Chapter at a Glance

In Chapter 2 we introduced the Creative Problem Solving (CPS) model. The purpose of this chapter is to provide an overview of some basic thinking skills that support the CPS process and to examine why leaders need them. Because thinking is influenced by emotions, we will also examine some related affective skills that support the thinking skills. The chapters that immediately follow (Chapters 5 through 11) contain elaborated procedures associated with each of the seven Thinking Skills Model steps and the leadership connections to each.
CREATIVE THINKING SKILLS FOR LEADERS

In Chapter 1 we argued that leadership effectiveness hinges on a person’s ability to use creative problem-solving skills to resolve ill-defined, novel, complex problems. What, then, are these creative problem-solving skills? Because problem solving is a mental process, one could reasonably conclude that leaders must possess certain thinking skills to be effective, and especially thinking skills that foster creativity. We have described Creative Problem Solving: The Thinking Skills Model as a cognitive model because its function is to improve people’s thought processes so that they are better able to resolve predicaments or pursue opportunities that bring about productive change. We suggest that using CPS in the context of leadership can enhance the kinds of thinking skills leaders need to resolve complex problems.

COMPLEX THINKING FOR COMPLEX PROBLEMS: THE CREATIVE PROBLEM SOLVING MODEL AS A MACRO PROCESS

Before we describe the thinking skills associated with CPS, let’s take a look at a general definition of thinking. According to Ruggiero (1998), thinking is “any mental activity that helps formulate or solve a problem, make a decision, or fulfill a desire to understand. It is a searching for answers, or reaching for meaning” (p. 2). Ruggiero also noted that thinking is a purposeful mental activity over which we exert control. He suggested that we engage in thinking when we actively direct the movements of our mind.

Much has been written about the specific kinds of skills that constitute thinking; there seems to be agreement that the skills associated with thinking can be organized according to their complexity. Bloom’s taxonomy was one of the first structured models for sorting thinking skills (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). Others have grouped thinking skills into two sets: basic and complex thinking processes. According to Presseisen (2001), the main distinction between basic and complex thinking processes is the transition from “simple to more complex operations, from observable to abstract dimensions, and from an emphasis on working with known materials toward an emphasis on creating or inventing new, previously unknown approaches or materials” (p. 48). People who intend to lead creative change clearly engage in such complex thinking processes.

The relationship between complex thinking processes and the complex problems that leaders frequently face is further reinforced
when one examines specific complex thinking processes. Cohen (1971) and Presseisen (2001) described four specific complex thinking processes: **problem solving** (resolve a known difficulty), **decision making** (choose the best alternative), **critical thinking** (understand particular meaning), and **creative thinking** (create novel or aesthetic ideas or products). Leadership requires all four of these processes. Although CPS focuses on nurturing creative thinking in problem solving, it also involves decision making and critical thinking. Thus, we make the case that CPS operates as a macro process for thinking. We suggest that as a macro process, specific thinking skills can be sufficiently identified within the framework of the CPS model to provide rubrics that guide people in knowing and choosing kinds of thinking that will help them operate more effectively. In operational terms, there are a number of discrete thinking skills people use when they engage in the CPS process, and these thinking skills vary from one step of the process to another. The nature, purpose, and operation of each of the seven steps in CPS are fundamentally different. Therefore, there are different basic thinking skills in each step, although, as noted earlier, divergent and convergent thinking are used across all steps.

Compare this to how a computer operates. It is designed so that many functions can be directed and carried out. The software programs stored on your computer are used to carry out different operations. Some software is used for word processing, some for analyzing numerical data, others for searching for information, and so on. The nature and purpose of the software programs vary, but they all run on the same operating system. Similarly, the CPS framework is a macro system that organizes complex thinking to carry out different operations. When these steps are put together into their natural sequence, CPS can support your thinking from an analysis of the current conditions (Assessing the Situation) to the development of an action plan designed to introduce change (Formulating a Plan).

