

Get Ready!

Flow Professional Accreditation



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Welcome

We are excited to meet you in person and guide you on this incredible course.

We want to help you get prepared for the course in the best way possible and help manage your expectations prior to the course starting.

If you have any questions, please let us know via email - crew@flowcentre.org

All the best,

Cameron Norsworthy
(Founder & Head Trainer)



Want to hear what others say about the course?

We have a small group policy, which will allow for a personal and integrated learning experience. We invite you to come ready to learn and with an open heart. We will get to know each other very well during the course, and the people who get the most from the courses are those who use the course to develop personally as well as professionally.



"The quality of the coaching course was excellent. I learned so much. The practical exercises, content and one-to-one coaching were of a very high standard. As a parent, husband, and owner of my coaching and speaking business, I thoroughly recommend the Flow Coaching Federation to you. If you are serious about becoming a coach, then enrol and enjoy the learning!"



"I loved learning from all of our guest speakers throughout the course! Each one came from such a different professional background and added so much value...Not only did my experience with FCF prepare me and inspire me to launch my own coaching services, but it also impacted my overall life, relationships, and more. I feel I became a better friend, partner, listener, communicator, all through this course."



"I took the Flow Coaching Federation course and was very impressed by the quality and clarity of information on offer. As a coach and trainer in leadership and professional development, I now have new information and tools to enrich my teachings. Recommended."



What to Expect?

Impact

This course has been life-changing for many individuals. Whilst you may read this with some scepticism, and it may seem hyperbolic, it is a common experience. You will spend many hours reflecting on how to integrate this wisdom, and we suggest you use these hours to work on your own real-life situations.

Reflection

It is important to dedicate some time during the course to consistent reflection. Reflections help consolidate learning and increase your self-awareness. The heavier the content, intellectually or emotionally, the more time should be attributed to reflection in order to process the content as intended.

In the course, we ask you to spend at least 5 minutes writing down your reflections on every session.

Online Self-Paced Learning

You will have access to the online learning modules immediately after payment. These self-paced online modules are compulsory and form the foundation of the learning required to become accredited.

Online self-paced learning can be troublesome for some individuals. We suggest you block out two to three-hour blocks in your calendar to dedicate periods towards your study.



Recruiting Coachees

During the course you will be asked to coach or practice the content, so it is important that you have some coachees or areas in which you can apply the training.

Recruiting people can take time, so we suggest that you start as soon as possible.

Assessments

During the course, you will have the following assessments:

Presentation

You will need to deliver a recorded 15-minute presentation to the course director outlining your learning throughout the course and how you intend to integrate the information and wisdom moving forward.

We suggest you use this opportunity to present what you will do in the future, so you can get feedback and support.

We suggest structuring your presentation as follows:

- Outlining your past story
- Key learning takeaways from the course
- How you will use the course content to further your profession
- How flow will be integral moving forward (if relevant)
- Future hurdles, inhibitors, and facilitators to your future journey

Please send a recording in mp4 format.

There are no design requirements for the presentation. You can be as creative as you want. E.g., presenting to camera, slides, and mini-movies are all ok.

Exam

You will be required to undergo an exam to test your knowledge.



Graduating the Course

Graduating the course involves passing all the assessments and attending all the modules.

