

# OUR APPROACH AND METHODS

## HIGH PERFORMANCE LEARNING

### Challenges during training

Research shows that only 15% of participants apply what they learn in training to their daily work, with a positive impact on the organisation. 70% try but fail due to lack of motivation and support, and 15% do not even try to apply what they have learned.

### The Flow response

**At Flow, we have always strived to maximise the transfer of knowledge in our training sessions, so we design learning processes that result in participants being confident and sustainable in using the skills they need to excel and achieve business goals in their everyday lives.**

### High Performance Learning Journey

In order to achieve real behaviour change, we have extended our learning processes in five ways:

- Over time (we made learning a continuous process),
- In space (the process includes learning on the job, social learning and virtual learning)
- In relationships - i.e. in empowerment (we involve managers and colleagues in the learning process)
- Tools and methods (learning aids, e-learning, gamification)
- In terms of business relevance (learning outcomes are linked to specific, measurable KPIs)

Throughout the learning process, participants are given the opportunity to develop and practice skills in increasingly challenging situations. We tailor the process to help you apply the skills in situations that really matter in the workplace.

### The four key elements

In learning processes, real behaviour change is achieved through the four key elements. The first element is to create a commitment to the process, whereby participants reflect on how their own investment will be returned to the organisation and themselves. The second element is the theoretical grounding, where participants learn the theoretical foundations for skills development. The third element is practice during the training, where participants receive continuous feedback from the trainers. Finally, the fourth element is the consolidation of the results achieved, so that the participant has the tools to continue to improve.

### Online learning support tools

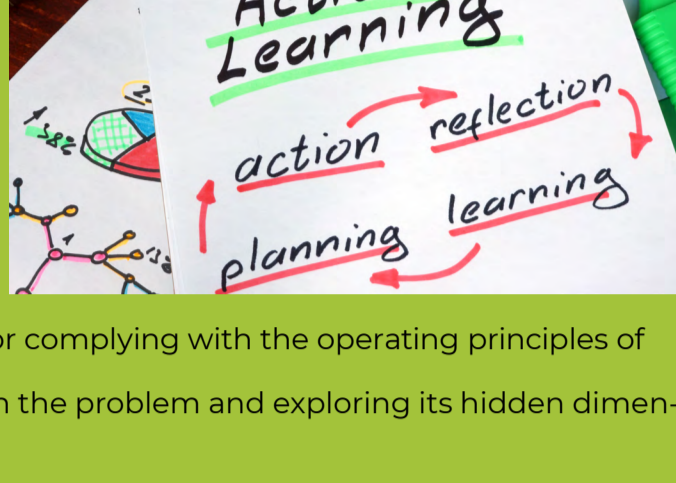
It is said that what gets measured gets done. In our training development programmes, we support with online learning support tools that make new behaviours visible, motivate participants, involve their managers in the process and even make the impact of the training clearly visible.

## ACTION LEARNING

**Developed by Reg Revans in the 1930s, Action Learning became wide spread and is now used as a learning tool by learning groups globally. It explores and solves or contributes to solving real life cases and problems of the member of small groups of 6-8 people. Participants support the topic owner/client concerning a theme that the client attaches high priority to but cannot solve. The client can move the matter forward with concrete actions emanating from the discussions, common thinking and working together.**

Group members take turns at playing the role of the client, while the group acts as a coach and supports the current topic owner with open questions. Questions are not asked to satisfy the questioner's curiosity, they intend to offer new perspectives and views to the topic owner, and at the same time questioners learn as well.

The client brings a specific case or problem from their organisational life that they want to better understand, solve or move forward with. The coaches support and confront the team member playing the role of the client. They use all means to help him/her to reach the goal he/she has set, to define the steps to the solution.



All of the participants are personally responsible for complying with the operating principles of Action Learning, they should:

- participate honestly in becoming familiar with the problem and exploring its hidden dimensions;
- avoid giving or seeking advice;
- ask and answer questions and listen actively;
- perform the actions determined at group sessions between group meetings; and
- give account of the results at the next meeting.

The key role of the facilitator involves creating a secure environment and an atmosphere to promote multiple level learning. The facilitator also ensures that clients receive sufficient support from the group and progress towards the goals they set and the all group members can learn the most out of the process.

## NLP

**Neuro-linguistic programming (NLP) is a brilliant research outcome created in the 1970s. Researchers of the University of California at Santa Cruz wanted to know how it was possible that some of us are successful, rich and healthy while others are poor, sick and unhappy given that we are all born with two cerebral hemispheres, with nerve tracts of identical length and similar physical properties.**

They studied how the most successful people among healers and in business operate. They found similarities shared by all of the people who excelled in their profession. These people could read very rapidly the actual inner conditions of others, could swiftly generate confidence towards themselves, used certain signs to recognize a lie or a fib immediately, could make an impression on partners which rendered them unforgettable, etc. The researchers formulated the gist of these behavioral and communicative similarities and used it to create models and techniques that can be taught and acquired. If practiced systematically, these techniques will internalize and become skills. They called their method Neuro-linguistic Programming.

