most comprehensive approaches to reality, a metatheory that attempts to explain how academic disciplines and every form of knowledge and experience fit together coherently. Integral theory embraces multiple models and sees truth in each of them. It avoids the limitations of our typical approach of choosing one approach to a problem, then gathering all the evidence we can find to validate our decision, and ignoring or minimizing evidence which supports alternative approaches as “wrong” or unimportant. An integral view extracts what is valuable from multiple approaches to provide a fuller and more useful picture of the issue.

The Integral framework is known as AQAL. AQAL stands for "All Quadrants, All Levels, All Lines, All Types, All States" which represent the 5 elements to take into account in order to have an integral understanding of any phenomenon.

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### THE FOUR QUADRANTS

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An example (refer to figure 1 –Four Quadrants) can be found in these popular business management theories:

- Theory X - focuses on analysis of individual reward and punishment (UR)
- Theory Y – focuses on individual motivation and job satisfaction (UL)
- Culture Management – highlights the shared values of a group or business (LL)
- Systems Theory – looks at the networks within which individuals function and their interconnections (LR)

Which theory is correct? Even a superficial consideration reveals that each has something to contribute. They are each true but partial. This true-but-partial quality of many ideas is ubiquitous – what appear to be contradictory points of view may each have validity within certain contexts. Consider the management of illness which has individual and interpersonal aspects in addition to medical and institutional ones.

The letters in parentheses above show how each of these theories naturally correspond to the four quadrants. Each theory can also be seen as first person (UL), second person (LL) and third person perspectives (UR and LR). Each of these four quadrants, in whatever form they present themselves and however different are their truths, motives, needs and values, offer potential for understanding and resolving wicked problems.

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### OTHER ASPECTS OF THE THEORY

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In addition to quadrants, there are other elements in the Integral Framework which can lend more depth to an analysis of an issue. Some of the major elements are:

- Levels: stages of adult development
- Lines: different areas in which development occurs
- Types: innate differences among people such as gender or personality type
- States: varying ways that we may experience our consciousness

The most important of these for wicked problems is the *levels* of development. We can only touch the surface of this complex aspect of the model in this paper, but whoever is chosen as a facilitator should thoroughly understand the levels of adult development, be able to work with them, and be able to help others to

understand their significance to the problem at hand. For those who want to explore this subject more deeply, please see <https://integrallife.com/what-is-integral/>

We have described four fundamental windows through which we look at our individual and collective interior and exterior experience. Now we need to understand *who is looking through those windows*. Each of us has our own worldview - a set of assumptions about how life works and who and what is of value. Wilber calls this our "internal operating system." We use this internal operating system to determine what is true about the world around us and how we are to interact with it. We make "maps" of reality and use them to navigate our world.

As we mature, we develop better and better maps of reality. The first maps we make are simple, and the higher ones are increasingly complex. The more complex the map, the more input an individual (or group) can handle, and the more accurately it will interpret what it sees. This means it will gradually see more possibilities and have more options open to it. The simplest maps are egocentric (what is true and helpful to me), later maps are ethnocentric (what is true and helpful to my group), and still later ones are worldcentric (what is true and helpful to humanity as a whole).

To fill out this picture a bit: *power* is often a preoccupation of someone at the egocentric levels because it is related to whether or not they can get their needs met. *Conforming* to rules and roles is often of importance to people at an ethnocentric level because they want to foster group cohesiveness and belonging. At the worldcentric level, *pluralism* – honoring a multiplicity of beliefs and cultural norms is significant. These levels, often called Traditional, Modern, and Postmodern, are the ones with the most people in them in our world today. Many of our "culture wars" are fought over the different beliefs of people in these levels, or, as they are often called, stages.

People at each of these stages are convinced that only their interpretation is correct. However, the Integral stage of development, which follows the Postmodern, recognizes the true-but-partial nature of each prior level. People with an Integral stage perspective welcome multiple perspectives while also being able to prioritize them. They honor the current situation while also understanding evolutionary development. They tend to be comfortable with conflict and have a systemic view of issues, thus making them ideal candidates as facilitators to assist groups working with wicked problems.

