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# Reframing as Learning and its Application to Executive and Organizational Coaching

**ABSTRACT:** *Executives, as recipients of executive coaching, place the most value on reflection and the finding of new perspectives. This implies multiple possibilities of framing, each casting a different light on a given situation. However, we are usually unaware of alternative viewpoints. At the same time, executives exhibit strong needs and support for change, and yet research on how to help successful people change is scarce. This paper captures reframing as learning and shows that reframing links the two; namely reframing in executive coaching provides a new perspective and it leads to change. This is a welcome effect for all of the parties in the triangular relationship of executive coaching.*

**Keywords:** adult learning, coaching, executive training/ability/education, organizational effectiveness, professional development, skills development/training

## GAINING NEW PERSPECTIVES IN EXECUTIVE COACHING

Executive Coaching can be effective when the executive gains greater self-knowledge, new perspectives, performance improvement, and greater adaptability (Hall, Otazo, & Hollenbeck, 1999). From the recipient's point of view, what the executives have found most useful or valuable from executive coaching is reflection and new perspectives (Stevens Jr., 2005). Gaining new perspectives implies the existence of multiple perspectives, each casting a different light on a given situation. The proverbial glass can be considered half-empty, or half-full.

I seek to investigate reframing and its application to executive and organizational coaching. I aim to determine what reframing does and what reframing brings about, in order to help executive coaches to enhance and strengthen their coaching effectiveness, which in turn helps executives construct and refine their perspectives. My aim is to benefit both executives and executive coaches.

This paper is organized as follows: (1) a review of selected literature, (2) application and implications for coaching practice, and (3) conclusions.

## REVIEW OF SELECTED LITERATURE

This section reviews selected literature pertaining to the concept of "reframing." The

approach used is an integrated literature review (Torraco, 2005). This involves using Google Scholar to identify sources in peer-reviewed journals, using the key words, "reframing, executive coaching, coaching, frame of reference, cognitive restructuring," etc. I then turned to the electronic databases using the online library. This procedure directed me to the relevant articles, the professional journals, and the researchers, which I then used to locate more literature on the topic.

After these searches, I found that the concept of reframing is used in many disciplines, identified by this exact name, or different names, depending on the field. I will first touch upon the term *frame* and its functions. And then, I will investigate reframing and its related terms, and how they are used in each field; 1) Family Therapy, 2) Cognitive Behavior Therapy, 3) Transformation Theory, and 4) Managed Learning.

**Origin of Frame and its Power**

Reframing is a technique used in family therapy (Davies, 1988; Flaskas, 1992). The term frame is considered to have been first used by Bateson (1955) according to Coyne (1984) and Masters (1992). However, Bateson (1955) does not use the term reframing. Coyne (1984) points out the strong influence of Burke (1936) and Mills (1940) on Bateson (1955), which is in turn elaborated in Goffman (1974). In explaining the term frame, Bateson (1955) uses the analogy of a picture frame. 'The frame around a picture, if we consider this frame as a message intended to order or organize the perception of their viewer, says, "Attend to what is within and do not attend what is outside" ' (Bateson, 1955; 2006, p. 323). The messages contained in the frame are relevant, but the ones outside can be ignored.

The powerful effects of a frame can be drawn from the fields of communication and decision making. Framing influences human consciousness, involving selection and salience (Entman, 1993). Frames not only select and call attention to the particular aspects of the reality described, but also simultaneously direct attention away from other aspects (Entman, 1993).

Tversky and Kahneman (1981) illustrate a framing effect by their well-known examples of choice making. When the same problem is framed in different ways, the preference changes. You may find that the relative attractiveness of options varies depending on how the same decision problem is framed. However, as Tversky and Kahneman (1981) mention, we are normally not aware of

alternative frames.

**Reframing in Family Therapy**

Family therapists link Bateson's (1955) concept of frame with radical constructivism (Coyne, 1985) (See Table 1). The constructivist view considers it a delusion to think that there is only one reality; rather there are many different versions of reality and they all are the results of communication. Flaskas (1992, p.148) asserts that one unifying goal is 'to focus the therapy on specific behavioural change' and the therapist works on reframing, 'not because one way of understanding is necessarily better than another, but because a new frame may be an essential setting for behaviour change.' In family therapy, therapists create the reframing; they are thus the 'author of the reframe' (Flaskas, 1992, p. 150).