Table 3.1 presents some basic thinking skills associated with the seven steps of the CPS process that were identified when we examined the nature and purpose of each of the CPS steps and matched skills to our working definitions (Puccio et al., 2005). Barbero-Switalski (2003) tested the proposed thinking skills through an analysis of the literature and feedback received via a focus group of CPS experts. She used this information to modify the set of thinking skills and their definitions. The final definitions were based on a number of literature sources (i.e., Costa, 2001; González, 2002; Isaksen, Dorval, & Treffinger, 1994; Marzano et al., 1988; Morrisey, 1996; Sternberg, 1985). For other thinking skills related to creativity and CPS, see Puccio and Murdock (2001).
### Table 3.1  Some Key Cognitive Thinking Skills Associated With CPS

<table>
<thead>
<tr>
<th>Step</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessing the Situation</strong></td>
<td>To describe and identify relevant data, and to determine next process step</td>
</tr>
<tr>
<td><strong>Exploring the Vision</strong></td>
<td>To develop a vision of a desired outcome</td>
</tr>
<tr>
<td><strong>Formulating Challenges</strong></td>
<td>To identify the gaps that must be closed to achieve the desired outcome</td>
</tr>
<tr>
<td><strong>Exploring Ideas</strong></td>
<td>To generate novel ideas that address important challenges</td>
</tr>
<tr>
<td><strong>Formulating Solutions</strong></td>
<td>To move from ideas to solutions</td>
</tr>
<tr>
<td><strong>Exploring Acceptance</strong></td>
<td>To increase the likelihood of success</td>
</tr>
<tr>
<td><strong>Formulating a Plan</strong></td>
<td>To develop an implementation plan</td>
</tr>
</tbody>
</table>

**Diagnostic Thinking**
Making a careful examination of a situation, describing the nature of a problem, and making decisions about appropriate process steps to be taken

**Visionary Thinking**
Articulating a vivid image of what you desire to create

**Strategic Thinking**
Identifying the critical issues that must be addressed and pathways needed to move towards the desired future

**Idealional Thinking**
Producing original mental images and thoughts that respond to important challenges

**Evaluative Thinking**
Assessing the reasonableness and quality of ideas in order to develop workable solutions

**Contextual Thinking**
Understanding the interrelated conditions and circumstances that will support or hinder success

**Tactical Thinking**
Devising a plan that includes specific and measurable steps for attaining a desired end and methods for monitoring its effectiveness

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Goleman (1998) has maintained that “the act of innovation is both cognitive and emotional. Coming up with a creative insight is a cognitive act—but realizing its value, nurturing it and following through calls on emotional competencies such as self-confidence, initiative, persistence, and the ability to persuade” (p. 100). Creativity, or the production of change, is a result of both thinking and emotion; it is a matter of both the head and the heart. To create positive change, you must marry clear thinking with such emotional states as courage, risk taking, and tolerance for ambiguity. Although CPS may be perceived as primarily a cognitive process, deliberate creativity does not result exclusively from a thought process. To do this ignores the direct effect that affective states, such as motivation and passion, have on your ability to create (Amabile, 1987; Torrance, 1983). Recent research supports the importance of emotions in learning (Goleman et al., 2002).

Consider how strong emotions, such as anxiety, love, hate, and anger, influence thinking—both in positive and negative ways. Therefore, just as we described the thinking skills associated with each step of the CPS process, we are also presenting some affective skills in Table 3.2 that support the main thinking skill associated with each step.

By **affective** we mean the ways “in which we deal with attitudinal and emotional aspects of learning, including feelings, appreciation, enthusiasm, motivations, attitudes, and values” (Butler, 2002, p. 3). Examples of behaviors that are observable when people engage affectively are found in Krathwol, Bloom, and Masia’s (1964) descriptors of receiving (being aware, willing to hear, selectively attentive), responding (actively participating, attending to the topic), valuing (the worth of something as evidenced by a person’s acceptance and commitment), organizing values (comparing, relating, synthesizing the worth of things to resolve discrepancies and create a unique value system), and internalizing values (exhibiting a value system that controls behavior in a pervasive, consistent, characteristic manner). We also use the word “skills” to refer both to thinking and affect because they are necessary for effective performance within each step and can be developed through practice. We are not making a case here that these skills are discrete to each step with no overlap—there are many cognitive and affective skills involved even in small tasks. We are instead making the case that some categories of thinking skills are more basic to the function of some CPS steps than to others, and that these thinking skills are enhanced through some specific affective dispositions.