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## THE LINES OF DEVELOPMENT, TYPES, AND STATES.

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There are other elements in the model which may also have relevance to a wicked problem. They are described briefly below.

### LINES

As all of us know, we tend to be more developed in some areas than others. Adult development has been carefully studied in different domains (or *lines*) ranging from moral understanding to cognition to psychological growth and so on. They are also known as multiple intelligences.<sup>2</sup> Each of these lines follows the same egocentric to ethnocentric to worldcentric progression. It is important to note that while people can grow at different rates in different lines, growth still occurs sequentially in each line. The lower levels must come before higher ones. Thus, we each start out with a focus on ourselves and only gradually, if we are fortunate enough to

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<sup>2</sup> Howard Gardner proposed this model in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. Gardner chose eight abilities to study: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic.

have the right circumstances for growth, broaden that focus to our group, to all humans and ultimately to all sentient beings and the Universe.

While there seems to be an innate drive in human beings to grow, it is not assured. Individuals, cultures, and institutions may stay stuck in certain worldviews. When we interact with a person or an organization whose map is less comprehensive than ours, we may feel misunderstood, frustrated, even abused at times. If we interact with someone who has a more complex map than our own, we may feel confused or threatened and feel inclined to retreat to our own perspective. These disjunctive situations call for careful handling.

Now that we know this about adult epistemology, we have available to us another excellent way of dealing with wicked problems. We can look at the level of the people involved in any wicked problem to ensure that we will meet their needs and speak in a language that they will understand and accept.

The lines of development that are most often relevant to wicked problems are those that involve interpersonal relations, emotional/psychological development, moral development, and cognition.

As we all know, some people are more developed in some ways than others. Solving a wicked problem requires that a facilitator be aware also of the uneven development of people in the various lines.

#### TYPES

*Types* describe innate traits that affect how we see the world and how we might prefer to go about solving wicked problems. Depending upon the problem, one or more typologies may be relevant. For example, in a culture where women are not valued, educational solutions will need to take gender issues into account. Clusters of personality traits may also define a kind of “type.” In business, the Meyers Briggs model has been used to help people understand different personality types who may prefer either concrete or intuitive thinking, desire for closure, and several other measures of personality. The Enneagram is another commonly used personality model.

#### STATES

*States.* Each of us shifts our state of consciousness from time to time during any one day. For example, we can be alert or half-asleep in a meeting. Some individuals have access to deeper states of consciousness than others, are able to sense deeper energies moving among people, or in some rare cases can access levels of absolute truth. Being aware of and sometimes taking advantage of people’s capacities in these areas can be helpful.

## PART III. INTEGRAL COHERENCE: THE CRITICAL HUMAN ELEMENT

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The Integral Framework is the first genuinely comprehensive map of the human being and of reality. When any problem, issue or area is looked at using this broad, inclusive meta-map, profoundly new and creative solutions become possible. The Integral Framework is thus our current best choice for better and longer-lasting solutions to the world's wicked problems.

Alone, the Framework can contribute hugely to the process of finding wicked solutions. But if the very best human effort is to be brought into this difficult process, it is critical that a second element be included. That element is Integral Coherence.

Why? The difficulty lies not just in the wicked problem, but *in the change agents themselves*. This means that a key part of the solution to wicked problems involves fostering growth and development in the consciousness of those participating in finding solutions to the problem. Integral Coherence is a state of being which generates access to each person's innate intuitive intelligence and thus enhances their ability to make decisions from the highest possible level.

