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Designing the Conceptual Flow Model from Csikszentmihalyi to Gurdjieff: The Mystic Revelations

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Abstract

Flow as propounded by Csikszentmihalyi is an extraordinary phenomenon helping people maintaining all-encompassing performance ability often triggers curiosity of whether that particular phenomenon can be replicated time and again amongst all the humans. Well, the answer can be both a YES and a NO. In order to explore the phenomenon, we will explore the principles or laws of the universe and its functioning as propounded by Gurdjieff and draw assertions from the exploration to design applicable understanding in the nature of flow. The understanding of Gurdjieff was based on his search for the truth and the mysteries present within the mystic schools in the East. Much of the spiritual work is based on this basic premise that life propagates itself and the understanding of this phenomenon is self-evident to be propounded in the basic dogmatic revelations of the individual agenda. The fundamental truth about the expectation and reality dilemma about the performance scenario based on the interaction point of view with human and its capacities along with the environmental stimuli often brings around certain understanding about the capacities and performance ability in a certain environmental setup. This particular transcending phenomena and immersion and evolving in the process of working and making extraordinary revolutions in all the spheres of life has been a constant curious case to be solved and debated with the help of yoga, Zen, science, religion, mysticism, and occult culminating from various forms of old age and new age philosophical dimensions engulfed into the spiritual underpinnings. Transcending above one's own physical boundaries to take into to the cosmic vibrations and inculcate the energy field within one's own boundaries helping them to perform and replicate things in finest creativity levels often motivates to explore these phenomena into further details**.**

Keywords: *Flow**,** creativity level, Skill-Work match, Interaction Model, Law of Gurdjieff*

Introduction

The fundamental truth about the expectation and reality dilemma about the performance scenario based on the interaction point of view with human and its capacities along with the environmental stimuli often brings around certain understanding about the capacities and performance ability in a certain environmental setup. The main focus of performance ability is based on the involvement of an individual in the working flow and the effort to bring around the best within the capacity of the individuals. Total involvement in the process of work and immersion in the nature of work often transcends the spatial and temporal realities and makes people feel and experience the greater cosmic vibrations within the practical realities of life. In order to realize these cosmic vibrations transcending spatial and temporal dimensions of physical attributes, it is important to realize that the Chronicles of humanity helps in the understanding that man has been the Pinnacle of creation on God

and is the image of God Himself. It must be understood in this perspective that the image of God or God per se has several implications and conceptual paradigms which need to be elaborated in the context on which this particular dimension is explored. It is often misunderstood that topics related to God or concepts related to this particular dimension needs to be elaborated and explored in the dimensions of religiosity which is often not the case. The exploration of the spiritual dimension in the realm of God and the functioning of this transcending and cosmic vibration within the energy field of one individual often makes a lucid clarification on the functioning and performance ability of a particular force. As it is evident; that one of the finest creations of nature in a very sophisticated, mechanical and organic setup is a human being. It is elaborated and debated in much of the topics from time immemorial about the powerful performance ability and individual capacity to transcend all physical boundaries and make things look and feel so humble, although it seems to be highly complicated to the normal understanding. The concept often makes one feel and understands that although God has manifested himself in all its creation but the manifestation has reached its ultimate in the capacities and abilities of human being. It is a self-evident truth that the manifestation of God is evident in the human being as a replication of image of God based on the structural dynamics of the universe where this manifestation reveals itself in many ways which need to be understood within the explorative mind and inquisition nature.

The Eternal Quest

The quest for making a meaningful life often motivates individual to go and seek means and ways to incorporate dimensions within the boundaries of life so as to make it happening and note-worthy. However, things don't happen to always go in a way as planned and a lot of disruptions need to be taken care of in the process of growing up. It may sound to be philosophical in its approach, but, the time has its own impact on the life of people and constraints imposed by time and the need to fulfill things in time often imposes a lot of restriction in the way people try to make meaning out of their life. In some of the situations, it so happens that time makes itself available and people get absorbed in the happening of life and it seems that time has stopped flowing. This particular understanding of the exuberant feeling within one's own life makes them much happier and draws a purposeful meaning of the happenings. This particular way of looking into the dimensions of work and the involvement paradigm of an individual in the intricacies of work is identified and demonstrated in the studies by (Csikszentmihalyi, 1975; Csikszentmihalyi, 1990). A proper understanding of the way this particular happening happens in life and the motivating factors behind this particular dimension often throws a lot of understanding in the way situation and environment can be recreated to replicate this purpose time and again. The dimension of flow as identified by Csikszentmihalyi (1975) often makes one wonder about the way this particular temporary feeling makes so much of difference in the way a particular output is derived. Looking at the subjective experiences and the temporal dimension of flow as identified by Nakamura and Csikszentmihalyi (2002) making a personal perception often plays a vital role in determining why certain category of individuals happen to perform and make things excellent time and again (Csikszentmihalyi, 1990; Webster, Trevino, & Ryan, 1993 as cited in Kuo & Ho, 2010). Academicians constitute a large part of the society in determining an impactful dimension in the engagement of them in a profession which makes an impact on the way life takes care of itself and propagates through the teachings and research output of the academicians. A lot of creative perspectives associated with flow dimension often