Insert Table 1 about here

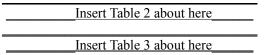**Reframing in Cognitive Behavioral Theory**

Cognitive Behavior Therapy (CBT) derives from Ellis's (1962) Rational Emotive Behavior Therapy (REBT) and Beck's (1976) Cognitive Therapy (CT) (Neenan, 2008). Several researchers have discussed applying the cognitive behavior approach of therapy to coaching (Neenan, 2008, among others), hence Cognitive Behavior Coaching (CBC). There is also executive coaching using solely REBT techniques, called Relational Emotive Behavior Coaching (Kodish, 2002).

Cognitive behavior researchers cite sayings from Stoic philosophers, such as Epictetus and Marcus Aurelius: 'We are disturbed not by events, but by the belief which we hold about them' (by Epictetus cited by Spry (2010, p. 6)). The central theme is that it is not events themselves, but rather how we interpret and react to the events, that causes distress. In REBT, 'interpretations shape behavioral responses and these interpretations are determined by the individual's beliefs' (Sherin & Caiger, 2004, p. 227). CBT helps clients to recognize their idiosyncratic styles of thinking and uses reason and reality-testing to modify them, hence clients learn to think about their thinking; this is known as metacognition (Neenan, 2008). CBT assumes that 'changes to an individual's cognition can result in desired behavior change' (Ducharme, 2004, p.215).

CBT does not use the term "frame" or "reframing" as technical terms (See Table 1). The

beliefs that need to be changed are called irrational beliefs. Irrational beliefs are captured by "musts," according to Ellis (2003), and these are generally described and categorized by Beck's CT as All or nothing thinking, Overgeneralization, Mental filter, Catastrophizing, Musts and Shoulds, and the Fallacy of fairness (See Table 2). Sherin and Caiger (2004) point out that in coaching the term irrational beliefs is avoided due to its negative connotation, but rather, "unreasonable" or "unrealistic" expectations are used. The irrational belief will be changed by a step-by-step process called the ABCDE Model (Ellis, 1984) (See Table 3).

_____Insert Table 2 about here_____

_____Insert Table 3 about here_____

Beck (1976) uses the term "schema" to express basic beliefs and understandings of the individual's world view (See Table 1). Maladaptive schemas are the ones that need to be changed, and belief change is also called cognitive restructuring in CBT and CBC (Ducharme, 2006; Neenan, 2008).

Referring to Ellis's emphasis on the dysfunctional role played by "should," "musts," and "oughts," Sherman and Skinner (1988) analyze client language and assert that certain linguistic cues reflect distorted cognitive processes (See Table 4).

_____Insert Table 4 about here_____

**Reframing in Transformation Theory**

Transformative learning is, according to Mezirow (1997, p.5), 'the process of effecting change in a *frame of reference*' (See Table 5). The theory assumes constructivism; the way learners interpret and reinterpret their experience is central to learning (Mezirow, 1994). Kuhn's (1962) notion of paradigms gave Mezirow a basis for his frame of reference (Kitchenham, 2008). A frame of reference consists of two parts: habits of mind and a point of view (Mezirow, 1997).

_____Insert Table 5 about here_____

Transformation of a frame of reference is achieved through critical reflection on its

assumptions. 'The more reflective and open we are to the perspectives of others, the richer our imagination of alternative contexts for understanding will be' (Mezirow, 2000, p.20). There are four ways of learning: to elaborate an existing frame of reference, to learn a new frame of reference, to transform a point of view, and to transform a habit of mind (Mezirow, 2000).

**Reframing in Managed Learning**

Schein (1996) calls reframing "cognitive restructuring" and considers that it takes place with the obtaining of new information and by semantic redefinition, cognitive broadening, and/or new standards of judgment or evaluation (See Table 6). He defines change as learning, and considers that learning starts from disconfirmation. What is important for change is to accept such disconfirming data as valid, not to dismiss it as irrelevant, and then connect it to something we care about. For that purpose, sufficient psychological safety is necessary. Then, the learner needs to be exposed to a variety of new information. Besides reading, traveling, talking to people, going back to school, etc., new information can be obtained through conversation with a process consultant, who is not an expert on the topic a client needs. '[T]he best and most stable solution will be one that the learner has invented for him or herself' (Schein, 1996, p. 63). After some cognitive redefinition, 'the new mental categories are tested with new behavior which leads to a period of trial and error'(Schein, 1996, p. 63).