In a coherent team, there is freedom for the individual members to do their part and thrive while maintaining cohesion and resonance within the larger group's intent and goals. Social coherence ... allows for the efficient flow and utilization of energy and communication required for optimal collective cohesion and action.<sup>3</sup>

If Integral Coherence can be developed in a group of stakeholders (or even a significant fraction of them), devotion to solutions is maximized and attachment to limited personal viewpoints is put into perspective, and thus the possibilities for genuine resolutions are exponentially increased. Moreover, when Coherence is operating, powerful bonds can develop among group members which can sustain them through the lengthy process of implementation and repeated revision as things change and conditions evolve over time, which they always do.<sup>4</sup>

## THE TWO ELEMENTS TOGETHER: TOWARD A WICKED SOLUTION

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Using the two frameworks together – a comprehensive metemap and problem solvers working at the peak of their capacities - we have the most powerful instrument available. Together, the Integral Framework and Coherent Facilitators presently offer humanity its best prospect for ensuring that those who seek to solve complex problems have an accurate map to guide them and the capacity to use that map to maximum effect.

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<sup>3</sup> Chapter 10, Science of the Heart, An Overview of Research Conducted by the Heart Math Institute

<sup>4</sup> A full discussion of Coherence is beyond the scope of this summary. For more about it, please see the latest publications and research of the Heart Math Institute, <http://www.heartmath.org/>.

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## PART IV. THE WICKED SOLUTION: APPLICATION

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The rest of this workbook offers a short version of the process to be followed in approaching a wicked problem. However, because each wicked problem is different, the questions and comments are only general suggestions. Once the process is entered into, additional issues may emerge and others may take on less importance.

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### SETTING THE STAGE

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Prior to actually engaging in problem solving, the following steps can set the stage for successful interaction.

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### ENGAGING INTEGRALLY COMPETENT AND COHERENT FACILITATORS

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The most significant first step is to engage facilitators who are trained in the Integral Framework, are personally integrally coherent, and are able to help others access a state of coherence. Because their expertise will be critical to guiding the group at every turn in the process, the importance of this selection process cannot be over emphasized. Those responsible for selecting facilitators should expressly address candidates' experience and abilities in all aspects of Integral Coherence and the Integral Framework.<sup>5</sup>

A related task is to select integrally coherent participants when possible. While the problem itself will determine the identity of most stakeholder groups, every effort should be made to find representatives from each group who a) have the capacity for (and interest in) working with the Integral Framework and with Integral Coherence and b) who are as open to developing themselves as they are dedicated to developing solutions to the problem.

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### MAPPING THE PROBLEM

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When mapping the problem, both before and during the process of negotiation, questions to ask are:

1. What are the *dimensions* of the problem?
  - a. What is happening in each quadrant: What do science and statistics have to say about the problem?
  - b. What institutions or systems are involved?
  - c. Are cultural memes important?
  - d. What about the spread of information or disinformation?
  - e. What is happening in the hearts and minds of the people involved?
  - f. How many levels of development are affecting and affected by the issue?
  - g. Is gender an issue?
  - h. Which lines of development are significant either to defining the problem or to implementing solutions?
  - i. What other questions need to be asked?
2. Who are the *stakeholders*?

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<sup>5</sup> Suggestions for groups that may be able to train or provide facilitators with the necessary expertise are in the resources section at the end of this paper.

- a. Where are they?
  - b. Are they engaged in solving the problem?
  - c. Which ones should come to the table?
  - d. Are there stakeholders that may not immediately be obvious?
  - e. Are there parties involved who should not be involved?
  - f. What kind of support exists for each stakeholder?
  - g. What networks of influence do they have?
  - h. What groups does the stakeholder represent?
  - i. Are they of one mind or internally conflict ridden?
3. What are the *causes* of the problem?
    - a. What is the history of the problem?
    - b. What effect do political divisions, economic effects, ecological changes, the involvement of other wicked problems have on the situation?
    - c. What current and future events might create new causes?
  4. What are the *symptoms* of the problem?
    - a. Who is affected and how? How are symptoms expressed in each quadrant?
    - b. How are they experienced by different stakeholders?
  5. What *solutions* are being proposed?
    - a. What solutions have been tried in the past and what can be learned from them?
    - b. How have previous solutions changed the problem?
    - c. Does the problem need to be redefined?
    - d. What resources are available for solving the problem?