motivate researchers to take into consideration the impact of flow on certain kind of activities which are supposed to involve a lot of creative pursuit of an individual, namely the activities involving drama, music, and sports for that purpose. The academic pursuit of an individual often encompasses a healthy blend of repetitive work as well as academic creativity involved in the process of delivering, designating and the research dimensions involved in the process of academic involvement of an individual. The creative dimension in the academic behaviour of an individual often motivates to understand what factors are specifically involved in creating these creative stimuli in the academic process which for that sense is understood to be repetitive in nature. At this point of time it is healthy to discuss that the academic involvement of individuals in the present context involves three types of activities namely research, teaching and administrative jobs. These three types of activity involve repetitive measurements and repetitive actions; however, the role of creativity in academic deliberation, collaboration, research thinking as well as creative problem-solving in administrative units often involves a lot of creative stimuli from the environment as well as the individual involved in the process. Thus, it is imperative to understand the creative flow process and the factors making this happen so as to design prospective mythological intervention in the process of problem-solving, designing collaboration and delivering so that things can have their own temporal benefit and prospective utility.

Understanding Flow

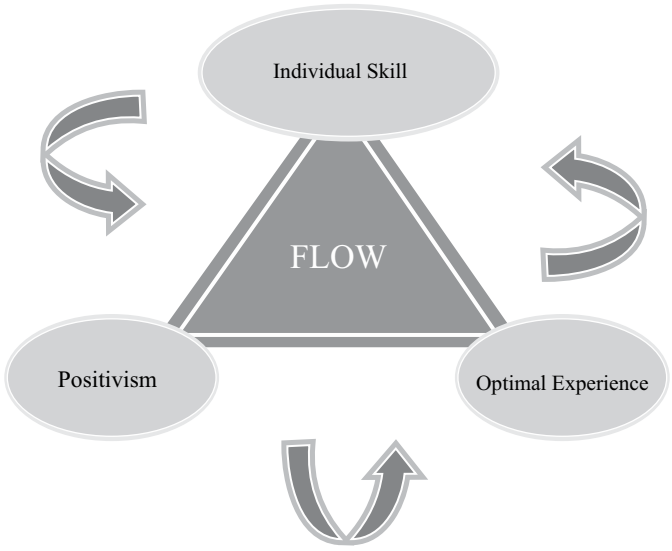
The holistic sensation that individuals often understand and feel so that it makes them totallyinvolved in the process is understood to be the indication of a particular conceptual phenomenon which is designed and coined as a term known as Flow by Csikszentmihalyi (1975). Manageable challenges taking into consideration a lot of series of goals in order to produce a continuous feedback about the existing work and based on the action taken which derives its benefit from the feedback loop is also explained to be an indication of flow (Nakamura and Csikszentmihalyi, 2002). In certain cases merging of actions into an intense and focused consultation of activities involving loss of reflective and sense of control over one's action as well as meaning of life experience in the activity motivated towards intrinsic reward phenomena within the loss of time frame is also understood to be the indicators of flow (Nakamura & Csikszentmihalyi, 2002). Several studies have incorporated the understanding of this flow phenomenon as an optimal experience (Fullagar & Kelloway, 2009), understanding mainly developed in the contextual dimension of positive experience, leisure and intrinsic motivation (Nakamura & Csikszentmihalyi, 2002). In understanding the qualitative dimension of flow it is imperative to take into consideration two dimensions; firstly the interactive dimension between the environment and the person involved in the interaction of the stimuli of the person along with the environment in matching of the skills of particular person along with the challenges imposed by the environment in which the experiential dimension needs to be positively influential in making this flow. The second dimension involves an understanding of the satisfaction, strength, motivation, happiness, positive emotions and creativity dimension involved in the particular activity which is an indication of the flow present in solving that particular activity (Csikszentmihalyi & LeFevre, 1989). It is understood from the discussion that flow is an outcome of an interactive process between the environment-person interaction and the component which are effective in making this outcome of the interaction with the experiences are supposed to be positively influencing the thinking pattern of the individuals in making them feel

