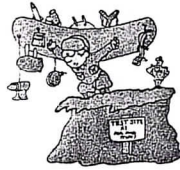


The Creative Process



1. **Preparation**, feelings of unrest, something is not right
2. **Exploring**, wondering, researching, observing, reading, ...
3. **Incubation**, pulling back, putting it on the back burner
4. **Eureka!** The flash of "I've got it!" A Possibility
5. Experimenting to turn the Eureka into Reality
6. The prototype, the model
7. The Eureka becomes Reality
8. The Action Plan to Implement the Eureka! The **PO!** (DeBono)

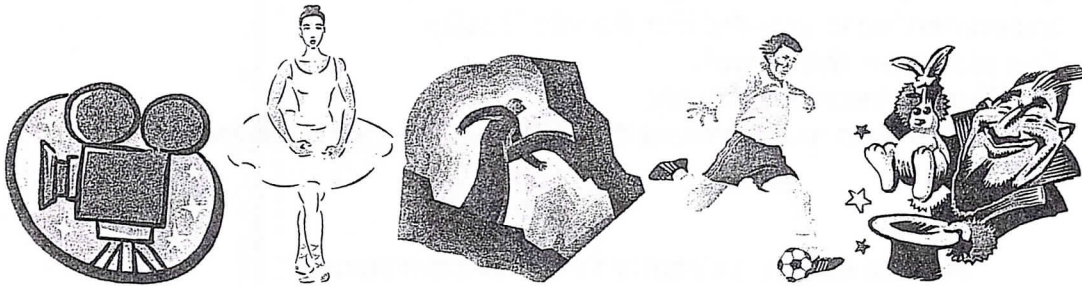
How to Enhance Creativity ... the Environment

- Provide a private place for creative work to be done.
- Provide materials (e.g. musical instruments, sketch books).
- Encourage and display the child's creative work and avoid overly evaluating it.
- Do your own creative work and let the child see you.
- Value the creative work of others.
- Avoid emphasizing sex-role stereotypes.
- Provide private lessons and special classes.
- If hardship comes into your life, use the hardship positively, to encourage the child to express him/herself through metaphor.
- Emphasize that talent is only a small part of creative production and that discipline and practice are important.
- Allow the child to be "odd"; avoid emphasizing socialization at the expense of creative expression.
- Interact with the child with kind humor

Inhibitors to Creativity

- Evaluation
- General and routine praise for easy tasks
- Reward
- Competition
- Need for success, limiting risk taking or pursuit of the unknown
- Conformity to peer group and social pressures
- Discouragement of exploration, using imagination, inquiry
- Sex role stereotyping
- Differentiation between work and play (e.g. learning is hard work)
- Adherence to "readiness" viewpoint for learning
- Authoritarianism
- Disrespect for fantasy, daydreaming

Characteristics of Creative Individuals



- Self-disciplined, independent, often antiauthoritarian
- Zany sense of humor
- Able to resist group pressure, a strategy developed early
- More adaptable
- More adventurous
- Greater tolerance for ambiguity and discomfort
- Little tolerance for boredom
- Preference for complexity, asymmetry, open-endedness
- High in divergent thinking ability
- High in memory, good attention to detail
- Broad knowledge background
- Needs extended period of think time
- Needs supportive climate, sensitive to environment
- Needs recognition
- Need the opportunity to share
- High aesthetic values, good aesthetic judgment
- Lack of stereotypical male, female identification