# V. Additional Resources

# What is Counseling? What is Real Listening?
# Eleven Counseling Components and Six Rules of Counseling

Stanley H. King Counseling Institute
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- Listening as a Process/Counseling on the Run
    - o **Listen**

- Create an accepting stance, withholding judgment and advice and
    - o **Encourage the student to talk**

- Feelings are the Facts, Find the feeling  (where you focus)

- Understanding, paraphrasing, and Clarifying what you hear (your task)
    - o **Clarify**

- Join with the student in the looking at their experience and
    - o **Provide Support**

- Taking your time, adjusting to the reality of your lives "on the run"
    - o **Schedule conversations as needed over time**

- Not trying to fix (your challenge)

- The counseling relationship (keeping yourself connected but separate)
    - o **Keep yourself separate**

- Knowing yourself and being yourself (your limits and your inclinations)

- When advising doesn't work (the advising/counseling cycle) being curious

- The necessity/advisability of confidentiality for counseling

**What is needed for this kind of counseling to happen in your school?**

- Support for teachers/advisors to switch to listening deeply when needed

- Developing the skills to really listen and be teacher/counselors in those moments

- Ongoing connection with the school counseling program, for consultation and referrals

- School climate of respect for each other, the students, and confidentiality

- Time and space for a different type of connection with students

# Advising, Listening, and Counseling Cycle

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Vignette courtesy of Paula Chu, Ph.D.

Teachers and Advisors often need to impart information to their students. They also want to hear from the students how they are doing and what their thoughts, feelings, and ideas are. If teacher/advisors want to help students understand their affective experience, they will want to become increasingly attentive and receptive listeners. Remaining open and curious about their students' thoughts and particularly feelings will deepen their relationships with their students and make them more effective as teachers and advisors, while tremendously enhancing their students' capacity to navigate school, home, and life.

Below are some thoughts and ideas to help increase our capacity to do active or what we've come to call real listening. These of course assume that we will talk less and the student will talk more, but these will help us know what to say to keep that balance:

1. Start with **open ended questions** that help encourage the student to talk and make it clear you don't have an agenda. The focus is on what and how, or tell me more…using questions to solicit more information or the student's own story or experience:

   - What might be going on, do you think? Do you have a sense of what is going on?
   - How does that affect you?
   - Can you tell me more about that?

   If possible don't ask the student to justify or defend what they have done, said, or felt. Why questions often trigger this and you may become "parentified" or heard as a disciplinarian, even if it is just your curiosity. "Why did you do that?" is often heard as, "What were you thinking?" which is a guaranteed conversation stopper!

   You can use why questions to clarify the reaction of someone else, "why do you think she did that?" or to wonder with them about why, "it sounds like you are wondering why you did that?"

2. **Encouraging the student to talk** takes many forms. Your accepting stance – both verbal and physical – will help them know you are genuinely interested.

    - Making or keeping eye contact, having receptive body language
    - Focusing on the student in a noisy or crowded situation and moving someplace quieter or setting up a time to talk: "this is important, can you come by after class, I want to hear more about it."
    - Nodding your head when they speak
    - Using what's been called your own "well placed grunt", an "Oh, wow, hum, uh huh, I see" to keep the conversation going and give the student reassurance of your interest and engagement.

3. **Clarifying** comes in many different forms. When responding at greater length you do not need to come up with spectacular questions. You can **restate feelings or key words** directly or with minor modifications:

    Student: "I am so angry with my sister."
    Advisor/teacher: "So she really made you mad"
    Student: "I think I really disappointed my Dad."  Teacher: "Disappointed?"

4. You can use **summaries** to give a broadbrush overview of what is being said. This is very helpful at the wrap up but is also effective during the conversation. It is often used to convey, "I've got the main idea, go on."

    Student: "I think maybe I was out of line with Ms. Jackson, but my Dad always says, 'Don't give up your power to a teacher. Teachers are just out to tell you how to think.' He's got a lot of anger towards schools and teachers; he really got burned when he was a kid. But I like Ms. Jackson, and she seemed almost hurt when I mouthed off at her yesterday."
    Teacher: "Your Dad is telling you one thing and your gut is telling you another."