happy about the particular interaction process. During the earlier models of understanding this flow it was emphasized to be a balancing act between the skills and challenges (Csikszentmihalyi, 1975), however, during the later years it culminated into nine components as identified by (Csikszentmihalyi, 1990) namely merging of action and awareness, unambiguous feedback, clarity of goals, challenge-skill balance, concentration on the work in hand, loss of self-consciousness, paradox of control, transformation of time and autotelic experience. However, certain essential conditions were identified and listed out by Csikszentmihalyi et al. (2005) involving the stimuli to increase flow, switch influences to the interactive ability of the individual to give shape to particular outcome without much effort the conditions involved setting up of clear goals in order to visualize their goals in a setup by channelizing the attention, presence of feed-forward loop giving a continuous feedback to the system which helps the individual to continuously negotiate with the changing demands of the environment and lastly to set up the balance between the capacity and the opportunity which ultimately helps the individual to get into the state of total involvement and absorption .

Interaction Model

The design of the interaction model of generating Flow assumes the premise that individual skill, optimal experience, and positivism plays an interactive role in ensuring the initiation of flow within the working realm of the individual. The understanding of the Individual skill sets the tone of confidence building in the individual capacity to generate a positive feeling about the work in hand. The positivism with the mental framework of an individual generates a sense of optimal performance paradigm thereby triggering the process of flow initiation which ultimately spills over the working environment. The practical implication of the model assumes a correct assessment about individual capacity on the skill dimension required accomplishing a set of work and the set of positive feeling associated with the Skill-Work match. Skill-Work match and positive feeling generates and triggers the optimal performance paradigm and thus helps in the generation of the flow experience.

