

Accredited Certificate in Coach Training

Delivered by Marshall Vere Associates

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Overview

This workbook contains information to support your learning and development as you embark upon your coaching journey and has information covered in Day Five, sessions 1 and 2, of 4.

It is designed to be tailored to your needs and as you progress through the programme you will add additional logs, templates, exercises, questionnaires, and reflective practice activities.

It is a requirement of this AC Accredited Certificate in Coach Training that you complete the required 60+ hours of class based training and supervision, 40 hours of self-study and 20 hours of coaching practice (outside of class) in order to receive your certificate.

Further resources and blank templates can be found in the Programme Resources area at <https://marshallvereassociates.co.uk/my-account/>

Your Login is ACCT-1 for self-study 1 and your password is unique to you.

Your Login is ACCT-2 for self-study 2 and your password is unique to you.

Your Login is ACCT-3 for self-study 3 and your password is unique to you.

As a participant in this Accredited Certificate in Coach Training Programme, you are automatically entitled to one year's free student Membership of the Association for Coaching and you are encouraged to access all resources available and to engage in the activities offered to add to your continuous professional development (CPD).

Useful information:

Marshall Vere Associates www.marshallvereassociates.co.uk 01522 595 530

Professional Membership Bodies:

Association for Coaching (AC) www.associationforcoaching.com

European Mentoring & Coaching Council (EMCC) www.emccouncil.org

International Coach Federation (ICF) www.coachfederation.org

The British Psychological Society (BPS) www.bps.org.uk

The Association for Professional Executive Coaching & Supervision (APECS) www.apecs.org

The International Society for Coaching Psychologists (ISCP) www.isfcp.net

Outputs from today – Session 1 and 2 of 4

- Review of Day Four
- What is creativity?
- Creative models, approaches, techniques, and exercises to support different approaches
- Implement, practise, and demonstrate AC Coaching Competencies
- Feedback on your coaching practice

Coaching Skills Practice Review

As a Coach?

- What did you do well?
- What could you do better?

As a Coachee?

- What did you learn?
- What will you do with that new learning?

For you, creativity is like what?

Exercise:

Take some paper and write down and/or draw your reflections in any way that you want, using words, symbols, doodles, or drawings.

There is no right or wrong answer to this question!

As a process, most see the creative act as more than just a single blinding flash of inspiration, however momentous it may feel to the initiator. There seem to be core steps preceding that moment which help us to identify key conditions for bringing about steps to creativity.

Graham Wallas (1926) proposed an enduring model of the process of creativity:

1. Preparation

This initial stage is when the individual focuses on the problem and its dimensions, scope, and boundaries. Information is gathered in order to solve the problem. Conscious, convergent thinking is required for focused attention and methodological research to build an understanding. This stage continues either until the problem is solved, or in the case of complex, non-linear problems, an 'impasse' is often reached.

2. Incubation

On the surface, the problem seems to have been set aside or forgotten. Conscious attention wanders, often the individual will be relaxed and playful. But the problem has been internalized into the unconscious mind and something is still happening at a deeper level.

3. Illumination or insight

Where the creative idea bursts forth from its preconscious processing into conscious awareness. This is sometimes preceded by an 'intimation' when the individual gets a kind of inkling that a solution is emerging.

4. Verification

Where the idea is consciously verified, elaborated, and then applied. Here is where convergent thinking is once again useful, and other skills such as assessment and judgement.

Wallas saw creativity as a legacy of the evolutionary process: quickly adapting to a changing environment - a kind of learning from experience. For our best ideas, it's survival of the fittest.

Knowing that there is a process for creativity means allowing time for each stage to happen and encouraging different kinds of thinking at different stages.

Coaching Skills Practice Debrief 1

- What did you discover?
- What worked?
- What didn't?
- How could you use this?

Enabling Expansion – stretching, filling, and activating the space

From Coaching Creativity – Transforming your practice by Jen Gash

This part of the creative process is all about expanding consciousness, pushing into new areas, opening up to all sorts of new ideas and input, provoking new feelings, thoughts, and ways of doing or being. evoking old memories and adding interesting new ingredients too.

This process requires the vessel wall to expand outward, create space, accommodate new things, and allow movement to take place.

This is where we can draw on the learning from the research. The neurosciences, psychological sciences and learning from artists and makers. Who all cite the importance of processes that:

- Encourage a greater openness to experience
- Promote disruption and agitation
- Lower pressure to enable the mind to wander, let go and dream
- Enable mindful noticing and the activation of a variety of senses, thus expanding perception
- Develop fluidity of ideas and a healthy working memory
- Reconnect to existing memories, learning and yearnings
- Promote willingness to take risks, be wrong and fail
- Develop a greater freedom and comfort in this often chaotic place

As human beings, all of this happens unconsciously and naturally as we participate in daily life. However, in our desire to be more creative or generate creative ideas, we can consciously evoke this process by adding new ‘ingredients’ and also activate existing or dormant elements. At the risk of mixing metaphors, we can recall the lost ideas, previous learnings (failures), half-baked ideas, unconscious memories and soon, so that together they transform into rich, fertile compost.

Gestalt coaching talks about this being the ‘fertile ground’: a place rich with possibility that we return to after engaging or completing and action fully. The fertile ground is a rich tapestry of learning and experience and Leary-Joyce makes it clear that ‘this resource is always available for us to tap into, although in our rush to get on and do the next thing we don’t allow the space or time to draw on that wealth of experience (Leary-Joyce 2014).