5. **Paraphrasing** puts the student's content in your own words. It is often used to convey "let me see if I have this right?" to indicate your interest in understanding them. You do not interpret. Although you may make connections in your mind between behaviors and feelings, it is good to help students make those connections themselves. Paraphrasing can also convey, "I am listening closely."

    Student: "I think maybe I was out of line with Ms. Jackson, but my Dad always says, 'Don't give up your power to a teacher. Teachers are just out to tell you how to think.' He's got a lot of anger towards schools; he really got burned when

he was a kid. But I kind of like Ms. Jackson, and she seemed almost hurt when I mouthed off at her yesterday."
Teacher: "Your Dad always told you to keep your distance from teachers, because he has had some bad experiences. But you like your connection with Ms. Jackson and are afraid you've damaged that."

6. **Feelings and Source**: You identify the feeling (stated or implied) and the perceived cause of the feeling. These feelings are often what are causing the distress, sometimes they are the actual problem, and sometimes they undergird or reinforce the problem. The major difference between a counseling and an advising conversation is in the identification of feelings and the student's capacity to make sense of them and their impact on his/her behavior and mood.

   Student: "I think maybe I was out of line with Ms. Jackson…" (see above)
   Teacher: "So you're really afraid that you've hurt Ms. Jackson by what you've said?"

   You can also ask questions about feelings: "I wonder how you feel about that?" "Was that upsetting?" "And that made you feel…?"
   You can reflect feelings: "So you felt you kind of hurt her?"
   You can paraphrase feelings: "So you feel torn when you try to honor your Dad's ideas but don't know if they apply to you?"

7. **Clarifying Question or statement**: Helps move the listener to a clearer understanding of what he/she is feeling. May also help you fill in the gaps, but does not arise from your own curiosity.

   Teacher might ask Brett: "What do you mean, out of line?" "Can you tell me how you feel you mouthed off?" "What gave you the sense that she might be hurt?"
   Non clarifying curiosity questions include: "Do you have a class with her?" "Where did your Dad go to school?"

9. **Joining**: Here you want to convey a shared connection with the speaker's feelings, without shifting the attention away from her/his experience or feelings.

   Example: "It's really hard when you've hurt someone and are unsure of how to clean it up."
   Examples of less helpful joining efforts: "Lots of parents hate teachers." "My dad hated school too." "I really hurt my math teacher once."

10. **Advising options in counseling situations**: If a decision has to be made or acted upon and if the student is in a frame of mind to do so, then you may decide to shift out of counseling and back to advising. Many conversations do not need this step, even when we think they do. Students can tolerate negative feelings that have been brought up if they know they have been heard and empathetically responded too. In fact learning how to tolerate them is an important step in emotionally maturing.

    If you are concerned that a decision must be made, help the students determine what it is. Help them sort out options, with pros and cons. You will know if the underlying feelings have been addressed sufficiently by the ease with which a decision or option is chosen. If the student remains stuck, you may be back to the counseling conversation, or you may need to consult someone else (maintaining appropriate confidentiality) to figure out the best way to help the struggling student. Remember too that students may not pick the choice you think is best, but they will still need you afterwards to discuss the outcomes. You may have to withhold your own opinion of their choices so that you remain in the neutral role.

11. **Wrap up**: In advising sessions, wrap ups often summarize what has been discussed and what the advisee will do. In counseling sessions, where taking action is not the next step, the wrap up is often a summary of key elements of the students sharing, both the story and the feelings, with an empathic appreciation for the sharing, and when needed a setting up of a further conversation or check in. This will be determined by whether you sense the student would benefit from more time to reflect on what they have shared, or whether their situation is ongoing and needs further attention.

    Counseling conversations happen over time, as needed. Real listening with an advisee can happen spontaneously any time the advisor shifts into a receptive listening mode. All of your students will appreciate your noticing them in this way. Some may particularly need it. All will benefit from it.