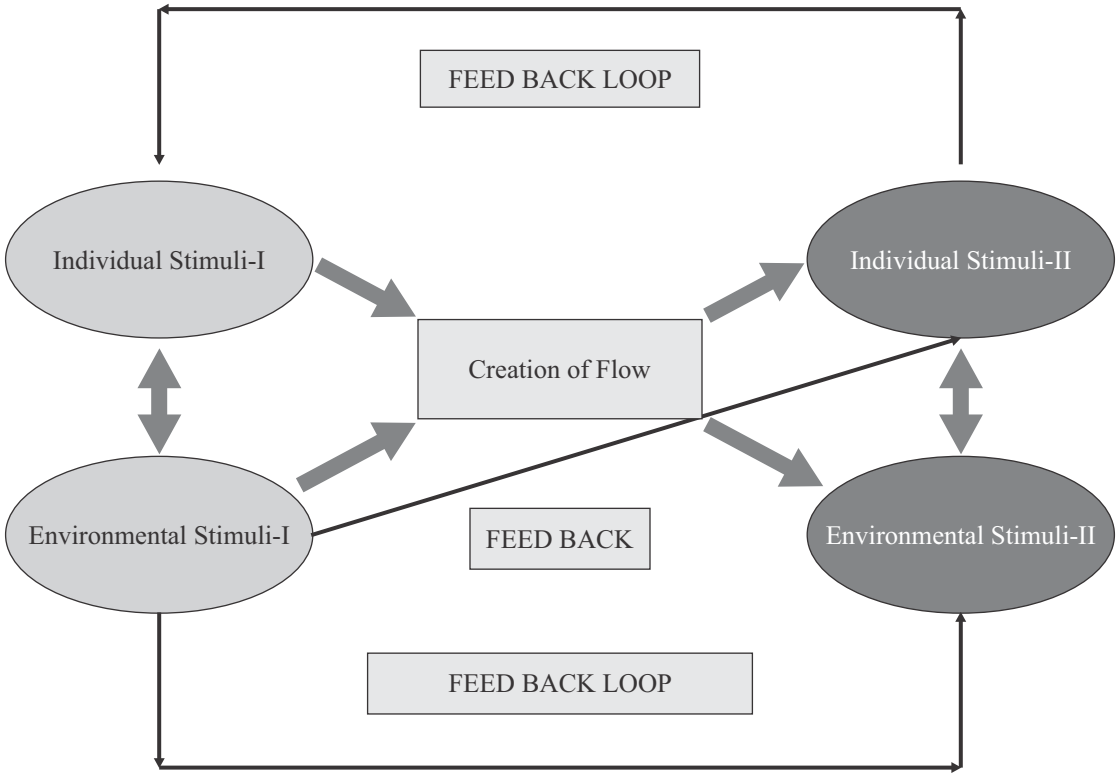
Fig. 1: The Interaction Model



Auto Feed Forward Model

Auto Feed Forward Model assumes the dynamic interaction with the individual stimuli and environment stimuli making an organized effort to increase the extent of flow in the involvement process of the individual in the execution of the work flow in the dynamic environment setup. The starting point of the model focus on the starting of the individual in state zero represented by Individual Stimuli-I and Environmental Stimuli –I where the initial process dynamics of flow initiation take place. This initial process sets state one in action and thus it gives rise to Individual Stimuli-II and Environmental Stimuli –II at a much higher state. The interaction between the individual and environment in the higher state gives rise to a feedback loop which enriches state zero thereby increasing the input level in the state one. This feed-forward model thereby justifies spill over on one flow initiation of an individual in the other realms of the work environment. Once the set of flow is triggered the feed forward ensures that the state of flow keeps on increasing with every new input in the state zero. The initiation ensures that the transcending of one's capacities beyond the spatial and temporal becomes increasing easy with the extent of involvement in the process.

Fig. 2: The Auto Feed Forward Model



Spatial and Temporal Manifestations

Transcending above one's own physical boundaries to take into to the cosmic vibrations and inculcate the energy field within one's own boundaries helping them to perform and replicate things in finest creativity levels often motivates to explore these phenomena into further details. This exploration often makes people come up with certain ideological understanding and philosophical underpinnings which try to simplify this particular performance ability by focusing on the spiritual progression made within the individual's life. This particular phenomenon has been named as immersion in "flow" which makes people understand these seemingly complicated phenomena in a more understandable way. In order to explore this phenomenon called "flow", what we felt is that there needs to be a better exploration of the functioning of the universal laws. If humans have been created by God and the manifestation of God is complete in his finest creation it is important to understand the natural functioning of the universe and the laws applicable to the universe must be applicable to the finest creation of God and also to God Himself. This exploration must start with an understanding that the questions raised by the philosophical and evolved mind centuries back from time immemorial must have been the same transcending phenomena which overcomes the special and temporal limitations.

This particular transcending phenomena and immersion and evolving in the process of working and making extraordinary revolutions in all the spheres of life has been a constant curious case to be solved and debated with the help of yoga, Zen, science, religion, mysticism, and occult culminating from various forms of old age and new age philosophical dimensions engulfed into the spiritual underpinnings. Some of the phenomenon and explanations have made considerable progress in pointing out to this particular process of working of nature and universal laws while others have maintained a sophisticated complexity in the explanation procedure. These explanations at times are found to be contradictory and have missed the main underpinnings for which the particular philosophical discussions were initiated.

George Gurdjieff has devoted much of his life time in search of this particular understanding of the functioning of the forces prevalent within the finest creation of the universe and also tried to explore the hidden truth of the functioning of the universe and human beings. His search was based on exploration around the world and was more interested in nature rather than self-fulfilling prophecy as propagated and propounded to suit certain agenda of the organization. The understanding of Gurdjieff was based on his search for the truth and the mysteries present within the mystic schools in the East. Much of the spiritual work is based on this basic premise that life propagates itself and the understanding of this phenomenon is self-evident to be propounded in the basic dogmatic revelations of the individual agenda. However certain laws of nature are evident in the functioning of the individual and the natural energy forces which may impart a basic tenet on the forces of nature. The basic revelations made in the work of Gurdjieff often makes sense to the point that they can be verified by an inquisitive mind without much complexity on the principles of blind belief.

Flow as an extraordinary phenomenon helping people maintaining all-encompassing performance ability often triggers curiosity of whether that particular phenomenon can be replicated time and again amongst all the humans. Well, the answer can be both a YES and a NO. In order to explore the phenomenon, we will explore the principles or laws of the universe and its functioning as propounded by Gurdjieff and draw assertions from the exploration to design

applicable understanding in the nature of the flow.

According to the Law of Gurdjieff

"The beings of the planet exploded and started to work in order to achieve the sense of consciousness manifesting the divine function of this particular genuine consciousness and for the very purpose of it, is evident as everywhere in the universe they have transubstantiated into themselves what is called as being-obligolnian driving consisting of the following five dimensions.

