

BEKIND Roadmap 2022

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Abstract

The BEKIND Method is the needs supportive technique used in coaching sessions created in my practice over the years. Clients envision a new and varied future in the pre-work worksheets. The coach presents an exploratory framework on the Zoom Whiteboard with Boundaries and Opportunities for discussion. Coach walks clients through a group process of introspection, sharing, and experimental learning. It explores these components concerning the stated group question or shared goal. B – Boundaries, E- Empathy, K – Knowledge, I – Innovative Investigation, N – Negotiation, D – Disseminate and Discuss. Progress is made at the end of the session toward steps toward healthier well-being. If not, new iterations of the circle can start again. (There is evidence that autonomy, competence, and relatedness are all supported in this Method.)

Keywords: Needs supportive techniques, Self-Determination Theory, BEKIND Method, Group Coaching, Co-Coaching, Self-Efficacy Theory

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Group Well-Being Coaching

This study's group well-being coaching refers to a wellness intervention (implementing well-being activities into a daily regimen (Aked & Thompson, 2011) in a group coaching environment. Well-being coaching can also break down barriers between physical health and mental health services. It focuses on the whole person supporting change that will likely influence mental and psychological well-being, which are interrelated and mutually influencing (Anstiss & Passmore, 2017). The potential for positive impact exists within multiple group types, including families, societies, and communities (O'Connor & Cavanagh, 2017). Given that well-being is in the eye of the beholder and how they perceive things, it's essential to understand some underlying theories for this study and how one might find that path to well-being.

Theories in Use

Humanistic View, Self-Determination, and Self-Efficacy

Humans are more than the sum of their parts. From a humanistic view, well-being coaching asserts that humans are intrinsically good and carry a driving force or actualizing tendency that unfolds over time. In Self-Determination Theory (SDT), one can be motivated to pursue all three base needs simultaneously, providing clients the opportunity to use new skills and achieve an increased sense of personal well-being and satisfaction. Self-Determination Theory is the overarching theory underpinning this research as it provides clients with tools and support that produce high-quality motivation, performance, and psychological flourishing—a macro-outlook. It posits three essential psychological needs, autonomy, competence, and relatedness (Martela, 2020; Deci & Ryan, 2000), can be addressed simultaneously. SDT suggests that intrinsic goals and values are more likely to produce human flourishing than extrinsic ones.

Self-Efficacy Theory (SET) indicates "that a person's confidence in their ability to change is an important determinant of their readiness to initiate behavior change and to persist in the face of obstacles (Antiss & Passmore, 2017, p.269)". The four main determinants of self-efficacy are previous mastery of experiences, learning from others (vicarious learning), persuasion from an authority, and feedback (Bandura, 1997). A wellness coach will spend time on one or all these determinants with clients to improve their confidence in their ability to change (self-efficacy).

SDT and SET focus on behavior and the possibility of providing clients with the catalyst to promote change. As it compares to SDT, SET takes a very micro-outlook for this work and focuses on a person's perception of their ability to achieve a goal (Bandura, 1997). We need to coach those willing and engaged in a belief in wellness coaching to benefit from the coaching.

BEKIND

The BEKIND Method uses tools and techniques to meet clients where they are and encourage growth and insight. The coach approaches the engagement process with openness and curiosity by being flexible and client-centered (ICF, 2022). Trust and security can be achieved by being sensitive to the client by demonstrating ethical practices as outlined in the ICF Competencies (2022). This trust-building leads to feelings of security and relatedness to the group. Clients feel more inclined to be receptive in a session if they feel secure and related to the group (Ryan & Deci, 2019). Another piece is using Unconditional Positive Regard (UCPR), a concept introduced initially by Rogers (1957) as one of his "necessary and sufficient" ingredients in effective counseling (Ryan & Deci, 2019).

In addition to varied applications and powerful impact, The BEKIND Method supports several core competencies of coaching as defined by the International Coaching Federation (ICF,

2022). These competencies include establishing and maintaining agreements, cultivating trust and safety, and maintaining a coaching presence.