# Testing for Ethical Rationalization

## Clinton Korver

If we engaged in rationalizations on only the big decisions, we might expect we could catch ourselves simply by being more vigilant. But we rationalize on many small ones as well and so distort our thinking at every level. As a way to distinguish reasoning from rationalization, we can engage in a variety of self tests:

- **Other shoe test.** The age old question: how would we feel if the shoe were on the other foot? If Justice Scalia were a member of the public, would he argue that he is objective?

- **Front page test.** Would we think the same way if it were to be reported on the front page of the *Wall Street Journal*? Or the *New York Times*? Or *USA Today*? Or the paper our hometown friends read?

- **Biased language test.** Would we feel similarly if we used value neutral language instead of value laden language (expressions like "cruelty to animals" that veil ethical complexity)?

- **Role model test.** Would we do the same if our action exemplified the behavior we would expect from our children?

- **Loved one test.** Would we change our mind if the person on the receiving end of the ethical transgression were a loved one?

- **Mother's test.** And the simplest of all: what would our mother think?

Adapted from *Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life* by Ronald A. Howard and Clinton D. Korver.

# Glossary

**Affective forecasting:** Predicting one's emotional state in the future. Different cognitive biases (for example, systematic errors of thought) affect this kind of prediction.

**Agency:** The power and potential to make a good decision. Every person has agency.

**Alternative:** A choice; one of a number of mutually exclusive courses of action in a decision situation.

**Anchoring and Adjustment:** A type of cognitive bias, this occurs when we are asked to make an assessment with very little information and are desperate for something to "grab onto." Thus, if a number is said initially, we tend to anchor around it and our assessments are usually within range of this initial number, even if the true value is far off.

**Anticipation:** Visualization of a future event or state (Webster), especially a future decision situation.

**Associative Logic Error:** Occurs when a person confuses conditional probabilities for one another. For example, a person may make the false assumption that since most hemophiliacs are male, most males must be hemophiliac. We use the word associative, since people who make this error think that since A and B are associated with each other, they must occur together as well. We call the opposite of associative logic distinctive logic.

**Assumption:** Something that a decision maker takes for granted. Influences how each person perceives the world and builds his/her own mental models and decision frame.

**Auxiliary Function:** In personality types, it is our second most used preference.

**Availability:** A type of cognitive bias, this occurs when the probability of an event in our mind goes up in proportion to available information. For example, in the summer of 2001 there was a lot of talk in the news about shark attacks. Because this was available to most of the public, we may have assessed a probability of a shark attack to be much higher than it really was.

**Behavioral Decision Theory:** Body of knowledge that summarizes how people make decisions (Behavioral Decision Theory).

**Bias:** A favorable or unfavorable assumption about a person, thing, or perspective.

**Certain Equivalent:** A prospect that we could receive for certain whose value is equal to that of an uncertain deal. For example, my certain equivalent to an uncertain deal offering me a 50/50 chance at $100 and $0 could be $45, meaning I would be indifferent between receiving $45 or the uncertain deal.

**Choice Rule:** One of the five rules of actional thought, it is the only rule that tells us what to do. Suppose we have two alternatives, each of which has only the same two prospects, A and B. If we prefer A to B, we must choose the alternative with the higher probability of receiving A.
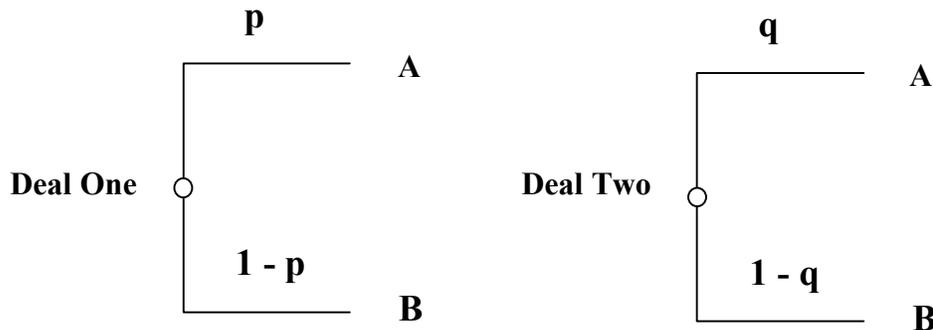


If $p > q$ and $A > B$, the choice rule says we must pick Deal One.