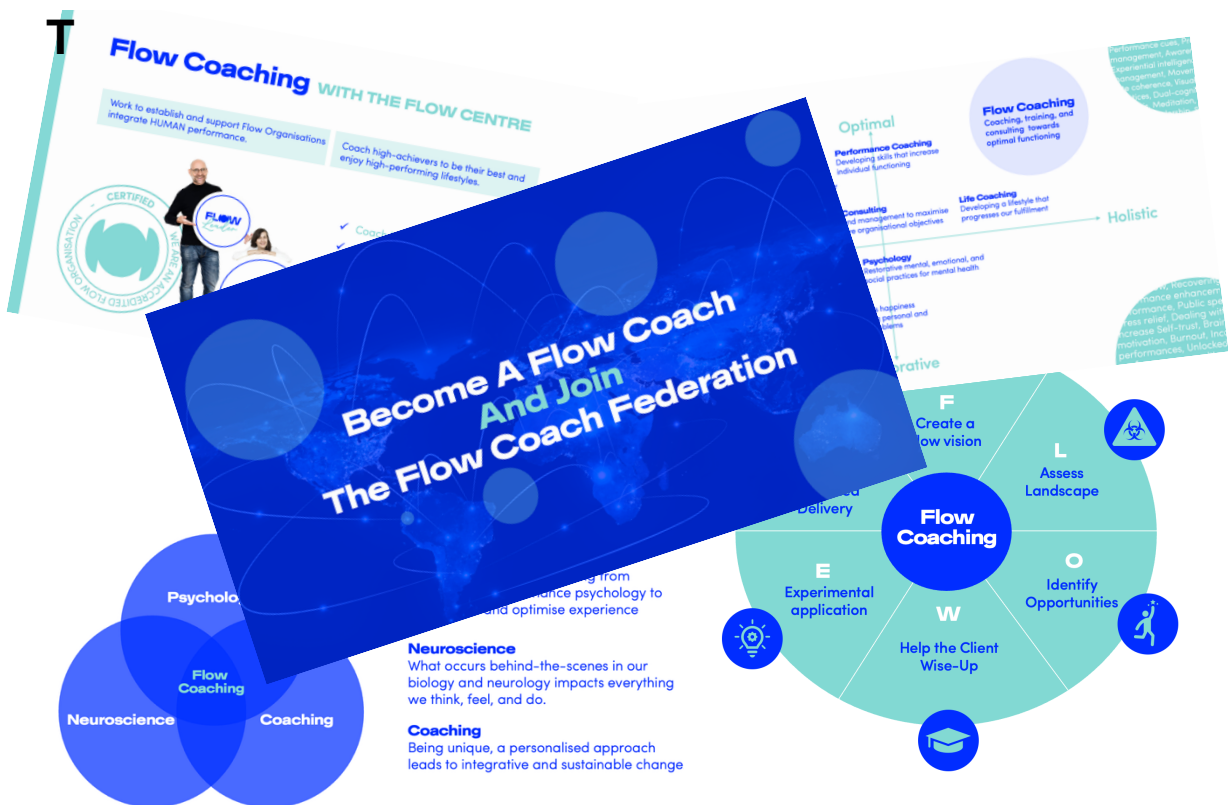
Once you have submitted your presentation and passed the exam, you will be invited to book a call with a course director to give feedback on your presentation and run through future options.



Ongoing Support After the Course

On graduation, you will be invited to the Flow Coaching Federation Network, a group of professionals who have graduated our coach training and are actively working in the field.

The network aims to provide you with support, training, and community for long after the course completion date.



The Content

The content is split into 5 main modules:

- Welcome to the course
- The Foundations of Flow
- HUMAN Performance
- Facilitating Flow
- Assessment

Welcome - Module 1

- What you'll need for the course
- A message from the course director

The Foundations of Flow - Module 2

- Resources
- Flow Theory

HUMAN Performance - Module 3

- Resources
- Bayesian Inferencing
- Dual Cognition
- Embodied Knowledge
- Needs and Motivations

Facilitating Flow - Module 4

- Flow Applications 1
- Flow Applications 2
- Society and Development
- Group and Collective Flow
- Relationships and Flow
- The Flow Model
- Ready – Creating Optimal Challenges
- Ready – The Flow Approach
- Steady – Attune your Attention
- Steady – Build your Blueprint
- Flow – Absorption
- Flow – Effortless-Control

Assessment - Module 5

- Quiz
- Presentation
- 1-to-1 Session



Enrolment Agreement

We are delighted that you are considering course enrolment at the Flow Coaching Federation. In purchasing this course, the following enrolment agreement is activated. Our terms and conditions that shall apply to all our services and quotations are below. You are referred to as the 'Client' in the agreement below.

Prerequisites to participate in our courses

There are no pre-requisite requirements. However, either party may decide the course is not a good fit for the each other.

Online Course Delivery

All online courses will be delivered entirely online.

Course Engagement

Our courses are conducted in English and are designed to be fun, interactive and engaging for our participants. It is therefore an expectation that you participate in course activities, including dialogue with the course instructor and peers, coaching activities, and experiential learning exercises.

Certificate

Proof that you have passed the final exam and/or that you have completed the prescribed number of hours in the program will be issued via certification in electronic format.

Course Enrolment Confirmation

The Flow Coaching Federation reserves the right to check that the training contract, including the consent to use personal data, has been filled in correctly and signed by the Client. Course enrolment should not be considered confirmed until the Flow Coaching Federation has received the signed contract from the Client and until payment has been received in full.