This Method is executed through powerful questioning, active listening, and evoking awareness by promoting personal insight, clear feedback, and reflection. Clients will evaluate the efficacy of the coaching session and the positive impacts. Inevitably, resolution may not be achieved by the conclusion of the sequence. However, a shift in perspective will validate the premise that well-being coaching affects people's actions and attitudes toward well-being.

An exploratory framework is presented in the phrasing of powerful questions that invite the clients through a process of introspection and group learning. Some starting questions that address each of the Self-Determination and Self-Efficacy Theories components are listed as follows:

SDT

Autonomy Support Questions

1. What is your goal in coming here?
2. What needs to happen in our conversation so that afterward, things are moving in the right direction?
3. Might it be relevant for us to talk about?
4. I noticed that _____ how did you manage to make that effort?

Competence Support Questions

The purpose of these questions is to build optimism and confidence. There are always exceptions to the problems clients are experiencing. Focus on the exceptions using direct and indirect positive feedback, along with subtle coping questions providing support and avoiding negative feedback.

1. What did you do in that instant of success?
2. How did that help?
3. How did you decide to do that? Could you do it again?
4. What else has worked well?
5. I am impressed with what you did.
6. How did you manage to accomplish that?
7. What keeps you going under such difficult circumstances?
8. How did you manage to deal with such difficult situations each day?
9. How can you explain to yourself how you have been able to do so well while the circumstances have been so hard?
10. Between now and next time, pay attention to what situations go right, what is different in the situation, and what you do yourself differently?

Relatedness Support

Encourage group commonality among clients using powerful questions to ask about views, perceptions, and concerns to facilitate client relatedness to the group and their environment.

Acknowledge and react to what the clients say and do.

1. How will _____ notice things have improved?
2. If you are no longer postponing things, what will _____ notice instead?
3. If you do that, how will that help?
4. What would need to come out of this conversation to say that things are moving in the right direction?

SET**Previous Mastery of Experience**

1. What do you do well now?
2. How did you accomplish that?
3. Do you see any similarities between that situation and this one? (Let's think of a similar situation)

Vicarious Learning

1. Do you know anyone successful in this situation?
2. Have you ever seen anyone do this before?

Persuasion from Authority

1. Do you feel pressure from outside of yourself to perform or do this?
2. Are you compelled to put yourself in this situation? How does that make you feel?

Feedback

1. I can see that by doing _____ you are trying to achieve _____. How is that working for you? How do you see that working for you?

The Pre-Worksheets**The Wheel of Life**

The wheel of life, one of the coach's most versatile tools, enables clients to explore their use of time, their level of satisfaction, and their ability to balance different aspects of their lives to achieve well-being. It's an easy-to-use exercise that can help clients find out which areas of their lives are most satisfying and where they would like to focus on improving their quality of life (Passmore & Sinclair, 2020).

The objective of the exercise is to assess the client's current level of satisfaction, drawing a line across each segment that best represents the current level of satisfaction. The scale of the wheel is rated with the center of the wheel equal to 0, the minimum level of satisfaction, and the edge of the wheel equal to 10, the maximum level of satisfaction. The life categories are as follows: Physical, Intellectual, Family, Social, Career, Financial, Spiritual. The result resembles a spider web and can give your client a more concrete outlook of their overall life satisfaction in relation to their desired life satisfaction.

The Five Ways to Well-being

The Five Ways to Wellbeing tool enables clients to explore and assess their present assessment of themselves and envision a more optimistic or alternative view of their future self through generative imagery. The client compares their "current self" to a "future self" against the Five Ways to Wellbeing codex of Connect, Be Active, Take Notice, Keep learning, and Give (Aked & Thompson, 2011). Both worksheets provide a valuable platform to explore client perceptions of self, capabilities, and ratings, followed by possible courses of action to address each area.