Insert Table 6 about here

**Summary of Major Findings**

The review of selected literature on reframing in interdisciplinary fields in the previous sections reveals the power of frames and the power of reframing, and some commonalities and discrepancies in their assumptions about reframing. Here are some similarities of reframing across the fields we considered: Reframing assumes the existence of multiple perspectives; after a perspective change, there is some kind of aha experience; changing one's perspective leads to one's behavior change; reframing involves dialogues; reflection is essential to reframing; psychological safety is necessary as a basis before reframing is initiated between the individuals who are exchanging dialogues.

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As for discrepancies, besides the variations in the naming of reframing, it is best to contrast psychotherapy (family therapy, CBT) and learning theory (transformative learning, managed learning):

- Psychotherapy considers reframing as a technique to change maladaptive behavior, while learning theory considers change as learning.

- Reframing is provided by others in psychotherapies, often directly given by a therapist, as the author of the reframe. In contrast, in learning theory, though an educator or a process consultant may facilitate it, it is best when the learners invent a new frame by themselves.

- In transformative learning, there are distinctions in kinds of frames: a frame of reference, a point of view, a habit of mind. In contrast, in CBT, there are distinctions in kinds of maladaptive schemas.

- Learning theory asserts multiple ways of reframing, while psychotherapies do not.

- Leaning theory asserts, when we experience disconfirmation or when things do not work the way we anticipated, that is when reframing starts. On the other hand, psychotherapy does not mention such a driving force.

## APPLICATION AND IMPLICATION FOR COACHING PRACTICE

**Contribution to the Practice of Executive and Organizational Coaching: Change**

At the beginning of this paper we saw that executives, as recipients of executive coaching, place the most value on reflection and new perspectives. This paper on reframing was initially driven by a curiosity about multiple perspectives. The foregoing review then revealed that what reframing does is to invite new perspectives, and that what it brings about is behavior change. According to Kets de Vries and Korotov (2007) it is often the case that executives who attend executive education programs do so to look for support or a push to make a change in their behavior that will make them more effective in their work. Goldsmith (2003), from his experience in coaching extremely successful, intelligent, dedicated, and persistent professionals who are committed to the success of their organization, with financial independence and high personal integrity, reports that such executives still find it necessary to change their behaviors but find it hard to do so. These observations illustrate

strong needs for executives as recipients of executive coaching to change to become more effective.

From the perspective of an executive coach, Goldsmith (2003) mentions that much research has been done on why successful people succeed, but not on helping successful people change. Here we have found such a means of helping: Reframing is a powerful tool for executive coaching to help successful people change, together with highly valued reflection and new perspectives, which are essential components of reframing.

One key aspect in which executive coaching is different from other forms of coaching is that it involves organization. It creates a triangular relationship: a coach, a coachee, and a client that pays the coaching bill (Sherman & Freas, 2004). From the perspective of client organization, 'The most valuable coaching fosters cultural change for the benefit of the entire organization' (Sherman & Freas, 2004, p. 85). However, cultural change is not easy. 'In most organizations, lasting change usually proceeds slowly, one person at a time, gaining momentum as more people buy in. To accelerate change and make it stick, we recommend systematically coordinating one-on-one coaching interventions that serve a larger strategic objective' (Sherman & Freas, 2004, p. 89). Therefore, in the executive coaching environment, that is, in the triangular relationship, change is wanted and thus reframing can surely make a contribution to all of the three parties.

From a coaching point of view, unlike psychotherapy, the author of a reframe is not a coach, and an executive coachee eventually needs to be able to reframe alone without coaches. Moreover, Sloan (2014, p. 107) states 'The ability to change a frame of reference is a hallmark of successful strategists; in order to do this, strategists need to be able to shift or shatter perspectives and create new ways of looking at situations.' These imply that reframing in executive coaching is better captured as learning rather than a therapeutic technique.