**Circle of Concern:** Things that matter to me, but that I can do nothing about.

**Circle of Influence:** Things I can do something about. Proactive people tend to focus on their circle of influence.

**The Clairvoyant:** A hypothetical being who can tell us the result of any future uncertainty but can't pass judgment. Because of this, we must be sure that any definition we give the clairvoyant passes the clarity test.

**Clarity of Action:** The goal of decision analysis, this is the state of knowing what we want to do and why.

**Clarity Test:** A test to clearly define each degree of a distinction, such that all will agree whether or not a distinction is realized. A means to avoid confusion.

**Cognitive Biases:** Biases that lead to distorted conscious beliefs. Four types are anchoring and adjustment, availability, representativeness, and implicit conditioning.

**Collectively exhaustive:** A set of events is collectively exhaustive if at least one of the events must occur.

**Commitment:** Dedication to carry out a particular decision.

**Compliance:** Responding favorably to an explicit or implicit request offered by others.

**Conformity:** Conformity is the process by which an individual's attitudes, beliefs, and behaviors are influenced by other people. This influence occurs in both small groups and society as a whole, and it may be the result of subtle subconscious influences, or direct and overt social pressure. Conformity also occurs by the "implied presence" of others, or when other people are not actually present. People often conform from a desire to achieve a sense of security within a group—typically a group that is of a similar age, culture, religion, or educational status. Any unwillingness to conform carries with it the very real risk of social rejection.

**Confirming Evidence:** "The Confirming Evidence Trap" leads one to seek out information that supports his/her existing instinct or point of view while avoiding information that contradicts it. This not only affects where an individual goes to look for evidence, but also how one interprets the information that he/she receives.

**Consequence:** A synonym for outcome – what happens as a result of the decision. Outcome may be a preferable term, since consequences may have a negative connotation.

**Cumulative Distribution:** A type of probability distribution that shows at point x the probability that a value is less than x. Useful because it allows us to easily see what the median of a distribution is as well as split the distribution up into sections to analyze.

**Declaring a Decision:** Consciously creating the space for choice, as opposed to instinctual reaction or going with the flow.

**Decision:** A choice someone makes those results directly in action. This action results in an irrevocable allocation of resources.

**Decision Analysis:** Structured way of thinking about how the action taken in the current decision would lead to a result.

**Decision Board:** Group of decision makers who are central to making a decision and are responsible for ensuring decision quality.

**Decision Frame:** The purpose, scope, and perspective that we bring to a given decision.

**Decision Hierarchy:** A triangle with previously made higher level decisions (policy) at the top, decisions we will address now (strategy) in the middle, and future lower level decisions (tactics) at the bottom. It specifies the scope of the decisions to be analyzed.

**Decision maker:** A person who has authority over the resources he/she chooses to allocate, whether these are time, money, empathy, compassion, etc. Anyone can be a decision maker.

**Decision Node:** Represented by a square in a decision tree.

**Decision Problem:** An opportunity or difficulty that gives rise to the need for a decision.

**Decision Process:** Four step process – Frame, Build, Evaluate, and Cycle to strengthen the weakest link.

**Decision Theory:** Body of knowledge that summarizes both the method and tools for making optimal decisions (Prescriptive/Normative Decision Theory) and how people make decisions (Behavioral Decision Theory).

**Decision Tree:** An analytical tool that combines decision alternatives, information quantified as probabilities and values to provide a map of potential outcomes.

**Descriptive:** The way things are; describing people's behavior, even if irrational.

**Deterministic:** Something that we know for sure, such as our own age or the square root of 36.

**Dialogue Decision Process:** A defined progression through the decision elements to facilitate quality in a group decision. Also called: Snake diagram.

**Direct Values:** Consequences we fundamentally care about such as happiness and health.

**Discounting Opportunity Costs:** Not taking into account the opportunity cost – the value of the next best alternative foregone as the result of making a decision.

**Dominant Function:** The preference (such as sensing, intuition, thinking, or feeling) that develops earliest in a given individual and is used more than the others in most situations.