Among the first striving, it is the understanding and longing to be in the ordinary self-existence mode satisfying everything and which is really necessary for the planetary body, second striving focuses on an unflagging and constant need which is more often instinctive in nature highlighting and accepting to be self-perfection in the sense of being, in the third striving, there is an attempt for fulfilling this trying to understand and know even better and more about the laws concerning World creation and World maintenance, the fourth force of striving often begins with experiencing the load and the debt from our common father which is inherited and there is a longing in order to repay this debt individually as quickly as possible in order to free oneself to progress to the path of enlightenment, and fifth striving is for assisting the most rapid perfections of the other beings both being similar to oneself and as well as those of the other forms up to the degree of sacred "Martfotai" that is up to the degree of self-individuality"

Based on this strivings as pointed out by Gurdjieff the third objective is the most objective in nature and can be propagated throughout the history of mankind and is expected to remain objective throughout. The manifestations of the unit within the man's possibility are governed by the laws of World-creation and World maintenance thus it is very fortunate that we will be able to understand this particular world creation and World maintenance in certain dynamic dimensions of Gurdjieff as propounded in the "Enneagram".

In order to inculcate the understanding of these basic five strivings of human being, we need to explore each of the strivings and bring up a model of execution which may help an individual to understand his own abilities and propound a structural dimension within his own working framework to initiate and trigger the activity of "flow".

The Five Forces FLOW Model: Conceptual Framework

As in the first striving, it is longing of the individual to overcome the ordinary being and satisfy the requirement of the planetary body. If we move further to this discussion, we may also find the resemblance of this particular driving with that of the Maslow's Need Hierarchy model which also talks of fulfilling the very basic needs of the human being including the need for food, shelter and instinctive desire. In order to make things more useful in the dimension of increasing flow of the academic fraternity, it is understood that the basic requirements of objectification of the work in terms of monetary benefits and promotional requirements need to be fulfilled before moving into the higher realms. We call this particular requirement as the fundamental point (FP).

Second striving as propounded by Gurdjieff looks into a sense of the instinctive need to reach self-perfection and manifest oneself into the finest creation. This particular manifestation can be achieved by an academician in the way a particular work is executed with academic work, research work, and (or) teaching work. Meticulous execution of a particular work and total manifestation of one's ability into the work will often help the individual to fulfill the second

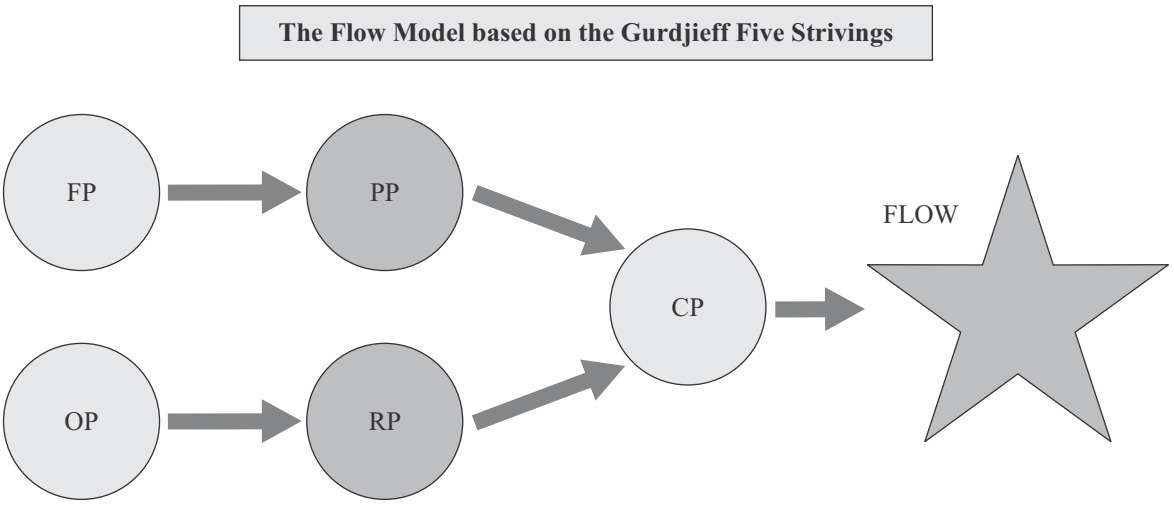
striving and the universal working will overflow within the purposeful involvement of the individual helping them to move deeper into the phenomenon of flow. We call this particular involvement as purposeful point (PP).

Third striving is an atom of an individual to know even more about the laws governing the world creation and its maintenance. This particular striving can be channeled and redirected into the objective understanding of the work in hand and design objective ways and means to overcome the limitations and challenges imposed by the particular work dimension. This objective understanding of the workflow and the objective requirement to overcome challenges will often make individual understand better their problems and thus will help them to innovate and create creative solutions to the problems thereby increasing the chances of involvement in the process triggering further the flow dimension within the mental structure of an individual. We call this objective understanding and simplification of the work and its related problems as the objective point (OP).