**Ingredients for Reframing in Executive Coaching as Learning**

When we consider reframing as learning, the following are found as ingredients for reframing in executive coaching: Reflection, psychological safety, dialogue, cognitive restructuring, and action. In addition, new information, surprise, and imbalance seem to be necessary ingredients. How can we make reframing take place and apply to executive coaching? The foregoing review revealed disconfirmation as a driving force (Schein, 1996). Sloan (2014, p.51) also mentions a similar

situation, using a different terminology, "imbalance." For disconfirmation, new information is in order (Schein, 1996). However, new information alone does not necessarily trigger disconfirmation. Sloan (2014) points out that a surprise brings tension that makes us reflect on our thinking pattern. 'Due to the surprise, we are able to uncover assumptions, criticize, restructure, and reframe for further critical action' (Sloan, 2014, p. 163). Sloan (2014) also suggests that creating an element of surprise, such as inventing provocative conversations with outsiders, and establishing interactions with non-experts from diverse backgrounds seems necessary.

With all these ingredients of reframing mentioned above, we can conclude that reframing in executive coaching is better understood as learning. Gray (2006) mentions that although executive coaching is held to be rooted in humanistic psychology or philosophy: 'Within the literature there is … little consensus on what theoretical principles underpin executive coaching' (Gray, 2006, p. 477). And Gray (2006) suggests Transformation Theory as an alternative or parallel theoretical model for coaching. This review suggests, from a perspective of reframing, that Transformation Theory is the ideal theoretical base for executive coaching.

**Application to Executive Education**

We saw above that successful executives find it hard to change their behavior and that they often seek such change by attending executive education programs. The foregoing discussion in this paper suggests that we can make use of reframing in executive education programs. There are three ways to implement this: 1) assign a coach, 2) teach coaching, 3) incorporate ingredients. First, during an executive program, a coach can be assigned to each executive participant, the coach facilitating each coachee to change their behavior. Second, a coaching program can be developed within the executive program, teaching coaching skills to executive participants, emphasizing reframing. Third is to make sure that the ingredients of reframing are included in the executive program. Especially, elements of reflection, imbalance, and disconfirmation are important. And for such purposes, providing new information that brings surprise is necessary, for example by interacting with people from diverse backgrounds.

**Tools for Reframing in Executive Coaching**

Even though we conclude that reframing is learning, we can still make use of what we found

in psychotherapies. We can use categories of irrational beliefs/unreasonable expectations to help coaches detect the executive's reframing needs (cf. Table 2). Linguistic cues from the clients' languages are also useful as a direct sign of such needs (cf. Table 4). The ABCDE change model (cf. Table 3), which is actually used in CBC, is a technique that facilitates reframing, and this can be used without the coach being the author of the reframe. This model is considered as 'challenging a client's view of a situation' (Goodman *et al*., 2006, p.203).

## CONCLUSIONS

This review sought to investigate reframing, and its application to executive and organizational coaching, to help executive coaches to enhance and strengthen their coaching effectiveness, which in turn benefits executive coachees. As a result of this work, we arrive at several conclusions about reframing. Reframing leads to change. Reframing is a process. Reframing is learning. Reframing is an integral part of coaching. Reframing is essentially transformative learning. Based on the above perspective of reframing, we conclude that coachees are learners.

We mentioned earlier that what executive coachees found most useful or valuable from executive coaching is reflection and a new perspective. I also mentioned that executives exhibit strong needs and support for change, and yet research on how successful people change is scarce. We conclude that reflection and new perspectives in executive coaching, which are most valued by executives, have not been connected with executives' strong desire to change. This review shows that reframing is what links the two, and provides application tools and a research theme to executive coaches.

Taking the perspective that coachees are learners, executive coaches need to know the ingredients of reframing: New information, surprise, imbalance, reflection, psychological safety, dialogue, cognitive restructuring, and action. Executive coachees also need to be aware of these ingredients as learners.

This review revealed that reframing is a learning process. What remains to be explored includes the mechanism of change, and how the change can be sustainable. These themes I leave for future research.

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*problem resolution*. New York, W. W. Norton.