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### MAPPING THE NETWORKS

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1. How do all the factors in the problem, whether human, historical, institutional, or scientific, affect each other?
2. Which ones are more influential? What is their sphere of influence?
3. Which quadrants are represented or not represented?
4. Who is connected to whom? Who trusts who? Whose leadership is accepted?
5. Which groups have common interests and which do not?
6. Who can bridge different groups?

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### MAPPING INDIVIDUAL KEY STAKEHOLDERS

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1. What perspective does each primary stakeholder tend to operate from – first person? Third person? Second person?
2. What level of development does the person tend to make meaning from?
3. Which lines are most developed in this person?
4. Does the person demonstrate coherence?
5. What personality traits does this person exhibit? How might they affect group problem solving?

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### ENGAGING KEY STAKEHOLDERS

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1. What will encourage the stakeholder to participate in the process?
2. What will encourage the stakeholder to engage in coherence practices?

3. How can the person be encouraged to express the healthy aspects of whatever level of development is their center of gravity? [note that moving to higher levels of development is a slow process so people need to be appreciated where they are and allowed to express their most valuable learnings of that stage]
4. What roles will be most appropriate for that person given his or her perspective-taking, level of development, lines of development, coherence, and so on?

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#### THE PROCESS ITSELF

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The process will be determined by the particular problem, the chosen number and character of stakeholders, and a myriad of other individual factors. A general outline of the process, or at least the ground rules and criteria for pursuing it, should be agreed on as early as feasible with the input of the skilled facilitators.

## PART V. CLOSING AND RECOMMENDATIONS

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Some final thoughts to keep in mind:

The facilitators are the key to this process. All of them should be conversant with the integral framework, be integrally coherent, and also have all the skills of conventional facilitators: the ability to lead and guide, to recognize what is emerging in the group and name it, the capacity to explain complex concepts in simple terms, and so on. Without adequate facilitation, there is no way to succeed in this process.

Participants, if at all possible, should be preselected to be friendly to the process. Others should be encouraged and helped to be open to a new way to proceed and to personal development. Prior reading and training in the integral and coherence models should be encouraged.

Evolution should be always on the minds of those involved. Past attempts to solve the problem should be treated as “successful failures.” They have pointed out aspects of the wicked problem that weren’t addressed or sufficiently addressed and can be mined for ways to improve subsequent attempts.

The availability of resources will underlie every aspect of this process. What resources are available for hiring facilitators? What time and funds will be available to host interactions (whether in person or virtually)? What resources are available to implement specific proposed solutions? Who has more or less access to resources?

While every wicked problem is different, applying Integral Theory to any one of them will reveal aspects of the problem that may not have been seen before. Using the understandings of Coherence Theory can elevate the problem-solving process – and its participants - to its highest possible level. We hope that more and more of our most difficult problem will benefit from the insights of these two pioneers. For more detailed information, please see the book, *Wicked and Wise* by Ken Wilber and Alan Watkins.

## RESOURCES

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- Alan Watkins organization <http://www.complete-coherence.com/alan-watkins/>
- MetaIntegral (Sean Esjborn-Hargens, Michael Zimmerman) <https://associates.metaintegral.org/>
- Integral Coaching Canada <https://www.integralcoachingcanada.com/>
- Integral Without Borders <https://integralwithoutborders.net/>
- Diane Hamilton <http://www.dianemushohamilton.com/Home.html>
- Terry Patten: <http://www.terrypatten.com/>
- Transformation Teaching LLC: <http://www.transformationteaching.com/>
- Integral conflict analysis: A comprehensive quadrant analysis of an organizational conflict <https://goo.gl/2w3zsp>
- Integral Facilitation Primer & Self-Assessment <https://goo.gl/6B9PkR>

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