As per the fourth striving proposed by Gurdjieff in the functioning of the universe, it is understood that if this particular striving can be manifested in a particular way it may increase the involvement of an individual in the working realm. We use resources and try to manifest our working based on the availability of these resources. The use of resources often makes us consider the resources to be taken for granted and as if we don't have a sense of belongingness in the use of particular resources. As fourth striving continues this particular sense of non belongingness in the resources which we use often take us to the verge where we don't take seriously our own resources that are our own mental and spiritual growth. As fourth striving continues to propagate itself in the functioning of the universal laws and within an individual, this sense of noninvolvement in the use of resources often forces oneself not to recognize and consider it enough to be indebted to what they have received. In order to increase the “flow” in the process of working and overcome the limitations of creative blockage within the mind, it is advisable to be much humble and have a sense of indebted feelings in whatever resources a particular individual is using for his own creative need. We call this particular striving to manifest itself as the resource point (RP).

The last striving in the universal functioning is based on an understanding of self and bringing about the perfection within oneself and amongst other too. This particular striving can manifest itself through understanding that in helping others in designing creative solutions to the problems often helps one to come up with creative solutions to their own problems. This sense of engagement and involvement in the process of working and designing solutions to the problem will often trigger the creative flow and understanding of an individual in order to manifest itself in the most sophisticated and fantastic way where the universe will manifest amongst the working of the individual, where, each and every time there will be creative solutions to problems. We call this particular involvement as the Co-operative point (CP).

Fig. 3: The Five Forces Flow Model



Proposed Framework for Empirical Research in Understanding "Flow"

The variable selected for the study should be based on the understanding of this particular phenomenon as observed by several researchers over a period of time. There is no phenomenon or principal available in the literature which objectively measures the flow dimensions of the individual. Extant literature is full of indications about the particular measurement issues of flow; however, there is no universality in the consideration and acceptance of the indicating features used in measuring flow. The study should draw upon the literature support available to call out certain dimensional indicators of flow to be used in the scenario building and keyword search in the responses generated within the subjects considered for the purpose of the study. The basic methodology of the empirical study should be to match the keywords in the responses with that of the designed key words expressing the particular dimension of measuring flow as identified from the extant literature.

The dimensions of flow measurement

It is understood in the literature that flow is to be a dependent variable on the activity state of an individual. The predictors of flow as identified by Nielsen and Cleal (2010) happens to be firstly at an activity level indicated by problem-solving evaluation and brainstorming and secondly at a work environment level indicated by influence, role clarity and cognitive demands. It is found out that activity involving flow often gets associated with activity level planning and involvement in the process where certain cognitive dynamics demands role clarity and influencing ability predicting the flow at work. In another dimension, flow is understood to be present in more action-oriented individuals. Action oriented individuals determining a particular development of flow is also supported by Baumann and Scheffer (2011). There is a positive relationship between achievement motive of an individual and flow (Baumann and Scheffer, 2011) where it is defined that the intrinsic motivation factor stimulating achievement motive demonstrated by ability and eagerness of seeking and solving difficulties often gets influenced by the flow experience of the individual. Certain researchers have also identified different characteristics of flow demonstrated and characterized by focused attention ability on activity feeling of curiosity, sense of control, intrinsic ability and interest (Trevino and Webster

,1992). In certain studies characteristics of skill and control, focused attention, arousal and challenge, tele-presence and interactivity is also identified to be the expressions of flow (Hoffman and Novak, 1996). Total involvement into the process making life enjoyable having control and concentration building up of intrinsic interest in the activity is measured as a flow based on this certain attributes by Hsu and Lu (2004) in their study. Enjoyment and time distortion as identified by Chen (2006) and incorporated in the studies by Kuo & Ho (2010) often highlights another measurement dimension of flow. Flow theory is understood to be an extension of the flow constructs which is heuristics used in certain areas of research. It is understood to be an emergence of the means of understanding in which technology has impacted the sociality specification of life in the daily happenings of the life. The impact of technology in the human technology interactions (Chen, 2006; Lu, 2009) as well as study of online gaming behaviour (e.g., Wan & Chiou, 2006; Cowley et al, 2008) and learning experiences of an individual in the technological setup (e.g., Liu et al, 2009; Shin, 2006) often helps to extract the earlier applicability and understanding of flow. In the context of higher education, flow is used in the studies by (e.g., Liu et al , 2009; Shin, 2006). However, the focus of the study was on the students and academicians were not a part of the study. Extant literature does not support a lot of applicability of flow theory in understanding its impact on the academic professionals; Beard & Hoy (2010) have studied the impact of flow on the school teachers however, the impact of flow in understanding its impact in the higher education setup is missing.