Yet coaching also has a strong part to play in actually creating this fertile space. Coaching helps clients unpack ideas, challenge perceptions, recall previous learning, relive passions, and revive interests, so that expansion can occur, and a fertile space can develop.

Creative actions, experiencing different environments and participating in different activities help the agitation and expansion of this fertile space and should be considered as part of possible coaching activities.

Powerful questions

Below are a selection of coaching conversation starters that are useful to support creative approaches:

Conversations to encourage the expansion of ideas:

- At this point, would some expansive, wider thinking be helpful?
- Have we become too narrow in our discussion or perhaps a little over focused?
- Let's brainstorm this. Without attaching to the ideas or overthinking, quickly come up with seven, twelve, fifteen or more ideas.
- What are other possibilities?
- What is just one more possibility?
- What other angles can you think of?
- What else might encourage ideas to flow?
- And what else?
- In the past, what helped you generate ideas?
- When in the day or during what times do you get ideas?
- How can you look at something normal/familiar and see something different?
- What would happen if.....?

Conversations to develop and elaborate ideas:

- Tell me about your idea/project. What is it about this that really interests and excites you?
- How does this idea/project tap into your best strengths and talents?
- How does this idea/project relate to other things you are doing or hope to achieve?
- What's missing from this idea/project?
- What other ideas do you have about it?
- What else could expand this idea?
- Will you elaborate.....?
- Tell me more about that...?
- Is there more?
- What else are we completely forgetting?
- And if we just dump the whole thing, what will happen?

Conversations to promote playfulness:

- How might a child approach this? How would their thinking change it?
- If you were four years old, what ideas would you have and how would you have tackled this?
- What if your idea wrote to you about what it wants to do next?
- What are you taking far too seriously about this?

Conversations to encourage and promote mindful wandering:

- If you had completely free choice in this, what would you do?
- What helps you to let go?
- What would it take to let your mind wander?
- How could you create some space between these ideas, so they could move around a little?
- What if you walk, meditate, daydream and pause?
- During what times of activities do I notice ideas and insights popping into my mind?
- If you took this idea for a walk, where might it go?

Conversations to promote adaptability, flexibility, and fluidity:

- What is it to be fluid/flexible/adaptable?
- How might that help now?
- How might letting go of the end result help right now?
- In what way are you thinking too rigidly about this?
- What do you need to let go of?

Conversations to encourage imperfection, mistakes, and learning:

The following questions and ideas need to be kept in context, especially if your clients' creative form requires precision and accuracy!!!

- In what ways is imperfection great?
- What did you learn about making mistakes when you were growing up?
- What are the benefits of making mistakes?
- What might you surrender to?
- Tell me about a time when you just threw something together and it really went well?
- What if you were to dump this project/idea and let it stagnate for a bit?

Conversations to stir up and agitate what already exists:

- Can you recall where this came from Tell me more about that...
- What experiences have you had in the past that could add a different slant to this?
- If you have to rely on your existing knowledge and experience, what might present itself here?
- What life experience or piece of learning has stuck in your mind most? How might that inform this idea?

Additional resources

Review:

- Wise Being Visualisation

Next sessions:

Session	Topic	Day	Date	Time
SUPERVISION		Thursday	28th January 2021	19:00 - 20:00
Day 5 – Sessions 3 & 4	Creativity in Coaching	Sunday	13 th February 2021	09:00 – 13:00
Day 6 – Sessions 1 & 2	Constellations, Cards and Connections	Sunday	7 th March 2021	09:00 – 13:00
Day 6 – Sessions 3 & 4		Sunday	28 th March 2021	09:00 – 13:00
SUPERVISION		Wednesday	31st March 2021	19:00 – 20:00
Day 7 – Sessions 1 & 2	Coaching Leaders	Saturday	10 th April 2021	09:00 – 13:00
Day 7 – Sessions 3 & 4		Sunday	9 th May 2021	09:00 – 13:00
SUPERVISION		Wednesday	19th May 2021	19:00 – 20:00
Day 8 – Sessions 1 & 2	Purpose, Planning and Practicalities	Saturday	5 th June 2021	09:00 – 13:00
Day 8 – Sessions 3 & 4		Saturday	19 th June 2021	09:00 – 13:00

Self-study Activities

Checklist Three

These are the self-study activities that need to be completed between Module Five and Module Six.

In total, there are 14 hours of self-study, 7 hours of coaching practice and Supervision consisting of 3 x 45-minute webinars.

Additional information for all self-study activities and blank templates can be found in the Programme Resources area at

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Activity	Learning Objective	Approximate time allocated in minutes	Date completed
Self-study activities after Session 1 and 2 of 4 Day Five			
Complete your Coaching Experience Log after each coaching session	Implement Best Practice for Professional Coaches	120	
Complete your reflective journal after each coaching practice session (7 x 1-hour sessions)	Implement Best Practice for Professional Coaches	210	
Watch Ruby Wax Session on Beyond Frazzled	Understanding yourself and your clients	60	
Attend one AC Group Supervision Experience (ACGSE) Call	Understanding how supervision impacts on coaching	60	
Watch AC Live Coaching Demonstration 'Reflect to Create!'	Understanding yourself and your clients	60	
Additional self-study for Day 5 sessions 3 and 4 of 4 and Day 6 sessions 1-4 of 4		330	
Total time spent of self-study		840 minutes = 14 hours	