**E-Operation:** Any operation that takes all possible events and sums the products of the probability of the event happening and the value of the prospect for each event.

**E-Value:** The probability weighted average value of a decision alternative. Synonymous with Expected Value, but shortened to E-value to highlight that the e-value is not truly expected.

**Equivalence Rule:** One of the five rules of actional thought, this can be stated as "for any three prospects at different levels of preference, if prospect A is preferred to prospect B to prospect C, then I can create an deal with probability p of receiving A and 1 - p of receiving C such that I will be indifferent between receiving this uncertain deal or prospect B for sure".

An example of the equivalence rule:



$B \sim$     $p$ → A     $A > B > C$     $1 - p$ → C
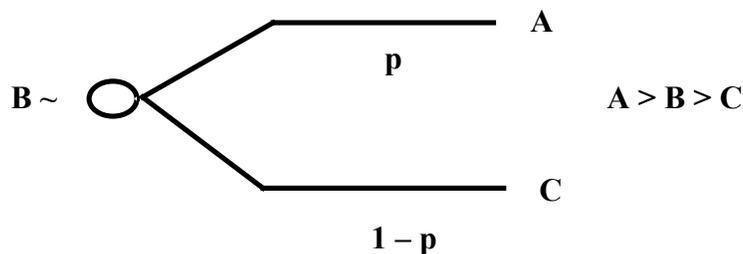
**Escalation of Commitment:** "Escalation of commitment" is a phenomenon where individuals justify increased investment in a decision, based on the cumulative prior investment, despite new evidence suggesting that the decision was probably wrong.

**Exhaustive:** At least one of the possibilities must happen. A tree is exhaustive if every conceivable possibility is included in the tree.

**Expected Value:** The probability weighted average value of a decision alternative.

**Extravert:** Part of the energy branch of type, those who direct and receive energy from the outside world.

**Feeling:** Part of the reaching conclusions branch of type, those who seek individual and interpersonal harmony when making decisions.

**Forecast:** A prediction about the future. Guides the choice of alternative.

**Force Field Diagram:** A diagram showing "forces for" and "forces against" a certain alternative as a way of organizing issues.

**Fungible:** Something that can be exchanged. Because it is fungible, money is a good way for measuring value.

**Good decision vs. good outcome:** A bad decision can lead to a good or bad outcome. A good decision can lead to a good or bad outcome too. Every person must measure the quality of his/her decision based on the alternatives, information, values, and logic available when the decision was made.

**Head vs. Heart:** Important to balance both reason (head) and feelings/emotion (heart) when making a decision.

**Helpful Frame:** One of the six links in our decision chain, it focuses our attention on solving the right problem in the right way. Without a helpful frame, any attempt at reaching a decision could be off. A helpful frame consists of purpose, scope, and perspective.

**Hindsight Bias:** The inclination to see events that have occurred as more predictable than they in fact were before they took place.

**Illusion of Control:** Illusion of control is the tendency for individuals to believe they can control, or at least influence, outcomes that they demonstrably have no influence over.

**Implicit Conditioning:** A type of bias that occurs when an expert makes unstated assumptions that the assessor of the probability may not have.

**Indirect Values:** What we care about because they lead to direct values. For example, we may not place a direct value on a car having airbags, but since they lead to higher safety (which is a direct value), airbags have an indirect value for us.

**Influence (noun):** An event or other factor that can affect the likelihood of the outcome of a decision (may be an uncontrollable or an alternative or some other factor affected by uncontrollables and/or alternatives).

**Information:** Knowledge that enables us to identify potential outcomes and to understand the relationships among decisions, uncontrollables, and outcomes.

**Introvert:** Part of the energy branch of type, those who direct and receive energy from the inner world.

**Intuitive:** Part of the taking in information branch of type, those who prefer to gather information in a novel or inspired manner.

**Issue:** Anything that seems important to the decision problem.

**Judging:** Part of the approach to life branch of type, those who like to come to closure and act on the decision.

**Least Preferred Function:** When describing type, it is the preference used the least. May surface in times of stress.

**Likelihood:** The chance that an event will happen (the likelihood that True Blue will win the horse race).

**Micromort:** A one in a million chance of death. Useful because people cannot typically assess how much their life is worth to them but with effort can assess how much they are willing to spend to avoid one micromort.