In the earlier context flow was understood to be a mismatch between the skill challenge framework and was supposed to be a precursor to trigger the process of flow within an individual **(**Csikszentmihalyi and Csikszentmihalyi 1988**)**. However, over a period of time, this skill challenge fit framework formulated by Csikszentmihalyi (1975) was modified and certain other dimensions were also incorporated in the process involving the other stimuli in generating the flow experience within the individuals. It is not only the skill challenge hypothesis which measures the dimensional concept of flow rather certain personality characteristics of the individuals also play an important role in determining the effect of flow and the flow stimuli within the individual. Keller and Blomann (2008) have identified a strong relationship pattern between the locus of control and the likelihood of flow experience happening under conditions of balance incorporating certain behavioral dimensions in constructing the understanding of flow in the process of work. Flow in the workplace has a certain dimensional perspective which needs to be understood in the way it is reflected as an engagement and engaging style in the work-related task as opposed to activities involving leisure (Bakker, 2005; Csikszentmihalyi & LeFevre, 1989; Delle Fave & Massimini, 1988). In the study of music teachers Bakker (2005) have identified the concept of flow to be applicable in the work situation and is defined as an short-term experiences at work which is characterized by the determinants of work enjoyment, absorption and intrinsic work motivation where the absorption is referred to as a total immersion of an individual in the work (Csikszentmihalyi, 1990). It is rather a conceptual understanding of the cognitive ability and the effective outcome of flow experience which is referred to as the experiences of enjoyment of the activity itself giving inherent pleasure and satisfaction in the process of work involvement as an direct indication of flow (Salanova et al 2006) . The absorption ability and the intrinsic motivational aspects of flow leads to a certain leisure activities at home and work where the enjoyment aspects of flow lead to an higher involvement and low exhaustion at work as identified by Demerouti et al (2011) where

enjoyment is related to exhaustion of the work which is affected by the absence of sufficiently longer hours of break between two working days. Certain indicators in the workplace like autonomy, social support, support influencing the matching dimension between challenging skill environment affecting the flow experience is explained in the study of Bakker (2005). Drawing from emotional contagion theory Bakker (2005) the positive emotional setup and enjoyment experiences during the flow experience spread over the individuals influence the dimensional understanding of flow as applicable in the workplace. Salanova et al. (2006) identified personal resources which influence the organizational output and impact certain dimensional feature in the organizational setup to enhance the activity label incorporating the flow dimension in the process of the understanding. In the study of Liao (2006) the heuristic framework has been used in the flow theory framework to understand the learning and teaching experience within the higher education. There is a positive relationship pattern established between the students and research in the music schools of the Netherlands as identified in the study of Bakker (2005). With flow experiences of students and teachers were having a matching relationship and having a mutual interdependence and positive affecting behaviour.

Academic optimism is identified to be one of the characteristic features which influences the flow and is a characteristic dimension of flow stimuli as identified by Beard and Hoy (2010). Optimism related to academic dimension has been divided into two categories which involve academic optimism and dispositional life optimism. The general attitude and outlook of the expectation about the best things in the future involve the effect of dispositional life optimism whereas certain aspects related to very specific activities of teaching and learning relates to academic optimism involving constructs of trust, academic emphasis, and self-efficacy. There was a strong relationship pattern between academic optimism and flow identified in the study by Beard and Hoy (2010).

The setup of the study

The study setting should involve academicians from a top-level Institute of National Importance engaged in different Engineering, Social Science and Management streams to understand the "Flow". Primarily observation method along with semi-structured questions should be employed to understand the responses of the individual, where the responses were allowed to express itself without any obstruction. Responses should be gathered in an informal setting so that the respondents may not become aware and try to be politically correct. The findings can be effectively used to design policy intervention at an individual level to cull out the creative genius from a person.

Method applied in the present study transcription and coding

In order to subjectively understand the implications of flow dimension in the academic setup, certain dimensions should be considered to be represented in the study which are included the parameters discussed below. In order to understand the output in each of the parameters certain selected keywords are framed based on the literature in order to understand the dimensional perspective of the parameters considered under study. Each of the parameters is selected and ordered based on the logical understanding of how a particular creative flow occurs within the working setup of the academician involved in teaching research and administrative work. The parameters selected for the dimensions of flow, the keywords in each of the parameters mapping the dimension and the logical understandings as well as the consequence of the keywords are discussed.

