Chapter 7
Character Education in Universities:
Anchoring Practical Wisdom to Foster Organizational Well–Being

Mehdi Chaoui Roqai
https://orcid.org/0009-0004-0034-4038
Sidi Mohammed Ben Abdellah University, Morocco

Saif Allah Allouani
https://orcid.org/0000-0002-2848-169X
Sidi Mohammed Ben Abdellah University, Morocco

Yassine Hassani Aboumehdi
Sidi Mohamed Ben Abdellah University, Morocco

Kenza Ennida
https://orcid.org/0000-0003-0884-6433
Sidi Mohammed Ben Abdellah University, Morocco

ABSTRACT

This chapter explores the essential role of character education in universities, emphasizing its capacity to foster organizational well-being through the development of practical wisdom and virtues. Drawing upon Ken Wilber's integral theory and neo-Aristotelian perspectives, the chapter examines how intellectual, civic, moral, and performance virtues can be systematically integrated into higher-education curricula. The significance of practical wisdom, particularly as articulated through the three-dimensional wisdom model, is highlighted in promoting psychosocial growth and well-being among students, thereby reducing self-centeredness and enhancing ethical decision-making. Furthermore, the chapter investigates how character ed-

ucation equips students to navigate the complexities of modern life, contributing to a more just and compassionate society. By integrating these theoretical frameworks with practical applications, the chapter presents a comprehensive approach to character education that is both philosophically rigorous and practically effective.

INTRODUCTION

Universities play a pivotal role in shaping the future leaders of society, a responsibility that extends beyond the mere transfer of knowledge. In an increasingly complex and ethically challenging world, there is a growing recognition of the need for holistic education that addresses not only the cognitive but also the moral and emotional development of students. This chapter explores the integration of character education in universities, emphasizing its importance for fostering both individual flourishing and organizational well-being.

Character education has been central to educational philosophy for centuries, with roots that trace back to ancient civilizations. Its role in modern higher education has become increasingly critical as global challenges—ranging from social inequality to environmental crises—demand leaders who are not only knowledgeable, but also wise and ethical (Sternberg, Jarvin, & Reznitskaya, 2008). The concept of eudaimonic well-being, or human flourishing, underscores this holistic approach to education, highlighting the need for universities to cultivate virtues such as integrity, empathy, and resilience in their students (Ryff & Keyes, 1995).

This chapter begins by examining the importance of character education within the higher education landscape, exploring its connection to the development of virtues. Character education is crucial in helping students navigate the complexities of modern life, where ethical dilemmas are prevalent and decisions often have far-reaching consequences. By fostering virtues, universities can equip students with the moral and ethical tools necessary for responsible citizenship, and leadership.

The discussion then delves into the nature of virtues, tracing their historical roots and contemporary relevance. Drawing from classical and modern philosophical frameworks, including the Three-Dimensional Wisdom Model, this chapter provides a comprehensive overview of how virtues can be systematically cultivated within university settings (Ardelt, 2003). The Three-Dimensional Wisdom Model, which integrates cognitive, reflective, and affective dimensions, serves as a crucial framework for understanding how wisdom can be developed and applied in educational contexts (Ardelt, 2004).

The concept of practical wisdom, or phronesis, is also explored as a meta-virtue that integrates and harmonizes other virtues, enabling individuals to make sound moral judgments in complex situations (Fowers, 2008). Practical wisdom is essential

Related Content

Green Leadership Strategy to Encourage Pro-Environmental Behavior: An Implementation Study in an Indonesian Organization
Kholis Ernawati, Aslichan Aslichan, Akmal S. Albar, Achnaf T. Al Khalieland Ahda S. F. Al Fatich (2025). *Green Leadership Strategies for Increased Employee Engagement and Performance (pp. 173-204).*
www.irma-international.org/chapter/green-leadership-strategy-to-encourage-pro-environmental-behavior/375665

Mindfulness Interventions Into University Teachers' Well-Being and Professional Development: An Empirical Analysis
Tam Nguyen, Lan Thi Ngoc Dang, Phuong Tran Le Caoand Hieu Huu Huynh (2025). *Harnessing Happiness and Wisdom for Organizational Well-Being (pp. 409-426).*
www.irma-international.org/chapter/mindfulness-interventions-into-university-teachers-well-being-and-professional-development/368744

Organizational Resilience During Times of Trauma
Cynthia Calloway Rhone (2021). *Role of Leadership in Facilitating Healing and Renewal in Times of Organizational Trauma and Change (pp. 170-185).*
www.irma-international.org/chapter/organizational-resilience-during-times-of-trauma/281329

Global Teams, Local Challenges: Cultural Diversity in Remote Work
Astha Singhand Aman Kumar Bhaskar (2025). *Organizational Sociology in the Digital Age (pp. 63-86).*
www.irma-international.org/chapter/global-teams-local-challenges/374940

Entrepreneurship Education for Organizational Transformation: Diluting Indoctrinated Assumptions
Raghubir Chauhan (2025). *Organizational Sociology in the Digital Age (pp. 245-282).*
www.irma-international.org/chapter/entrepreneurship-education-for-organizational-transformation/374950