**Table 1**

| "Reframing" in Psychotherapies | |
|---|---|
| **Term**<br><br>**Field**<br><br>**Author/Source** | **Description** |
| **Reframing**<br>Family Therapy<br>Coyne (1985) | 'Reframing involves a reconstruction of someone's sense of reality.' (p.340)<br><br>'Typically, it involves the therapist commenting on some pattern of interaction, perhaps directly giving a suggestion or instruction.' (p.337) |
| **Reframing**<br>Family Therapy<br>Watzlawick *et al.* (1974) | 'To reframe, means to change the conceptual and/or emotional setting or viewpoint in relation to which a situation is experienced and to replace it in another frame which fits the 'facts' of the same concrete situation equally well or even better, and thereby changes its entire meaning.' (p. 95) (Cited in Davies, 1988, p.84) |
| **Reframing**<br>Group Counseling<br>(Family Therapy)<br>Clark (1998) | 'Reframing is a type of interpretation that provides a new meaning or frame of reference to perspectives in a constructive direction.' (p. 67)<br><br>'A reframe should be proposed in an inviting and persuasive tone that avoids imposing a point of view or disputing with the person receiving the reframe.' (p.71).<br><br>'Although reframes may be presented by group members with a constructive intent, the interventions may also be superficial, intrusive, or simply inaccurate.' (p. 71).<br><br>'Generally, individuals receiving dubious or inappropriate reframes reject the exchange through overt disagreement or by passively avoiding any reaction.' (p. 72). |
| **Belief Change**<br>Rational Emotive Behavior Therapy (REBT)<br>Sherin and Caiger (2004) | 'Typically, an individual's belief system will contain several of what Ellis labeled as "irrational" elements (Ellis, 1961, 1993). Some of the most pervasive elements are referred to as "core irrational beliefs," which are usually implicit and activated automatically.' (p.227)<br><br>' …according to REBT theory, interpretations shape behavioral responses and these interpretations are determined by the individual's beliefs. Behavior is thus a result of the individual's belief system.'(p.227) |
| **Cognitive Restructuring**<br>Cognitive Behavioral Therapy (CBT)<br>Ducharme (2006) | 'Cognitive-restructuring techniques are closer to the cognitive end of the continuum and involves identifying and altering negative thought patterns. Beck (1976) proposed that individuals interpret their world through *schema*, which are defined as the basic beliefs and understanding that individuals have and use to organize their view of self and their environment. When these schemas are maladaptive, individuals develop problems coping with their lives. In general, some cognitive-restructuring techniques involve assessing and changing individual's maladaptive schemas, automatic thoughts, and dysfunctional cognitions.' (p. 215-216)<br><br>'How one interprets the reality of a situation or event will affect one's decision in terms of how to react to the event or situation.' (p. 214) |

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**Table 2**

| Irrational Beliefs (Neenan, 2008, p.10) | | |
|---|---|---|
| **Category** | **Definition** | **Examples** |
| All or nothing thinking | viewing events in either/or term | "Either you're for me or against me." |
| Overgeneralization | drawing sweeping conclusions on the basis of a single incident or insufficient evidence | "As I wasn't given the lead on this project, I'll never lead another one." |
| Mental filter | only the negative aspects of a situation are noticed | "Look at all the things that have gone wrong this week." |
| Catastrophizing | assuming the worst, and if it occurs, your inability to deal with it | "It will be terrible if I don't get the promotion.   I'll be struck at this level for ever and vegetate." |
| Musts and should | rigid rules that you impose on yourself and others | "I must never show any weakness to my colleagues." <br><br> "Everyone should work as long and as hard as I do." |
| Fallacy of fairness | believing in a just world | "Bad things won't happen to you if you're a good, hard working, honest person." |
| Perfectionism | striving for standards that are beyond reach or reason (Burns 1980) | "I must do everything perfectly or else I'm no good. A competent performance equals failure." |