Exam and Certificate

When an exam is required to complete one of our courses, certificates will only be issued to the Client after all certification requirements are met and payment for the whole course has been received in full.

Exam Re-Take and Re-Assessment

There are two assessments during this course. The exam assessment and the Presentation Assessment. If you do not pass the assessments, there will be a USD\$0 re-assessment fee for the exam, and a USD\$195 re-assessment fee for the presentation.



Cancellation and refund

Refunds will not be permitted after the course has commenced. Withdrawal will be at the Client's cost. If the withdrawal is due to the fault of the Flow Coaching Federation, then a refund minus the deposit and a percentage of the course undertaken will occur.

General Payment Policy

All registrations are secured on a first-come, first-served basis. Your registration in a course is dependent upon receipt of funds. We accept payment by credit card, Wise, bank transfer, or PayPal. Please see your invoice for further details.

All payments will be in US or AUS dollars.

Securing Course Position

If you are in a cohort, 20% of the course fee is required to secure your deposit and place in the course. Full payment is due 60 days prior to course commencement.

Postponement or cancellation of scheduled courses by the Flow Coaching Federation

The Flow Coaching Federation reserves the right to cancel or modify the course dates by informing the Client within 5 working days from the beginning of the course. The course may be postponed on two consecutive occasions. On the third postponement, the Client may ask for the transfer of the paid sum for the course to other initiatives/courses. Any other form of compensation for the Client from The Flow Coaching Federation is excluded.

Partial Completion Policy

The Flow Coaching Federation will offer credit for partial completion of a course. The number of hours awarded will depend on the number of hours of curriculum received and completed assignments turned in on time. If you are interested in receiving partial credit for a course in which you are currently or were previously enrolled, please contact crew@flowcentre.org no more than 14 days after the course has ended. Please include details about the course in which you were enrolled, the number of credit hours you are seeking, and any additional relevant information. If approved, you will receive a certificate of credit from The Flow Coaching Federation indicating the number of training hours completed.

Transfer of Credit

If any transfer of credit has been agreed for the Client to move courses, there will be a one-time AU\$695 administrative fee. The credit must be used within 365 days of the credit being issued; if the Flow Coaching Federation is not offering a course within this time, the credit can be used on the next available course.

Illness of Course Trainer/Facilitator

Should the course facilitator fall ill or become unavailable, the course dates and modules will be rescheduled to a future date that suits all parties, either



(a) within 4 weeks or (b) between 4 and 24 weeks, to allow the Client sufficient time to reschedule private events. No refund will be given in the case of a facilitator's sickness.

Privacy and use of personal data

The information communicated by the Client to the Flow Coaching Federation will be used exclusively to meet the objectives required by the courses. It will be used in line with the security and confidentiality measures required by the law relating to the use of personal data. Also see our privacy policy.

Royalties

The courses and related materials are the exclusive property of the Flow Coaching Federation and The Flow Centre Pty Ltd. It is therefore forbidden to make any copy or reproduce the material or distribute to third parties any of the content of the courses, even partially, without prior **written authorisation** from the Coaching Federation and The Flow Centre Pty Ltd.

Complaint/Grievance Policy

The delivery of the courses and the proposals is governed by the law of the country in which the contract has been agreed.

The Flow Coaching Federation seeks to ensure equitable treatment of every person and to attempt to solve any grievances in a timely and fair manner.

Participants have the right to file a grievance regarding presentation or content, facility concerns, or instructor/faculty behaviour.

All grievances will be addressed to the best of our ability to prevent further problems.

A process for filing grievances can be found below:

- A participant should first attempt to resolve the issue directly with the educator/trainer, staff, or participant with whom they have an issue. If participants are not comfortable approaching the individual, they can proceed to step 2.
- If participants are not comfortable approaching the individual with whom they have a grievance or are unable to resolve the issue directly, participants should submit a written grievance to the program manager within 7 days. The program manager will review the problem and talk to the student within 7 days of receiving the complaint. The program manager will work with all parties involved to resolve the issue.
- If a participant does not feel the issue is resolved, a written request for a partial tuition refund for the module they are currently in, prorated to the number of hours that have not been provided. This written request will be sent to the DOT – Director of Training at: crew@flowcentre.org. A response will confirm receipt within 72 hours. If the matter cannot be resolved to the participant's satisfaction, the prorated refund will be credited to the participant within 7 days. All appeal decisions are final.