Our NLP certified consultants at the Flow Group use NLP models and target oriented tools in complex development assignments and most of all during negotiations, trainings and coaching sessions. NLP allows them to elicit the desired behavioral response and inner reactions from people without anyone having to abandon his or her own personality.

As trainer-consultants, we are also committed to NLP, because it helps us provide people with everlasting tools for changing their self-image and hence their lives, for converting desires into goals and for making the desired impression on the world around them. Our New Code games are designed to propel participants into top form, which is a true flow experience and provides lasting performance and health benefits.

Our trainer-consultants at the Flow Group obtained NLP certification at Hungarian and foreign training institutions and continuously improve and recertify their skills.

## APPRECIATIVE INQUIRY

**Appreciative inquiry is a suitable method for finding out what people want to change or, conversely, what they want to preserve at all cost. As a result of applying this method, people become tuned to each other and find friendlier ways of cooperating both in developing the organization and in their daily jobs.**

The starting point is that when people are pleased and motivated, they will solve problems as they arise and there is no need to overburden the manager, the 'central brain'. The procedure essentially involves 'conversation' and inclusion in the search for solutions. This creates the necessary level of positive feeling and motivation.

During the initial stage of the process of appreciative inquiry, people interview each other in pairs using a specific list of questions. Even this interview helps a lot in getting people to approach each other attentively and openly and in creating an open-minded setting. Next, people work in small groups to process those of the responses that were presented in a larger group setting. Obviously, confidential messages will not be disclosed to the public as group members observe the limits. Mutual trust is liberating: if we trust each other, we phrase our messages more freely and even disengage our thinking. Liberal thinking is important because creativity is the most effective tool for solving problems and conflicts at the place of work.

Appreciative inquiry creates the energy you need for change. It integrates ideas about the target, sets directions and motivates people. There is no sense in unleashing energy if you do not want to use it once it is released. That is why we normally recommend appreciative inquiry to companies and managers that wish to put this energy and the ideas for change to good use.

## MOBIUS

**This model describes the process of creative conversation where monologues turn into dialogues. That requires listening actively to and the desire to understand others. When we share monologues in an attempt to learn from each other, we can work and cooperate in a team: that is how dialogue comes about. We can understand each other without actually being in agreement. Dialogues of this nature may occur when an organization transforms or changes, but the duration of component periods may vary extensively.**

The most important point about using the model is to conduct 'progressive conversations', yet it is also interesting to examine what happens when conversations 'move in reverse'. While the former requires special attention and much energy, the latter is easy to recognize: all of us have had our fair share of it...



The conversation consists of six steps:

### 1. Well-being – mutual understanding

This phase serves to start from common ground: discussing what each person has come with, what is on their mind, what they have brought with them, what they have left at home, how they are doing in the process. While in everyday situations we often do this instinctively, in group situations we need to pay special attention. It is sometimes hard to believe, but the time invested in this stage will pay off many times over later on.

### 2. Possibility – recognizing a common ground

The mutual understanding that you create in the well-being stage allows you to notice the possibilities

for taking the matter forward. If you recognize that your view is only one of many potential views, you open up for discovering other possibilities.

### 3. Commitment – choosing goals and values

Recognizing and analyzing possibilities open up new perspectives but you cannot progress towards implementation before everybody commits to the same goals and values. Essentially commitment means that you find your priorities in the subject, can identify with it and that consensus develops on general issues.

### 4. Capability – deciding strategy, resources and skills

Once shared commitment exists, you need to take tally of the strategies, skills and resources needed for implementation. When you are committed to exploiting your possibilities or in other words solving a problem, you automatically notice and see the skills and resources that will lead you to a solution.

### 5. Responsibility – who, what, when

The last step on the disk is about assessment. The role of this stage is to acknowledge what has been accomplished and what is still there to do. Assess the obstacles to performing the tasks you have committed to. This approach is not alien to the spirit of the Mobius Model: there is no change without hiccups, it is important that you clearly see the obstacles and determine the method for handling them.

Source: William Stockton and Marjorie Herdes: The Mobius Model", [www.mobiusmodel.com](http://www.mobiusmodel.com)

## TRANSACTIONAL ANALYSIS

**Developed by Canadian-born US psychotherapist, Eric Berne, transactional analysis (TA) is a separate school of personality theory and therapeutic methodology widely used in organization development and education as it provides us with a practical tool for developing interpersonal communication skills by combining personality theory, which helps us understand human nature and modus operandi, and communication models.**

We readily identify with the basic humanistic assumptions of TA as they create a common platform that connects us: we also believe that every body has the capacity to change, to be spontaneous and autonomous and to experience life as a winner. We encourage the participants of our programs to experience this basic assumption and we also try to shape our lives and our environment accordingly.

TA competent Flow Group consultants use certain models of the system in consulting, training and coaching sessions, for instance in the areas of developing communication skills, assertiveness, conflict and stress management, developing relationship skills, leadership skills, communication in teams and organizational culture. Our consultants and trainers have studied from recognized masters of European and international TA training organizations, such as Sari von Poelje (the Netherlands), Werner Vogelauer, Thomas Weil (Germany), Hans-Georg Hauser (Austria) and John Paar (UK).