**Table 3**

| The ABCDE Model (Ellis) (Adapted from Goodman, Schlossberg, & Anderson, 2006, p. 203; Neenan, 2008, p. 6-7) | |
|---|---|
| **A  discovering the Activating event**<br><br>  **Situational A:** client's objective description of the situation<br><br>  **Critical A**: client's subjective account of the most troubling aspect of the situation | *Examples:*<br><br>"Not presenting at meetings my ideas about developing new products."<br><br>"My ideas might be rubbished and I'll look like a fool." |
| **B  identifying the client's Belief system**<br><br>  self-limiting/defeating beliefs triggered by the critical A | "My ideas must not be rubbished at the meeting. If they are, this will prove I'm fool." |
| **C  identifying the Consequences of the event**<br><br>  emotional<br><br>  behavioral<br><br>  behavioral<br><br>  interpersonal<br><br>  cognitive | <br><br>intense anxiety at every meeting<br><br>keeps quiet, looks down to avoid eye contact<br><br>continual tension, headaches<br><br>keeps distance from colleagues, makes excuses for keeping quiet<br><br>catastrophic thoughts and images about the aftermath of being exposed as a 'fool' |
| **D  Disputing the client's existing beliefs**<br><br>1.  Is this belief rigid or flexible?<br><br>2.  Is this belief extreme of non-extreme?<br><br>3.  Does this belief make sense?<br><br>4.  Is this belief realistic?<br><br>5.  Is keeping this belief helpful? | 1.  Does it allow for outcomes other than the one demanded – his ideas not being rubbished?<br><br>2.  Is it excessive for the person to call himself a 'fool' because his ideas might be criticized or rejected?<br><br>3.  Because the person wants an outcome not to occur (his ideas not being rubbished) does it follow logically that this outcome must not occur?<br><br>4.  Where is the evidence that the person's ideas must not be rubbished – is he able to control his colleagues' thoughts?<br><br>5.  Are the costs greater than the benefits? |
| **E  arriving at new Effects** | "I now realise that my belief is rigid, unrealistic and keeps me stuck. The only way I'm going to find out about the quality of my ideas is by presenting them. If they are rejected it is important for me to distinguish between my ideas being rejected and me rejecting myself because my ideas have been. If someone does think I'm a fool I certainly don't have to agree with them. The foolish thing I am doing is keeping quiet and thereby not developing myself as a team player and possibly jeopardizing my promotion chances." |

**Table 4**

| Linguistic Cues in Client Language (Sherman & Skinner, 1988) | | |
| --- | --- | --- |
| **Linguistic Cues** | **Implications** | **Examples** |
| Modal operators of necessity<br><br>*should, must, have to, necessary*, etc. | 'These words have an imperative, requiring quality of necessity to them.' (p.394)<br><br>'When explored by the worker, they are often found to indicate an impoverished representation of the client's experiential reality, for they tend to close down alternative options for behavior, for feeling, and for thinking, because of their demanding quality.' (p.394) | |
| Modal operators of possibility<br><br>*can, cannot, possible, impossible, able, unable, may*, etc. | '…   they are often associated with the client's impoverished view or model of the world in terms of the limits put on personal possibilities for acting upon or experiencing the world differently. Again, this is related to the client's misperception or cognitive misrepresentation of the choices and options open to her or him.' (p.395) | "It's impossible for us to agree on anything." (p.395)<br><br>"I can't possibly behave like that." (p.395) |
| Nominalization | 'This has the effect of making the experience into an accomplished fact that puts it beyond her or his control, rather than as an ongoing process that can be changed.' (p.395)<br><br>'Cognitive therapists sometimes refer to this as "labelling" or "mislabelling."'(p.395)<br><br>' "I am a failure," can be replaced with the statement "I am failing," which recaptures the process or ongoing and potentially changeable nature of the client's experience.' (p.395) | "I am a failure." (p.395) |
| Conjunction "but" | 'The "but" function to identify what the client considers to be the circumstances or reasons that stand in the way or make impossible something that the client really wants or desires.<br><br>Conversely, it refers also to something which makes what the client does not want into an absolute necessity." (p.396)<br><br>"The important point in both examples is that the client experiences having no choices.' (p,396) | "I would like to be more assertive in the relationship, but my partner is too fragile emotionally." (p.396)<br><br>"I don't like being so aggressive, but I wouldn't survive in my line of work if I wasn't." (p.396) |
| Universal quantifier<br><br>*Everybody, nobody, all, none, always, never, each, no one, everything, nothing,* etc. | 'overgeneralization' (p.396) | "Everybody takes me for granted." (p.396) |
| *Right, wrong, good, bad, true, false, crazy, sick, only, just* | '… it should be noted that these words have a strong judgmental quality to them.'(p.397)<br><br>'dichotomous thinking' (p.397) | "There is just one way to do this right." (p.397)<br><br>"There is only one way…" |

