The purpose of the study was to evaluate business students’ perceptions about their personal, everyday creativity based on associated variables i.e., creative identity, creative self-efficacy and creative mindset theories and to examine the influence of infusing creativity training in their freshmen seminar course.

**PURPOSE OF STUDY**

1. How do Thunderbird undergraduate students define creativity? What are specific reasons that inhibited or motivated them to practice their creativity?
2. What are their perceptions about their own creative mindset, creative identity, and creative self-efficacy?
3. How and to what extent did participating in creativity workshops influence Thunderbird students’ perceptions of their creative identity, creative self-efficacy, and creative mindsets?

**THEORETICAL FRAMEWORKS**

- **Workshop**: 1, 2, 3 +
- **Post-test**: Sept
- **Retrospective Pre-test**: Oct
- **Semi-structured Interviews**: Oct
- **Identity Theory (Burke)**
- **Mindset Theory (Dweck)**
- **Self-efficacy (Bandura)**

**CONTEXT**

Thunderbird School of Global Management @ Arizona State University (West Campus)

**RESULTS**

- Post- & Retrospective Pre-test Survey: Reliability Analysis
- Post- & Retrospective Pre-test Survey MANOVA/ANOVA Test
- Post Workshop Survey Q1: Descriptive Statistics
- 1:1 Interviews
- Student Reflection Essays
- Post Workshop Survey Q2-4: Open-ended Responses

Research results suggested that students gained an increased understanding in the importance of
- adopting a growth mindset
- designating “creative” as a top identity in any domain
- building confidence in their creative endeavors.

Also, creativity training is beneficial as a crucial, complimentary, and iterative form of study in an academic setting for students to get to know themselves better and to prioritize their creative performance.