**Model:** A representation of reality. In decision making, a tool that evaluates what you can do (alternatives) given what you know (information) and what you *really* want (values). No model is perfect, but some models are useful.

**Mutually Exclusive:** Events are mutually exclusive if the occurrence of one of the events prevents the occurrence of any of the others. In a possibility tree, we need all events to be mutually exclusive so we have a clear branch to follow.

**MBTI—Myers-Briggs Type Indicator:** An assessment tool used to help individuals understand their preferences for energy, information gathering, decision making, and lifestyle.

**Nominal Group Technique:** An approach designed to avoid group failure, it makes sure that all participants in a group have issues to discuss and work through any issues together.

**Normative:** The way things should be but not necessarily how they really are.

**Normative Decision Theory:** Body of knowledge that summarizes both the method and tools for making optimal decisions. Also called: Prescriptive Decision Theory Obedience.

**Opportunity:** A circumstance in which a decision may be made to the benefit of the decision maker.

**Option:** An alternative that permits a future decision after more information is revealed. All options are alternatives, but not alternatives are options.

**Order Rule:** One of the five rules of actional thought, this can be stated as "I can order my prospects from best to worst, allowing for ties."

**Outcome:** A potential result of a decision. It's important to realize that good decisions don't always lead to good outcomes but if we make good decisions all of the time, we should get better outcomes in the long run.

**Overconfidence:** Excessive belief that someone or something will succeed, without any regard for failure.

**Perceiving:** Part of the lifestyle branch of type, it describes people who prefer to remain open and adapt to new information.

**PIBP—Personal Indifferent Buying Price:** This is the highest amount you would be willing to pay for something you do not own, such that you would be just indifferent between whether or not to buy it.

**PISP—Personal Indifferent Selling Price:** This is the least amount you would be willing to sell something you owned, such that you would be just indifferent between whether or not to sell it.

**Perspective:** Part of a helpful frame, this is the context that sets the stage for a decision.

**Positive Illusions:** Beliefs that people often hold about themselves, the world, and the future, which are more positive than reality can sustain.

**Possibility Tree:** An analytical tool that combines information and values to provide a map of potential outcomes.

**Preference Dichotomies:** There are four factors for which the MBTI accounts: energy, information gathering, decision making, and lifestyle. Within each of these are two options, one of which is your preference.

**Prescriptive Decision Theory:** Body of knowledge that summarizes both the method and tools for making optimal decisions. Also called: Normative Decision Theory).

**Primacy:** Primacy is the state or condition of being prime or first, as in time, place, rank, etc.

**Prioritizing:** Ordering one's values, alternatives, information, etc., in order of importance.

**Proactive:** Instead of just cruising along, this means making a conscious choice that will affect the future. Proactive people try not to let outside factors control them and recognize that they shape their own futures.

**Probability:** A number between zero and one that represents the likelihood of an event, where zero is "impossible" and one is "certain."

**Probability assessment:** An assessment of an uncertain value made by an individual (expert) or based on best available information.

**Probability Distribution:** A convenient way to summarize information from a probability tree. They are usually displayed in graphs that show the probability of different outcomes, often with regards to monetary outcomes.

**Probability Node:** Represented by a circle in a probability or decision tree.

**Probability Rule:** One of the five rules of actional thought, this can be stated as "I can describe what may happen as the result of the decision as a possibility tree constructed from various kinds of distinctions. Furthermore, I can specify a probability to each possibility".

**Probability Tree:** An analytical tool that combines information quantified as probabilities and values to provide a map of potential outcomes.

**Prospect:** A future state that may come about as a result of a decision. All possible prospects of an uncertain situation should be mutually exclusive and exhaustive so as to cover all possible grounds and make sure two prospects aren't possible by the same event happening.

**Purpose:** Part of a helpful frame, this is what the decision maker intends to achieve when beginning a decision process.