In addition to affective skills that are commensurate with the function of each step, there are several that are essential to effective functioning across the entire CPS process. Without the attitudes of **openness to novelty** (being able to entertain ideas that at first seem outlandish and
risky), **tolerance for ambiguity** (being able to deal with uncertainty and to avoid leaping to conclusions), and **tolerance for complexity** (being able to stay open and persevere without being overwhelmed by large amounts of information, interrelated and complex issues, and competing perspectives) you will not be successful in using the CPS process. Perhaps you recognize the impact of these three attitudes on creative thinking in such phrases as “This will never work”; “What a silly idea”; “Keep it simple—if you can’t put it on one page, don’t bother me”; and “I want the answer, and I want it NOW!” Getting beyond this initial negative level of reacting is critical because it influences your readiness to engage in the CPS process.

**A CLOSER LOOK AT THE COGNITIVE AND AFFECTIVE SKILLS IN CREATIVE PROBLEM SOLVING**

Let’s take a quick look at the steps in the Thinking Skills Model of CPS to see how the cognitive and affective skills operate within each step.

**Assessing the Situation: Diagnostic Thinking**

The heart of the CPS process, and the step that initiates it, is **Assessing the Situation**. Assessing the Situation is called the executive step because it requires an ability to stand above the process to determine whether CPS is appropriate given the circumstances, and if so, where to begin in the process. This requires metacognition—the ability to think about your thinking. An ability to stand above process allows you to observe and direct it. This view from the top is critical in CPS because it is directed by the needs of the task, not by a lock-step approach in which steps must be sequentially followed.

Just as a doctor diagnoses a patient before prescribing treatment, so a user of CPS must first determine what is going on and what process actions are needed. As a friend of ours likes to say, “Prescription without diagnosis is malpractice.” The same is true of effective use of CPS. Often people fall into the trap of thinking that the best response to every situation to is to generate ideas, to employ brainstorming or other idea production techniques. This wastes time if you already have what you need to move on. When using CPS, you start by considering both the content of the challenge and the process steps that might best fit the situation. Thus, you always begin by gathering data and then determining the next step in the CPS process from which you can most benefit.
Table 3.2  Some Key Affective Skills that Support CPS

<table>
<thead>
<tr>
<th>Step</th>
<th>Purpose</th>
<th>Affective Skills</th>
<th>Formulating Challenges</th>
<th>Exploring Ideas</th>
<th>Formulating Solutions</th>
<th>Exploring Acceptance</th>
<th>Formulating a Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing the Situation (Executive step)</td>
<td>1. To describe and identify relevant data</td>
<td>Curiosity</td>
<td>To develop a vision of</td>
<td>To identify the gaps that must be closed to achieve the desired outcome</td>
<td>To generate novel ideas that address important challenges</td>
<td>To move from ideas to solutions</td>
<td>To increase the likelihood of success</td>
</tr>
<tr>
<td></td>
<td>2. To determine next process step</td>
<td>Dreaming</td>
<td>So imagine as possible your desires and hopes</td>
<td>Sensing Gaps</td>
<td>Playfulness</td>
<td>Avoiding Pre-mature Closure Resisting the urge to push for a decision</td>
<td>Sensitivity to Environment The degree to which people are aware of their physical and psychological surroundings</td>
</tr>
</tbody>
</table>

Affective Skills that Underlie All Steps of CPS

**Openness to Novelty:** Ability to entertain ideas that at first seem outlandish and risky.

**Tolerance for Ambiguity:** To be able to deal with uncertainty and to avoid leaping to conclusions.

**Tolerance for Complexity:** Ability to stay open and persevere without being overwhelmed by large amounts of information, interrelated and complex issues, and competing perspectives.

The basic cognitive skill that underlies Assessing the Situation is an ability to use Diagnostic Thinking. In CPS this is a twofold skill. The first part involves making a careful examination of a situation, describing the nature of the problem. You might ask yourself, “Why do I want to work on this? Who is involved? How soon do I need to act on the situation? What have I tried before? What’s stopping me from taking action?” This extensive understanding of the situation then leads to the second aspect of Diagnostic Thinking, which is the ability to use this information to make decisions about appropriate process steps to be taken.

