

Understanding Creativity Through Self- Reflection

ED 4850

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After completing the creativity and personality assessments in Classes 2 and 3, I found many of the results exceptionally accurate and reflective of both my personal experiences and creative identity. My creativity assessment placed me in the “very creative” category with a score of 65, while my personality assessment identified me as an ENFJ-T “Protagonist.” Many of the findings related to empathy, communication, emotional intuition, and self-reflection strongly aligned with how I perceive myself as both a creative person and an emerging educator.

However, some results also highlighted personal challenges, including “perfectionism, sensitivity to criticism, unrealistic expectations, and difficulty maintaining boundaries,” which rang true to me as well. Generally, these assessments renewed my desire to reflect more critically on my strengths, limitations, and the kind of creative person and teacher I aspire to become.

One of the findings that resonated with me most was the emphasis on emotional intuition, connection, and encouragement of others. The personality assessment described strengths such as “Building Genuine Connections,” “Encouraging Growth,” “Effective Communication,” and “Motivating Mentor.” These descriptions strongly align with how I approach creativity and relationships in my everyday life. Much of my creative work focuses on helping others feel seen, valued, and understood. Whether I am writing poetry, developing educational resources, creating stories, or working on community-centred projects, I often approach creativity from an emotional and human-centred perspective.

These findings are also closely connected to the article *"Enhancing Creativity with M.U.S.I.C.,"* which argues that creativity is not simply artistic talent but rather the interaction of motivation, imagination, skill, courage, and uncommon commitment. The article highlights how

creativity involves emotional engagement, persistence, risk-taking, and the ability to form meaningful connections between concepts. I perceive many of these characteristics in myself, specifically in imagination, motivation, and emotional connection. The creativity assessment's focus on curiosity, abstraction, connection, and perspective-taking also aligns with the article's discussion of imagination and divergent thinking, in which creative individuals generate meaning by connecting ideas and viewing situations from multiple perspectives.

The M.U.S.I.C. article helped me better understand this tension between creativity and vulnerability. One of the elements discussed in the article is courage, which the author describes as essential for creativity because creativity requires risk-taking, resilience, and the willingness to share ideas despite fear of criticism or failure. This concept stood out to me because I often find creativity emotionally vulnerable. Although I enjoy creating and sharing meaningful work, I sometimes struggle with self-doubt and perfectionism. The article reinforced the idea that creativity is not about perfection but about persistence, experimentation, and the courage to keep creating despite uncertainty.

At the same time, not every aspect of the assessments was fully aligned with how I perceive myself. For example, while the personality test identified me as highly extroverted, I do not always experience creativity solely through social interaction. Much of my creativity develops through solitude, reflection, writing, and emotional processing. Although I care deeply about relationships and collaboration, I also require quiet spaces to think deeply and recharge creatively. This reminded me that personality and creativity assessments cannot fully capture the complexity of human experiences because creativity is shaped by environment, confidence, emotional experiences, and opportunities for self-expression.

As I continue to grow creatively and personally, I hope to develop several qualities further. I aspire to become more resilient, balanced, courageous, adaptable, and self-compassionate. While the assessments highlighted strengths in empathy and emotional openness, they also revealed how easily idealism and perfectionism can lead to burnout or self-doubt. Because of this, I hope to strengthen my ability to maintain healthy boundaries, trust my creative voice, and realistically accept limitations. I also want to continue developing the courage to take creative risks without fearing criticism or failure.

One important realization I gained from both the assessments and the M.U.S.I.C. article is that creativity extends far beyond artistic ability. Creativity also involves problem-solving, emotional expression, flexibility, persistence, leadership, imagination, and communication. This helped me better understand why I am naturally drawn toward teaching, storytelling, mentorship, and community-focused work. Creativity, for me, is not simply about producing ideas or artwork; it is about creating meaning, fostering connection, and positively impacting others.

Cooperatively, these assessments and readings provided a meaningful opportunity for self-reflection and personal insight. While no personality or creativity test can perfectly define a person, many of the findings genuinely resonated with my experiences, strengths, and challenges. More importantly, the assessments and research encouraged me to think critically about the type of creative leader and educator I want to become. As I continue growing both personally and professionally, I hope to use my creativity, empathy, imagination, and communication skills to positively impact others while also learning the importance of balance, self-compassion, and personal well-being.

References

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