Please also see additional documents that may be of interest:

[Learning Philosophy Overview](#)

[Ethics, Integrity, Transparency Overview](#)

[Disability-Discrimination-DEIJ Statement and Grievance Procedure](#)



Reading

It is mandatory that you digest one of Csikszentmihalyi's books during the course. We will ask you what books you have read towards the end of the course and may request a short synopsis.

We suggest purchasing three physical books and three audio books so that you can digest this information around your lifestyle.

Compulsory Reading

Norsworthy, C. (2026). *How to Find Flow*. London: Bonnier Books

Required Reading

It is compulsory to read at least one of the books by Mihaly Csikszentmihalyi.

Csikszentmihalyi, M. (1993). *The evolving self: A psychology for the third millennium* (Vol. 5). New York: HarperCollins Publishers.

Csikszentmihalyi, M. (1975). Beyond boredom and anxiety: Experiencing flow in work and play. *San Francisco/Washington/London*.

Csikszentmihalyi, M. (1997). *Finding flow* (Vol. 131). New York: Basic Books.

Csikszentmihalyi, M. (1997). Flow and Creativity. *Namta Journal*, 22(2), 60-97.

Csikszentmihalyi, M. (2004). *Good business: Leadership, flow, and the making of meaning*. Penguin.

Csikszentmihalyi, M. (2014). *Flow and the Foundations of Positive Psychology: The Collected Works of Mihaly Csikszentmihalyi*.

Recommended Reading

Downey, M. (1999). *Effective coaching*. London: Orion Business.

Dweck, C. (2012). *Mindset: Changing the way you think to fulfil your potential*. Hachette UK.

Engeser, S. E. (2012). *Advances in flow research*. Springer Science+ Business Media.

Haan, E. (2008). *Relational coaching: Journeys towards mastering one-to-one learning*. Chichester: John Wiley.

Hayes, S. C. (2019). *A liberated mind: How to pivot toward what matters*. Avery.

Frankl, V. E. (2004). *Man's search for meaning: The classic tribute to hope from the Holocaust*. London: Rider.

Galloway, T. (1997). *The inner game of tennis: the classic guide to the mental side of peak performance*.

Note the above book is available for different domains (i.e., inner game of business, golf etc)

Jackson, S. A., & Csikszentmihalyi, M. (1999). *Flow in sports*. Human Kinetics.



- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change*. Guilford press.
- Nakamura, J., & Csikszentmihalyi, M. (2014). The concept of flow. In *Flow and the foundations of positive psychology* (pp. 239-263). Springer, Dordrecht.
- Peltier, B. (2001). *The psychology of executive coaching: Theory and application*. New York: Brunner-Routledge.
- Rogers, J. (2016). *Coaching Skills: The definitive guide to being a coach*. (4th ed.). Berkshire: McGraw-Hill Education.
- Seligman, M. E. (2003). *Authentic happiness: Using the new positive psychology to realize your potential for deep fulfillment*. London: Nicholas Brealey.
- Seligman, M. E. (2011). *Flourish: A new understanding of happiness and well-being—and how to achieve them*. London: Nicholas Brealey Pub.
- Slingerland, E. G. (2015). *Trying Not to Try: Ancient China, Modern Science, and the Power of Spontaneity*. Broadway Books.
- Starr, J. (2008). *The coaching manual: The definitive guide to the process, principles, and skills of personal coaching*. Harlow, England: Pearson Prentice Hall.
- Stober, D. R., & Grant, A. (2006). *Evidence based coaching handbook: Putting best practices to work for your clients*. Hoboken, N.J: John Wiley & Sons.
- Watts, G., & Morgan, K. (2015). *The Coach's Casebook: Mastering the twelve traits that trap us*. Cheltenham: Inspect & Adapt Ltd.
- Whitmore, J. (2009). *Coaching for performance: GROWing human potential and purpose: the principles and practice of coaching and leadership*. Boston: Nicholas Brealey.**

