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FLOW OPS

A military operational training program designed to induce Flow.

INTRODUCTION

AXIS 1 — INDIVIDUAL FLOW

1. Physical Grounding
2. Action Readiness
3. Concentration & Mindfulness
4. Drill & Mastery

AXE 2 — PHYSIOLOGICAL SUPPORT FOR FLOW

1. Sleep
2. Recovery
3. Adaptive Stress
4. Coping & Appraisal
5. Hormetic Exposure
6. Energy Management

DEPLOYABLE WITHIN EXISTING TRAINING

FLOW-FIRST REGULATION — Enter Flow. Let Flow Regulate.

OPERATION-READY STATE OF CONSCIOUSNESS

FOR ALL PERSONNEL

FLOW TRIGGER SYSTEM

AXIS 3 — MENTAL SUPPORT FOR FLOW

1. Professional Ethos
2. Mental Health Support
3. Cognitive Regulation
4. Flow-Oriented Mindset
5. Cognitive Warfare Readiness
6. Learning Culture

AXIS 4 — COLLECTIVE FLOW

1. Leadership
2. Followership
3. Team Cohesion
4. Relational Climate

METHOD

ADDIE

Training program design followed the ADDIE instructional design framework.

>50	>20	>300
ARMY ENTITIES CONSULTED	OFFICIAL DOCUMENTS REVIEWED	STUDIES MOBILIZED

SCIENTIFIC DOMAINS INVOLVED

- Positive Psychology
- Psychoanalysis
- Neuroscience — attention, brain synchrony, autonomic nervous system
- Ethics
- Management & Leadership
- Biomedical Sciences
- Pedagogy
- Philosophy



Ex ante validation through a Delphi cycle.
Iterative expert consensus to ensure relevance, rigor, and applicability.



120 STRUCTURED ROUTINES

to induce an operation-ready state of consciousness, individually and collectively.

RESULTS

PEDAGOGICAL ELEMENTS OF THE PROGRAM

Pragmatic. Adaptive. Operational.

1. PEER-TO-PEER LEARNING
Challenge-based pairing
Training is primarily conducted in pairs through mutual challenge, but it can also be practiced individually or in groups like sport training.

2. BOLT-IN OR ADD-IN
Flexible integration
Exercises can be added to existing training or used as the structuring backbone of the entire learning pathway.

3. TIME-NEUTRAL INTEGRATION
No extra training time
The program does not require more time than traditional curricula and can be integrated into all training formats.

4. NO EMPTY SPACE
Everything becomes training
There is no empty space in the pedagogy, because every context and every moment can become a training situation.

5. REALITY-BASED LEARNING
Mission-like restitution
Learning is assessed through performance in serious-game situations designed to reflect the target operational environment.

6. DECENTRALIZED TRANSMISSION
Every trained member can teach
As with weapons handling, any trained and validated member can transmit the method to others.

Scalable, transferable, and compatible with operational training.

TRAINING PROGRAM STRUCTURE

Organization of exercises, educational architecture, and progression by training time, rank and responsibilities

ROEGIERS' INTEGRATION PEDAGOGY

1. Guided Learning
2. Autonomy Learning
3. Integration Situation
4. Transfer & Regulation

Competency-oriented progression

APPLIES TO AXIS 1 – INDIVIDUAL FLOW

APPLIES TO AXIS 2 – PHYSIOLOGICAL SUPPORT FOR FLOW

REVISED BLOOM'S TAXONOMY

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

Cognitive progression

APPLIES TO AXIS 3 – MENTAL SUPPORT FOR FLOW

APPLIES TO AXIS 4 – COLLECTIVE FLOW

PROGRESSION BY TRAINING TIME, RANK AND RESPONSIBILITIES

1	2	3	4	5	6
Reservists	Enlisted Soldier	Corporal	Sergeant	Lieutenant	Colonel
OR - 1	OR - 2	OR - 3	OR - 5	OR – 7 /OF - 1	OF - 2/5

2 weeks to acquire foundations and 8 weeks to become deployable.

DISCUSSION

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DISCUSSIONS

- Complex Pedagogical Framework
- Awaiting Scientific Results
- The Dark Side of Flow
- Ex Ante Validation
- Deployment Within Existing Training

EXPECTED BENEFITS

- Rapid Dissemination
- Practitioner Adherence
- Optimal Performance
- Resilience
- Stable Flow Induction

1 WORK COMPLETED

Training program design

2 WORK IN PROGRESS

- Defining the neurological mechanistic model of Flow
- Deployment of the training program and evaluation of its effects

3 CONTACT



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4 CONFLICT OF INTEREST / AFFILIATION DISCLOSURE

- Author is an active-duty military officer.
- This training program and the related research are conducted under mandate from the LCF (Laboratoire du Combat Futur) within the CCF (Commandement du Combat Futur).
- Academic work was conducted at Université Toulouse III – Paul Sabatier.

No personal financial conflict of interest declared.