**Reaction:** An action in response to some stimulus, influence, another action, or a conscious choice.

**Recency:** Extrapolating recent events into the future indefinitely.

**Relevance:** Event A is relevant to Event B if and only if our probability that B occurs depends on whether or not A occurs. Note that A being relevant to B does NOT imply that A causes B. Also, if A is relevant to B, B must be relevant to A.

**Representativeness:** A type of cognitive bias, this occurs when general information is not considered carefully. For example, some people may make the mistake that since every case of chicken pox involves spots, someone with spots probably has chicken pox which may not be true at all.

**Responsibility:** Being answerable for one's actions (i.e., decisions), conduct, or obligations.

**Risk averse:** A person who underestimates the value of alternatives.

**Scope:** A component of a helpful frame, it is the boundary that we use to distinguish what is included or excluded in a decision problem.

**Selective Attention:** The capacity to maintain a behavioral or cognitive set in the face of distracting or competing stimuli.

**Selective Memory:** Remembering particular events that it is convenient for an individual to remember.

**Sensing:** Part of the information gathering branch of type, they prefer to gather information in a precise and exact manner.

**Sensitivity Analysis:** Answers the following question: how does *this* change when you change *that*. For example, we may be interested in how much our certain equivalent for a deal changes when we change the probability of winning the deal.

**Six Links to a Good Decision:** The six elements required to make a good decision (note that the chain is only as strong as its weakest link). They are helpful frame, creative alternatives, useful information, clear values, sound reasoning, and commitment to action.

**Simple decision:** There is only one decision to be made, even if there are many alternatives. This is different from a strategy, which is a situation in which several decisions have to be made at the same time.

**Sound reasoning:** Logical and rational thinking.

**Stakes:** Potential rewards, prizes, penalties, or costs in a decision situation.

**Stakeholders:** Anyone connected to a decision problem that will be influenced by the decision or its outcome.

**Status Quo Effect:** A phenomenon in individual decision making. Most decisions include a status quo alternative, that is, doing nothing or maintaining one's current or previous situation.

**Substitution Rule:** One of the five rules of actional thought, it says "if I face any of the choices used in the equivalence rule in the real world, and I assign a probability to receiving the best prospect equal to the preference probability I assigned in the equivalence rule, I remain indifferent between choosing the middle prospect or the deal that can produce the best or worst". Also known as the "Do You Really Mean It" rule—if someone isn't willing to substitute, his/her equivalence probability wasn't accurate.

**Sunk Cost:** Resources that have already been allocated and thus shouldn't factor into a decision process. For example, the price paid for a stock shouldn't matter when later deciding to keep or sell the stock. All that should matter is the future, not the past.

**Tertiary Function**: In personality theory, it is our third most used preference.

**Thinking:** Part of the reaching conclusions branch of type, they are people who seek general truths and objectivity when making decisions.

**Thrown Frame:** It is a frame that is created and bought into without proper investigation. Most jokes come as a result of a thrown frame; we assume the story is going somewhere and then it suddenly jumps. Part of having a helpful frame is to make sure it is well thought out and won't suddenly shift.

**Tradeoff:** A consideration of one value over another. A specification of how much of one desirable attribute (of an outcome) you are willing to give up to get either: 1) more of another desirable attribute, 2) the same attribute sooner, or 3) the same attribute with less risk.

**U-Value**: A shortcut of the equivalence rule, it is a way of taking into account risk attitude when dealing with prospects. Maximizing the e-value of the u-values of the different alternatives gives us the optimal decision because it essentially gives us the highest probability of the "best" outcome.

**Uncertainty:** The idea that things are not certain, that you may not know what will happen at the time you make a decision; something that is uncertain.

**Uncontrollable (noun):** Some factor, event, or other influence in a decision that cannot be controlled by the decision maker.

**Value of Clairvoyance/Information:** The amount of money one should pay for perfect information about an uncertainty. Note that this sets a limit on the amount of money one should pay for imperfect information.

**Vision Statement**: A clear statement of purpose to be done in frame.

**Wishful Thinking:** The formation of beliefs and making decisions according to what might be pleasing to imagine instead of by appealing to evidence or rationality.