

The research aims to deal with: 1. Interdependently thinking among distinguished students. 2. Organizational creativity of distinguished students. 3. Differences in Interdependently thinking among distinguished students according to the gender variables (males and females). 4. Differences in organizational creativity of distinguished students according to the gender variables (males and females). 5. The relationship between Interdependently thinking and organizational creativity among distinguished students. 6. Differences in the relationship between Interdependently thinking and organizational creativity according to the gender variable (males and females). 7. The extent by which the Interdependently thinking contributes to the organizational creativity in the research samples. To achieve the aims of the thesis, the researcher adopts the Interdependently thinking model by Hamoud (2014) which consists of (31) points. The researcher also adopts the preparation of the measure of organizational creativity according to the theory of Harvey and Mill (1970). The measurement consists of (71) points, it is divided into five areas: problem solving, decision – making, risk – taking, encouraging creativity, and susceptibility to change. The research is conducted on a sample of (359) students for both males and females. It is divided into (195) males and (164) females of students distinguished. The research sample is selected randomly from the outstanding B schools in Thi – Qar province. The points are analyzed logically and statistically to calculate their discriminatory ability and their validity coefficients. The researcher verifies the apparent validity and construction validity of the Interdependently thinking test and the organizational creativity measurement, and the calculating the stability of the Interdependently thinking test by using (the Keurd – Richardson equation '20'), and organizational creativity by (Fakronbach equation), as well the method of re – testing for both Interdependently thinking and organizational creativity. To verify the research procedures and results, the following statistical methods are used: one – sample t-test, the Pearson correlation coefficient, Chi<sup>2</sup>square (Ka2), and the z-test, the t-test for two independent samples, the simple regression coefficient, and the multiple regression coefficient. The researcher achieves the following results: 1. Distinguished students possess high levels of Interdependently thinking. 2. Distinguished students have high levels of organizational creativity. 3. There is not any difference in Interdependently thinking according the gender variable. 4. There is a difference in organizational creativity according to the gender variable and in favour of females. 5. There is a correlation between Interdependently thinking and organizational creativity. 6. There is no statistically difference between Interdependently thinking and organizational creativity according to the gender variable at the level of significance (05,0