| | 'all-or-nothing thinking' (p.397) | (p.397) |

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**Table 5**

| Definition of Terms in Transformative Learning (Mezirow, 2000) | |
|---|---|
| **terms** | **Descriptions** |
| frame of reference | 'A *frame of reference* is a "meaning perspective," the structure of assumptions and expectations through which we filter sense impressions. It involves cognitive, affective, and conative dimensions.   It selectively shapes and delimits perception, cognition, feelings, and disposition by predisposing our intentions, expectations, and purposes. It provides the context for making meaning within which we choose what and how a sensory experience is to be construed and/or appropriated.' (p.16)<br><br>'A frame of reference is composed of two dimensions, a habit of mind and resulting points of view.' (p. 17) |
| habit of mind | 'A *habit of mind* is a set of assumptions – broad, generalized, orienting predispositions that act as a filter for interpreting the meaning of experience.' (p. 17)<br><br>'Habits of mind include conservative or liberal orientation; tendency or move toward or away from people; approaching the unknown fearful or confident; preference to work alone or with others; ethnocentricity (seeing people different from your group negatively or as inferior); tendency to respect or challenge authority; thinking like a scientist, solder, lawyer, or adult educator, interpreting behavior as a Freudian or a Jungian; approaching a problem analytically or intuitively; focusing on a problem from whole to parts or vice versa; introversion or extroversion; patterns of acting as perfectionist, victim, or incompetent; fear of change; thinking conventionally about one's roles; occupational, disciplinary, religious, educational, capitalist, Marxist, or postmodernist; and many other orientations and worldviews.' (p.18)<br><br>'A habit of mind becomes expressed as a *point of view*.' (p. 18) |
| point of view | 'A point of view comprises clusters of meaning schemes – sets of immediate specific expectations, beliefs, feelings, attitudes, and judgments – that tacitly direct and shape a specific interpretation and determine how we judge, typify objects, and attribute causality.<br><br>Meaning schemes commonly operate outside of awareness.   They arbitrarily determine what we see and how we see it – cause-effect relationships, scenarios of sequences of events, what others will be like, and our idealized self-image.   They suggest a line of action that we tend to follow automatically unless brought into critical reflection.'   (p.18) |
| worldview | 'We tend to embrace frames of reference that complement each other.   Particularly comprehensive and dominant paradigms or systems of belief that unite the particular with the universal become "worldviews," like the concept of *logos* in ancient Greece, Christian belief in the Middle Ages and Reformation, and science and technology in the twentieth century.' (p.17) |

**Table 6**

| "Reframing" in Managed Learning (Schein, 1996) | |
|---|---|
| **Term** | **Description** |
| Cognitive Restructuring | 'By what means does a motivated learner learn something new when we are dealing with thought processes, feelings, values, and attitudes? Fundamentally it is a process of "cognitive restructuring," which has been labeled by many others as frame braking or reframing. <br><br> It occurs by taking in new information that has one or more of the following impact: [1] *semantic redefinition* – we learn that words can mean something different from what we had assumed; [2] *cognitive broadening* – we learn that a given concept can be much more broadly interpreted than what we had assumed; and [3] *new standards of judgment or evaluation* – we learn that the anchors we used for judgment and comparison are not absolute, and if we use a different anchor, our scale of judgment shifts.'" (p. 61) <br><br> 'Cognitive redefinition occurs when the leaner has become unfrozen (i.e., motivated to change) and has, therefore, opened him- or herself up to new information. The next question to address, then, is how the new information that leads to cognitive restructuring is to discover in a conversational process that the interpretation that someone else puts on a concept is different from one's own. If one is motivated to change (i.e., if the factors described above have been operating), one may be able to "hear" or "see" something from a new perspective.' (p. 62) |
| disconfirmation | 'It is my belief that *all* forms of learning, and change start with some form of dissatisfaction or frustration generated by data that disconfirm our expectations or hopes. Whether we are talking about adaptation to some new environmental circumstances that thwart the satisfaction of some need or whether we are talking about genuinely created and generative learning of the kind on which Peter Senge (1990) focuses, some disequilibrium based on disconfirming information is a prerequisite. Disconfirmation, whatever its source, functions as a primary driving force in the quasi-stationary equilibrium.' (p.60) <br><br> 'To become motivated to change, we must accept the information and connect it to something we care about. The disconfirmation must arouse what we can call "survival anxiety," or the feeling that if we do not change, we will fail to meet our needs or fail to achieve some goals or ideals that we have set for ourselves ("survival guilt").' (p. 60) |
| process consultation | 'Process consultation as a philosophy acknowledges that the consultant is not an expert on anything but how to be helpful and starts with total ignorance of what is actually going on in the client system. One of the skills, then of process consulting is to "access one's ignorance," let go of the expert or doctor role, and get attuned to the client system as much as possible.' (p. 65). <br><br> 'When the consultant and the client have *joint ownership* of the change process, both the validity of the diagnostic interventions and the subsequent change interventions will be greatly enhanced.' (p. 65). |