A key affective skill underlying Diagnostic Thinking is curiosity—a desire to learn or know or inquisitiveness. A curious attitude is an affective skill that motivates people to look deeper into situations for underlying causes or to identify hidden opportunities. Without the interest that curiosity stimulates, it is unlikely that you will be motivated to put energy into deliberate thinking, and yet this first step of engagement is essential to tackling problems. Do you like puzzles—crossword puzzles, jigsaw puzzles, or manipulative games? Do you look at machines or electronic devices and wonder what makes them work? Do you look at people and wonder what makes them “tick”—why do they think and act as they do? Then your curiosity is at work and your readiness to problem solve is just waiting to be tapped.

Exploring the Vision: Visionary Thinking

Having a vision—looking at how things might be instead of how they currently are, or seeing things in different ways—often is identified as a key aspect of leadership (Bennis & Nanus, 1985; Goleman et al., 2002; Kotter, 1996; Kouzes & Posner, 1995). Because it is concerned with establishing a direction for the future, the step of Exploring the Vision in CPS requires the cognitive skill Visionary Thinking—articulating a vivid image of what you desire to create.

The basic question that this step addresses is “Where do I want to go?” In CPS, Visionary Thinking helps you to imagine these future possibilities and then to describe a lively and concrete picture of what direction you want to take to make them happen. The clearer you can think through what you want your vision to contain, the easier it is to keep it in mind over time and to move toward it with energy. There is an old saying, “If you don’t know where you are going, any road will take you there.” Exploring the Vision in CPS is about getting more specific about what you want so that you can focus energy on achieving that outcome rather than waste time by going down blind alleys. As Kouzes and Posner (1995) stated, “All enterprises or projects, big or
small, begin in the mind's eye; they begin with imagination and with the belief that what's merely an image can one day be made real” (p. 93). The goal that you identify during this step might be years away, such as introducing a new product successfully to market, or more immediate, such as increasing the performance of a team. Whatever the time line is for the goal, the formulation of how you see the end result guides all thinking that is to follow.

A key affective skill that supports Visionary Thinking is **dreaming**. By dreaming we mean **the ability to imagine as possible your desires and hopes**. Dreaming helps you to be unconstrained in constructing your future. As Henry David Thoreau noted, “If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imaged, he will meet with success unexpected in common hours.” To imagine, to wish, and to envision that which does not exist in a current, concrete form heightens your awareness of favorable circumstances that you might be able to create in the future. As a result of dreaming, you expand your horizon of possibilities and enlarge your reality well beyond what you might normally consider.

**Formulating Challenges: Strategic Thinking**

An important basic cognitive thinking skill that makes Formulating Challenges in CPS work is **strategic thinking**—identifying the critical issues that must be addressed and pathways that are needed to move toward the desired future. Engaging in this step answers the key question, “What do I need to consider to get to my goal?”

In CPS, strategic thinking involves the generation and selection of challenges that require creative thought—those for which there are no predetermined solutions—and the formulation of these challenges into statements that invite imaginative thought. As a result of strategic thinking, you open up more directions and consider a broader range of choices. As a leader, you use Strategic Thinking in CPS to deliberately identify the challenges that stand between you and your goal and then to frame them into challenge statements that become springboards for idea generation.

An important affective skill that supports Strategic Thinking is awareness of the barriers that separate you from your goal. We refer to this as **sensing a gap**—being consciously aware of discrepancies between what currently exists and what is desired or required. This skill is about how you receive and process tacit information. Goleman et. al. (2002) discuss tacit knowing that relies on intuition as being “the smart guess.” They comment that “the smart guess matters now more than
ever to leaders because they face such a deluge of data—often with no clear map of what the future portends” (p. 42). They cite Richard Fairbank, CEO of Capital One, who said,

Finding a visionary strategy you believe as a leader is a very intuitive thing. There are things a leader can’t predict using data. How do you know what you will need to have in three years? You’ve got to start developing now or you won’t have it when you need it. (p. 42)

One way to develop your ability to sense gaps is to become more aware of your intuition, your hunches, and your “gut feelings.” For example, do you recall the last time you had one of those “nagging feelings” that something was just not right about a decision you or someone else made? Or the last time that you tacitly “knew” you were on the right track, even though there was no immediate, concrete evidence to support it? What did you do about either of these? Ignore them? Sleep on them and look at them again? Act on your hunch? How did you recognize this feeling? Regardless of what you did, you needed first to recognize that “something” was missing or “something” positive was there that was not apparent at first. Developing awareness of gaps helps you to uncover possible obstacles that could impede progress or blindside you later; it helps you to uncover the unknown rather than focus on the obvious. People who are not sensitive to gaps or discrepancies will find themselves tripping over unexpected hurdles as they move toward their goals.