Other Recommended Books

- Askew, S., & Carnell, E. (2011). *Transformative coaching: A learning theory for practice*. London: Institute of Education, University of London.
- Azmatullah, S. (2014). *The coach's mind manual: Enhancing coaching practice with neuroscience, psychology and mindfulness*. Routledge.
- Bachkirova, T. (2011). *Developmental coaching: Working with the self*. Maidenhead, Berkshire: Open University Press.
- Bachkirova, T., Jackson, P., & Clutterbuck, D. (2011). *Coaching and mentoring supervision: Theory and practice*. Maidenhead: Open University Press.
- Biswas-Diener, R. (2010). *Practicing positive psychology coaching: Assessment, activities, and strategies for success*. Hoboken, NJ: Wiley.
- Blakey, J., & Day, I. (2012). *Challenging coaching: Going beyond traditional coaching to face the facts*. London: Nicholas Brealey Publishing.
- Bloch, S., & Whiteley, P. (2003). *Complete leadership: A practical guide for developing your leadership talents*. Harlow: Pearson Education.
- Bonniwell, I. (2006). *Positive psychology in a nutshell: A balanced introduction to the science of optimal functioning*. London: PWBC.
- Brann, A. (2015). *Neuroscience for coaches: How to use the latest insights for the benefit of your clients*. London: Kogan Page.



- Bresser, F. (2011). Go Deeper: Where do Businesses Stand in the Design and Implementation of Coaching Programmes. *Coaching at Work*, July/Aug, 45-47.
- Brown, P., & Brown, V. (2012). *Neuropsychology for coaches: Understanding the basics*. S.I.: Open University Press.
- Brown, B. (2021). *Atlas of the heart: Mapping meaningful connection and the language of human experience*. Random House
- Buckingham, M., & Coffman, C. (1999). *First, break all the rules: What the world's greatest managers do differently*. New York, NY: Simon & Schuster.
- Campbell, M., & Griffiths, K. (2009). Discovering, Applying and Integrating: The Process of Learning in Coaching. *International Journal Coaching and Mentoring*, 7(2), 16-30.
- Chapman, L. (2010). *Integrated experiential coaching: Becoming an executive coach*. London: Karnac Books.
- Chartered Institute of Personnel and Development (2006). *Learning and development: Annual survey report*. London: CIPD.
- Cialdini, R. B. (2001). *Influence: Science and practice*. Boston, MA: Allyn and Bacon.
- Clutterbuck, D. (2008). Are you a goal junkie? *Training Journal*, May 2008.
- Clutterbuck, D. (2010). Coaching reflection: the liberated coach. *Coaching: An International Journal of Theory, Research and Practice*, 3(1), 73-81.
- Clutterbuck, D., Megginson, D. (2005). *Making coaching work: Creating a coaching culture*. London: Chartered Institute of Personnel and Development.
- Coutu, D., & Kauffman, C. (2009). *Harvard Business Review Research Report: The Realities of Executive Coaching*. Harvard Business School Publishing Corporation.
- Covey, S. R. (1989). *The 7 habits of highly effective people*. New York: Simon & Schuster.
- Curtis, D. F., & Kelly, L. L. (2013). The effect of a quality life coaching intervention on psychological courage and self-determination. *International Journal of Evidence Based Coaching and Mentoring*, 11(1), 21-38.
- David, S. A., Clutterbuck, D., & Megginson, D. (2013). *Beyond goals: Effective strategies for coaching and mentoring*. Farnham, Surrey: Gower Publishing Limited.
- De Haan, E., & Kasozi, A. (2014). *Leadership Shadow: How to Recognise and Avoid Derailment, Hubris and Overdrive*. Kogan Page.
- De Haan, E., Duckworth, A., Birch, D., Hardman, P., & Jones, C. (2010). The holy grail of executive coaching: discovering what really works. *The OCM Coach and Mentor Journal*, 10, 1-2.
- Egan, G. (2002). *The skilled helper: A problem-management and opportunity-development approach to helping*. Pacific Grove, CA: Brooks/Cole Pub. Co.
- Flaherty, J. (1999). *Coaching: Evoking excellence in others*. Boston: Butterworth-Heinemann.
- Frisch, M. H. (2001). The Emerging Role of the Internal Coach. *Consulting Psychology Journal: Practice & Research*, 53(4), 240-250.
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, Nov-Dec 1998.



- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, Mar-Apr 2000.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. London: Little, Brown.
- Greene, J., & Grant, A. (2003). *Solution-focused coaching: Managing people in a complex world*. London: Momentum.
- Hardingham, A., Brearley, M., Moorhouse, A., & Venter, B. (2004). *The coach's coach: Personal development for personal developers*. London: Chartered Institute of Personnel and Development.
- Hawkins, P. (2012). *Creating a coaching culture: Developing a coaching strategy for your organization*. Maidenhead: Open University Press.
- Hay, J. (2007). *Reflective practice and supervision for coaches*. Maidenhead: Open University Press.
- Heron, J. (2001). *Helping the client: A creative practical guide*. London: Sage Publications.
- Honey, P. (2008). Managers (and Prisoners) Always Need Coaches. *The OCM Coach-Mentor Journal*, 8-9.
- Hughes, D. (2012). *How to change absolutely anything*. Harlow: Prentice Hall Life.
- Institute of Leadership & Management. (2011). *Creating a Coaching Culture Survey*. London: Institute of Leadership & Management.
- International Coach Federation (2012). *ICF Global coaching client study*. Lexington, KY: International Coach Federation.
- Keddy, J., & Johnson, C. (2011). *Managing coaching at work: Developing, evaluating and sustaining coaching in organizations*. London: Kogan Page.
- Knights, A., Poppleton, A. (2008). *Developing coaching capability in organisations*. London: Chartered Institute of Personnel and Development.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J: Prentice-Hall.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge*. San Francisco, CA: Jossey Bass.
- Laske, O. (2004). Can Evidence Based Coaching Increase ROI? *International Journal of Evidence Based Coaching and Mentoring*, 2 (2), 41-53.
- Lee, G. (2003). *Leadership coaching: From personal insight to organisational performance*. London: Chartered Institute of Personnel and Development.
- Linley, A. (2008). *Average to A+: Realising strengths in yourself and others*. Coventry, U.K: CAPP Press.
- Machin, S. (2010). The Nature of Internal Coaching Relationships. *International Journal of Evidence Based Coaching and Mentoring*, Special Issue 4, 37-52.
- Matthews, J. (2010). Can Line Managers Ever be Effective Coaches? *Business Leadership Review*, 7(2), 1-10.
- McClelland, D. C., & Burnham, D. H. (2003). Power is the Great Motivator. *Harvard Business Review*, Jan 2003.



- Metcalf, L., & O'Hanlon, W. H. (2006). *The miracle question: Answer it and change your life*. Carmarthen, Wales: Crown House Publishing, Ltd.
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- Oade, A. (2009). *Starting and running a coaching business: The complete guide to setting up and managing a coaching practice*. Oxford: How To Books.
- Ormesher, D. (2012). *The winning behaviours: Generating performance through leadership*. Brighton: Book Guild.
- Palmer, S., & Panchal, S. (2011). *Developmental coaching: Life transitions and generational perspectives*. London: Routledge.
- Passmore, J. (2010). *Leadership coaching: Working with leaders to develop elite performance*. London: Association for Coaching.
- Peters, S. (2011). *The chimp paradox: How our impulses and emotions can determine success and happiness and how we can control them*. London: Vermilion.
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead Books.
- Popovic, N., & Jinks, D. (2014). *Personal consultancy: A model for integrating counselling and coaching*. Routledge.
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- Rogers, J. (2006). *Developing a coaching business*. Maidenhead, England: Open University Press.
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- Stewart, I., & Joines, V. (1987). TA today: A new introduction to transactional analysis. Nottingham: Lifespace Pub.
- Tolle, E. (2008). Practicing the power of now: Essential teachings, meditations, and exercises from The Power of Now. ReadHowYouWant. com.
- Van der Kolk, B. A. (1996). The body keeps score: Approaches to the psychobiology of posttraumatic stress disorder
- Way, M. (2013). Clean approaches for coaches: How to create the conditions for change using clean language and symbolic modelling. Clean Publishing.
- Whitworth, L., Kimsey-House, H., & Sandahl, P. (1998). Co-active coaching: New skills for coaching people toward success in work and life. Palo Alto, Calif: Davies-Black.
- Wildflower, L., & Brennan, D. (2011). The handbook of knowledge-based coaching: From theory to practice. San Francisco, CA: Jossey-Bass.
- Zeus, P., & Skiffington, S. (2002). The coaching at work toolkit: A complete guide to techniques and practices. Sydney: McGraw-Hill.



Bye for now, get excited! We will see you soon.