Parameter-I

Initiation of flow:

Keywords

Curiosity, interest, care for abiding values, extrinsic reward and support, intrinsic motivation, feeling oriented, task-oriented, passion, love, sense of wonder, comfort, solace, enjoyment.

Logical understanding and consequences

I. The psychological need is often understood to be expressed in passion, love, autonomy, competence, interest, curiosity, creativity and extensive rewards.

II. Creation of an environmental impact on the initiation of flow is activated by positive and energized working environment full of passion, dispositional optimism, and enjoyment.

III. The sense of belongingness and love for the work often triggers the initiation of flow.

IV. Emotional relatedness to the work and an association level and psychological level often triggers occurrences of flow.

Theory and Author (s)

Self determination theory (Deci and Ryan, 1985; Csikszentmihalyi, 1990; Demerouti et al., 2011; Hsu & Lu, 2004)

Parameter-II

Flow and personality dimensions:

Keywords

Locus of control, compatibility of skill-experience, task demands

Logical understanding and consequences

I. Psychological belongingness and psychological needs often determine and sets the pre conditions of flow.

II. A personality trait has an implication on the psychological attunement of the individual and thus has an impact on the triggering of flow.

III. Locus of control has an impact on the psychological setup as well as personality traits of the individual and thus impacts flow.

Theory and Author (s)

Keller and Blomann (2008)

Parameter-III

Spillover effect:

Keywords

Uncertainty, problem solving, conclusion, anticipation, emotion cycle

Logical understanding and consequences

I. Initiation of flow at one task often leads to spillover effect on the subsequent task and can lead to a continuous and a steady state of flow over a period of time.

II. The sense of flow in one task often leads to its continuation in the subsequent task and thus has a persistent effect on the creative level of the individual.

Theory and Author (s)

Author's own proposal

Parameter-IV

Orientation of time:

Keywords

Time boundedness, optimizing, prioritizing, structuring of the task, cognitive spontaneity, time management, time constraint

Logical understanding and consequences

I. A logical understanding of time constraint often leads to the generation of flow or hindrance of flow and creative level within individuals.

II. Failure of time management in certain cases often leads to chaos within the mind of the individual and thus hinders the process of creative flow.

III. Experiences and its impact in the openness of an individual lead to flow state due to induction of optimum stimulus level and spontaneity at the cognitive level.

Theory and Author (s)

Woszczynski et al., 2002; Hattrup et al., 2005; Keller & Blomann, 2008; Roberts et al., 2005; and Csikszentmihalyi et al., 2005)

Parameter-V

Environment interaction challenges:

Keywords

Administrative task, bad experience, red-tapism, internal politics, jealousy, task-related, skill related

Logical understanding and consequences

I. Negative environmental interaction and inputs may often challenge the experience of flow.

II. Perceive task challenges and skill challenges often lead to generation or hindrances of flow within the working environment.

III. Positive environmental impact and favorable interaction outcome may lead to a larger flow experience.

Theory and Author (s)

Engeser and Rheinberg (2008)

Conclusion

The fundamental truth about the expectation and reality dilemma about the performance scenario based on the interaction point of view with human and its capacities along with the environmental stimuli often brings around certain understanding about the capacities and performance ability in a certain environmental setup. This particular transcending phenomena and immersion and evolving in the process of working and making extraordinary revolutions in all the spheres of life. A particular striving can be channeled and redirected into the objective understanding of the work in hand and design objective ways and means to overcome the limitations and challenges imposed by the particular work dimension. The objective understanding of the workflow and the objective requirement to overcome challenges will often make individual understand better their problems and thus will help them to innovate and create creative solutions to the problems thereby increasing the chances of involvement in the process triggering further the flow dimension within the mental structure of an individual. Flow as an extraordinary phenomenon helping people

maintaining all-encompassing performance ability often triggers curiosity of whether that particular phenomenon can be replicated time and again amongst all the humans. The positivism with the mental framework of an individual generates a sense of optimal performance paradigm thereby triggering the process of flow initiation which ultimately spills over the working environment. The practical implication of the model assumes a correct assessment about individual capacity on the skill dimension required accomplishing a set of work and the set of positive feeling associated with the Skill-Work match. The feed forward model propounded thereby justifies spill over on one flow initiation of an individual in the other realms of the work environment. Once the set of flow is triggered the feed forward ensures that the state of flow keeps on increasing with every new input in the state zero. The initiation ensures that the transcending of one's capacities beyond the spatial and temporal becomes increasing easy with the extent of involvement in the process.

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