Creative Environments

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Nobel Awards 1901 - 2004
Patent applications per 100,000 inhabitants

1999 - 2005

with regard to the place of residence of the innovator

Source: Lahres M. (2007)
Data: Mannheimer Unternehmenspanel, ZEW,
Factors contributing to Creativity

![Diagram showing factors contributing to creativity]

The Spatiality of Creativity

- Creativity is **not an innate attribute** of a single individual, no matter how intelligent and talented that person might be.
- The **environment** is an important constituent of creativity.
- Creative individuals are raised, trained and embedded in particular milieus;
- Creative individuals are attracted by certain places
  - where they can develop their abilities and ideas,
  - where they have the opportunities to interact with other knowledgeable agents,
  - where they receive the necessary support, the desirable inspirations and challenges
  - where they dispose of the necessary resources
- Creative persons are likely to be **more sensitive to environmental stimuli** than are less creative individuals.
Milieu Spatial context

1

2

Positive impact

Negative impact

talented individuals

group dynamics

leadership

international networks

organisational structures

manpower

infrastructure

resources

legislation

talented individuals

group dynamics

leadership

international networks

organisational structures

manpower

infrastructure

resources

legislation
Spatial macro-scale

- spatial division of labor
- uneven economic development
- spatial concentration of knowledge and power
- path-dependencies caused by the longevity of infrastructure
- migration of highly skilled labour force

• spatial pre-sorting of work places
  - for the highly and lowly skilled work force,
  - for top-level decision makers, experts, scientists, artists and other potentially creative individuals
• **Scientific domains** and **epistemic centers** decide what has to be regarded as a creative product, art or useful technology.

• **Different environments**, **contexts** or **action-settings** react differently to creative ideas.

• In some places creative ideas are recognized, fostered and implemented very early, in others they are delayed or rejected.
Relations between environment and creativity

- A spatial context or environment is *not a predictor* or factor of influence in a correlational sense
- It is a *potential* that will be used by some agents and disregarded by others
- decisive is the interplay between various factors, the effects of their mutual modifications

macro-phenomenon of the so called spatial context

metaphor of the seedbed
Action settings

- consistent and organized **people-environment interaction** regularly occurring at a certain location that is intentionally designed for a specific purpose (e.g. church)

- Action settings have a **clearly defined function** which is maintained and organized by certain material settings, **programs** and **rules** that structure behavior and define certain kinds of actions as inappropriate.

- The expectations put forward through the rules and value system of an action setting can induce self-censorship of group members in that individuals evaluate their own texts, artifacts and actions through the eyes of their audience, supervisors, critics or journal editors.
Different stages in the creative process need different environments

Stage 1: Preparation
Stage 2: Incubation
Stage 3: Insight
Stage 4: Evaluation
Stage 5: Elaboration & verification

degree of stimulation: solitude
face-to-face contacts, networks
field independence
organizational support, resources
attention, publicity

Creative scientists and artist are very proficient in alternating between proximity and distance or between solitude and publicity.

proximity to experienced, knowledgeable and challenging people in order to get inspiration, ideas, motivation and emotional support

distance and solitude in order to evade strict paradigms and to elaborate their yet poorly conceived ideas or products without being interfered by early critique
Spatial structures, environment, context

Organization

Work group

Individual person, innate capabilities, intrinsic motivation, personal traits

learning processes
Thank you for your attention