Contracting/ Group Question

This section is imperative to lay the foundation for the engagement that utilizes the BEKIND Method framework. This is group coaching focused on increasing the coachee's perception of well-being. We encourage them to learn how to use the Five Ways to Wellbeing in their daily lives over the next several weeks. The client has two worksheets to determine their life satisfaction and balance. They use their score from the main questionnaire to determine where they might like to increase their attention. We realize that everyone will have a different path getting there. This also offers clues to the coach on areas to focus on during the coaching

process. We want it to flow as smoothly as possible, ensuring transparency and authenticity among coaches and clients throughout the coaching process, acknowledging that there are different paths to achieving well-being, and relying on group coaching and the tools to be the catalyst for the growth process. That is what group support is for. There is no judgment or recriminations on anything they say or do. This is a growth process.

The group process question should be How can I best implement the Five Ways to Wellbeing into my daily life?

B – Boundaries

Identifying barriers and boundaries are critical to competence promotion. After understanding the question, it's essential to unpack the borders and boundaries to increase life satisfaction. Unpack it. (Use the whiteboard function if necessary to track for later steps). One must understand barriers to accept and possibly, overcome them (Ryan & Deci, 2019).

E – Empathy

Once the obstacles have been identified, it is time to move into a space of empathy and group cohesiveness. This is where the building of the group happens. Strive to achieve a community of interest by drawing each member into the conversation. Each client shares their struggle and what it means for them. They are working on this, and it goes on the whiteboard. It will be important to cultivate trust and safety by understanding the client in their context by asking competence-building questions.

K – Knowledge

Now that we have the group question and a "personal quest" identified for each client, this is an excellent time for the coach to offer a rationale for the Five Ways to Wellbeing, informing of many instances where it successfully made people happier. Clients have openly

shared all ideas on the table (or whiteboard), identifying and listing barriers and their stories. With autonomous questions and small actionable changes, clients begin to see improvements. At this time in the process, there is fun to be had. Tell me about a time when you were successful at something you thought was impossible? Is there a time when plans have changed, and the outcome was better than expected? (Have you ever been re-routed on MapQuest and got there faster? Hmmm? Oh well, lol). The whiteboard is up to speed, and all the knowledge is up.

Check-In

The group check-ins provide clients with clarity and increased competence through a self-informative perspective rather than a self-evaluative one. The coach explains the discovery process, the current timeline, and actions still need to be achieved. In forming the group, clients will have included relatedness in their experience with other members, understand the group question, and be prepared to discuss options and avenues toward bridging the gaps in attainment. This creates autonomy by empowering clients to act as the doer and the evaluator. There is no pass or fail – an only insight to be gained.

I – Innovative Investigation

Confident that the group is cohesive and ready to proceed, ideas are generated to help each client see the potential for goal attainment. This is also an excellent time to acknowledge feelings of resistance expressed when any change action is introduced. Rather than responding with judgment, concern, or compassion is truly connecting in the face of distress and ambivalence, as well as change (Ryan & Deci, 2019).

N - Negotiation

Everyone in the group interprets the question. Coaches are creating an opportunity for each client to speak and voice ideas and insights for the group on the whiteboard. In this

exercise, clients should be assured that no idea is too farfetched or outrageous. The coach must provide safety within the group to maintain open communication lines while maintaining a presence and active listening. An air of unconditional approval and non-judgment fosters openness and autonomy.

This phase enters negotiation, where the coach supports clients in achieving higher well-being and control by crossing off items from the whiteboard. These remaining barriers can be mitigated using tips and tools to achieve milestones. You may ask yourself, what contributes to the group goal and the individual quests? The coach offers relevant feedback on choices, offers reflection, and provides information pertinent to inform other decisions.

D – Discuss and Disseminate

Now that we have completed the process, clients have gained a greater understanding of the question. Coaches support the client's autonomy in cultivating goals and planned actions to increase well-being using methods of accountability (ICF, 2022).

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