Exploring Ideas: Ideational Thinking

The purpose of Exploring Ideas in CPS is to identify tentative solutions for the challenges that inhibit progress towards the vision. If the main question for the previous step was “What do I need to consider to get to my goal?” then for this step it is “What are my options?” In Exploring Ideas you use imaginative thought to address the most significant challenges before you. Your hope is that ideas with potential can be transformed into solutions that will close the gap between your present situation and the desired vision. The main thinking skill employed in this step is Ideational Thinking, which is the ability to produce original mental images and thoughts that respond to important challenges. A person who is adept at Ideational Thinking can easily generate many, original, and varied ideas.
A key affective skill that complements Ideational Thinking is **playfulness**. By playfulness we mean *freely toying with ideas*. Do you have anything on your desk to “toy” with while you talk or work? A playful attitude releases inhibitions and allows you the freedom to explore new or different ideas or angles. Games, toys, and interesting manipulative objects are not just for kids, and neither is a playful attitude. These kinds of things promote divergence in thought and allow you to look at a situation with a fresh and unique perspective. For example, employees at the design firm IDEO are well-known for their freewheeling and playful activities at work, including lots of brainstorming and the generation of wild ideas that are waiting to be tamed into sellable products (To learn more about IDEO, see the Case Studies.)

**Formulating Solutions: Evaluative Thinking**

Alfred North Whitehead, an English mathematician, pointed out that “we think in generalities; we live in detail.” He could just as easily have been describing what happens in **Formulating Solutions**, the purpose of which is to transform the potential idea or ideas into workable solutions that resolve the challenge(s) identified earlier. The question that is answered through this step is “Which options will work best?” The main thinking skill that enables you to determine this is **Evaluative Thinking**. When you use Evaluative Thinking in CPS, you closely scrutinize the merits of an idea, and those ideas that seem most feasible are refined into solutions. Strengths and weaknesses of the broad ideas are examined, weaknesses are overcome, and ideas are developed into solutions that have greater depth.

The research and development function within organizations provides an analogy to the relationship between the Exploring Ideas and Formulating the Solution steps. Research is the activity that often generates new product concepts; development efforts transform these initial concepts into marketable products and services. Good Evaluative Thinking prevents ideas that are not well-formed or are half-baked from going public.

A key affective skill that supports Evaluative Thinking is to **avoid premature closure**—resisting the urge to push for a decision. In CPS, you intentionally entertain novel approaches to problems, which requires you to consider ideas that at first seem outlandish and risky. Often people reject ideas simply because they have not heard them before. By resisting closure for a time, you give wild ideas a chance to survive
and, perhaps after closer inspection, an opportunity to be refined into a solution that becomes revolutionary. Think of all the “wild” things that are now taken for granted that would not have come into existence if premature closure had been able to snuff them out completely—give up your cell phones, take off your digital watch, forget the e-mail, and don’t even think about flying anywhere, let alone to the moon.

Exploring Acceptance: Contextual Thinking

If you already know what you want to do, you will need to turn attention toward how to ensure success in the larger social context. The purpose of the Exploring Acceptance step in CPS is to examine factors that will help or hinder successful implementation of a change you have identified. The main question you want to answer here is “What are the things around me that will help or hinder how this solution is understood and accepted?” Many inventions that exist today were initially resisted—airplanes, automobiles, and talking movies were not immediately embraced with welcoming arms. As George Seldes, an American journalist, noted, “all great ideas are controversial, or have been at one time.”

Effective work in the Exploring Acceptance step is dependent, in part, on your ability to engage in Contextual Thinking, which is an understanding of the interrelated conditions and circumstances that will support or hinder success. It is here, in particular, in the CPS process that leadership begins to “go public.” You are no longer working inside your head—visioning, strategizing, ideating. Now you need to think about the impact of your solutions on a world where other people’s ideas, opinions, and understanding of the situation may be very different from your own. Contextual thinking requires careful and deliberate consideration of your surroundings. For example, have you ever gone to a sports event and sat in an area where you were surrounded by fans of your opponent? Under those circumstances, would it be a good idea to boo the referee loudly if a call went against your team? If you are thinking contextually, you might decide this was a bad idea. In Contextual Thinking, you want to notice who, what, when, where, why, and how pockets of assistance and resistance can be identified and used.