## OPEN SPACE

**Open Space is a technology for large group, meetings where the participants themselves develop the agenda based on a title and available time frame. Unusual as it may sound, if effectively means program participants– will only address issues that they are truly interested in and consider important.**

Accordingly, the program starts out by providing all participants with the opportunity to suggest an issue they consider important in connection with the general title. Anything, matters of urgency, their concerns, something they would be pleased to act or take responsibility for or to work at together with the others. All issues are allowed even if they only remotely connect to the general title of the meeting. It is important to formulate a call phrase for each issue in a manner that it sounds interesting and appealing also for other participants.

Once the issues are collected and a location is assigned to discussing them, everyone is free to join the issue and/or group members which and/or who they prefer to work with. This stage of the process is called 'marketplace'. Once everyone has found their place, groups start to work by organizing themselves. They schedule time allotted to work and recess within a pre-determined time frame. Once the work is done, the group prepares a summary of outcomes: results, recommendations and agreements are communicated and made available to all of the participants on a 'bulletin board'. All of the participants meet at the end of each day, every morning and at the end of the meeting to share their experiences and impressions.



Before the meeting is concluded a proceedings document containing each issue is circulated to every participant. Following through processed issues, including setting priorities, merging similar issues and defining plans of specific actions, could be another goal of the meeting.

In contrast with the typical workings of traditional conferences, while working in break out groups the participants of open space meetings experience that it is both possible and fun to

- act responsibly,
- analyze important tasks and goals,
- practice common management,
- respect differences and look upon them as resources,
- develop the plans needed for action, and
- agree on achievable goals and the method of work.

Open Space facilitators shape the framework and the rules of the process and organize ways to share results. They have an important role to play in managing the interconnection of various stages, in the common processing of outcomes and in organizing the definition of priorities and actions.

The synergy created by Open Space motivates people to self-organize and self-control their operations, which will in turn surpass while they do their daily jobs. The effect of Open Space continues in everyday conditions: it influences people's thinking, on the job behavior, corporate management and the formation of opinions.

## GESTALT

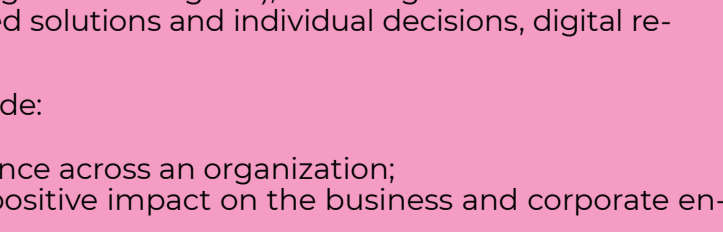
**The Gestalt approach is used extensively in Hungary in therapy, organization development and coaching because of its effectiveness. Originally a school of thought in psychology, Gestalt was established in the 1920s in Germany. After World War II, its schools of therapy for individuals, couples and groups were developed in the United States, along with the Gestalt concept and methodology for organization development.**

The Gestalt approach is based on the commonality that several individuals sharing an experience will have different memories and will emphasize different aspects of the same situation. There are as many realities as many persons; based on available information and past experience you create a shape, a 'reality' which must therefore be subjective. It is our individual, subjective impression of reality that will guide your thoughts and actions, independently of what others conceive as objective reality. That helps you or hinders you from living and performing effectively in an environment that you can hardly change. A Gestalt oriented therapist or consultant will help you as a client recognize the features of your own perception of reality, your potentials and limitations, and open as many doors as possible for you to engage effectively with your environment.

Several consultants of the Flow Group share the Gestalt approach both in supporting organizational change and in personal development for individuals or small groups. The Flow Group is a committed supporter of the Hungarian Gestalt Association.

## FLOW IS GOOD BUSINESS

**Flow is one of the most certain precursors to good management and sustainable business development. The positive correlation between the flow status of corporate stakeholders (employees, managers, clients) and the attitude of a company to generate profits is a proven fact.**



Csikszentmihályi's FLOW IS GOOD BUSINESS™ Blended Learning Solution is a development implemented in cooperation between Professor Mihály Csikszentmihályi, ALEAS Simulations and the Flow Group.

FLIGBY® BLS uses what appear to be contradictory approaches (to achieve personal and organizational goals), including formal and informal learning, direct and online experience, managed solutions and individual decisions, digital resources and job relations.

The major learning points of FLIGBY® BLS include:

- Recognizing individual flow experience;
- Techniques for rolling out the flow experience across an organization;
- Understanding the basics of flow and its positive impact on the business and corporate environment;
- Understanding and acquiring the characteristics of good managers and recognizing them in the organization;
- Active participation in changing corporate culture on the basis of flow;
- Understanding and practicing management and leadership techniques at all levels of the organization;

FLIGBY® BLS intends to develop a personal leadership model to bringing about positive outcomes in organizational functioning, which promises consistency and cheerfulness in organizational culture and secure business profits for internal and external stakeholders.

Flow is good business

Flow in the workplace

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