Contextual Thinking is enhanced by the affective skill of sensitivity to one’s environment. Sensitivity to one’s environment means the degree to which people are aware of their physical and psychological surroundings. Contextual thinking begins with this affective skill, and sometimes your awareness of what is around you is all there is between you and a disaster. Sensitivity to your environment will help
you to both hear and be heard by others so that you can identify areas of assistance and resistance and put them forward for a final examination before you have to implement. Is the timing good or bad to introduce a solution on Friday afternoon at 5 o’clock or as your boss is on her way out the door to go to a meeting? Is the solution complex or simple—how much time will you need to help others understand? Are there policies or cultural norms that might help or hinder the way your solution is presented? From whom should you get support first? Who is on your side? Who has the most to gain by your solution? The most to lose? Your ability to understand your interactions with others and to leverage the impact you have on them will be crucial in actually getting your solutions adopted.

Formulating a Plan: Tactical Thinking

In the final CPS process step, Formulating a Plan, you identify specific actions that you will take to ensure successful implementation of your solution. The main question to ask yourself here is “What concrete things do I have to do to make this happen?” These actions are then organized into an implementation plan by both time (short, intermediate, and long term) and person (who is responsible for doing what by when?).

Because Formulating a Plan is the most concrete of all the process steps, the overarching cognitive thinking skill that makes this step successful is Tactical Thinking. By Tactical Thinking we mean devising a plan that includes specific and measurable steps for attaining a desired end and methods for monitoring its effectiveness.

A key affective skill influencing how successful you are in implementing your plan is tolerance for risks. Tolerance for risks means not allowing yourself to be shaken or unnerved by the possibility of failure or setbacks. Increasing your tolerance for risk is about (1) giving yourself permission to fail; and (2) managing your emotions when you do. When you reach the implementation step, you will be testing your commitment to the solution because it will be subjected to the views, opinions, and values of others, some of whom may not see its value in the same ways that you do.

Creativity researcher E. Paul Torrance (1971) commented, “You need courage to be creative. Just as soon as you have a new idea, you are in a minority of one. And being in a minority of one is uncomfortable—it takes courage” (p. 8). Developing this skill gives people the fortitude to pursue new ideas, which are often full of risks. One way to do this is to build up your emotional stamina for withstanding criticism by starting
with small, low-risk actions. Deliberately decide on something simple that is a risk for you and just do it—eat a new food, go up to a stranger and say hello, say what is on your mind in a kind way instead of avoiding the issue. Afterwards monitor how you felt when you took the risk and what it would take to stretch a bit more next time. In classes and training, we often introduce the idea of giving yourself and others a mistake quota—a set number of, say, 20 a day. The idea of the activity is that to be successful at risk taking, you must meet your quota. If, when the day ends, you are under quota, then keep trying—you need to make a few more mistakes to successfully reach your goal. If you are over the quota before the day is over, then celebrate your success and raise your quota by another 10 mistakes.

APPLYING WHAT YOU’VE LEARNED

Winston Churchill once said, “Empires of the future are empires of the mind.” In this chapter, we have proposed that creative thinking is a building block for developing this unique empire, and CPS can be an organizing system for the deliberate use and practice of many of the thinking skills that can enhance leadership abilities. Try the activities below to further understand and practice the concepts in this chapter. You will have additional opportunities to develop these skills in depth in Chapters 5 through 11.

- Think of a leadership task you successfully completed. What were some of the skills you needed? List them. What were some of the skills you wish you had possessed but didn’t? Relate these skills to those discussed in this chapter.
- Identify a current personal or professional situation for which you might use Diagnostic Thinking, Visionary Thinking, Strategic Thinking, Ideational Thinking, Evaluative Thinking, Contextual Thinking, or Tactical Thinking.
- For three days, observe and monitor how effectively you use the affective skills listed in this chapter. Which are your strong ones? Which could you improve?
- When watching your favorite TV show or movie, see if you can identify the kinds of thinking that are used to solve problems.