



BUILDING YOUR THINKING POWER, PART II:
THE POWER OF IDEAS

Workbook



**WHERE LEADERS
ARE MADE**

Success
COMMUNICATION
Series



Workbook

Success Communication Series

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BUILDING YOUR THINKING POWER, PART II: THE POWER OF IDEAS

This is your workbook for helping you improve your “Power of Ideas.” The exercises here all correspond to the lesson activities to be presented by your session leader. This workbook is yours to keep, so use it for your own personal benefit.

As you listen to the leader present each of the topics in turn, use the margins of your workbook to make notes about what you hear. Write down any key points, important concepts, and useful ideas you discover. Make a conscious effort to remember them and make them part of your everyday thinking process.

When your session leader asks you to do so, work the exercises in the workbook.

You can benefit most from the workshop in the following ways.

1. Pay close attention to the session leader’s directions.
2. Take an active part in the discussions and activities.
3. Do not monopolize the discussion, or take too much of the group’s time on any one specific point. Help the session leader keep the session moving and on track.
4. Respect the ideas and viewpoints of others, and encourage them to take part fully.
5. Stretch your mind and learn as much as you can. Remember that you are the one who is really in charge of your learning process.

DIVERGENT THINKING

For each of the statements below there are two replies from which to choose—one a relatively divergent reply and one a relatively convergent reply. When the group leader asks you to proceed, put a check mark beside the divergent reply under each of the statements.

1. **“I’d like to improve my education.”**

- A. “Well, there are many possibilities, aren’t there?”
- B. “I suggest you sign up for a community college course.”

2. **“Let’s discuss the scheduling problem.”**

- A. “I’ve already got it solved.”
- B. “What are the factors involved?”

3. **“Do you have any money?”**

- A. “Yes, but not very much.”
- B. “Why do you want to know?”

4. **“What kinds of products should we be developing?”**

- A. “To answer that question, we have to think about marketing strategy.”
- B. “Let’s stick to computer-related products.”

5. **“I’d like to get to know you better.”**

- A. “What would you like to know?”
- B. “Let’s talk.”

DEVELOPING YOUR IMAGINATION

You will be asked to answer the question given to you by the presenter. The form of the question will be: "How would your life be affected if...?" He or she will give you the specific situation.

The question:

Individual responses:

Group responses:

OPTION THINKING

Each of these questions will be assigned to a group. When the group leader asks you to proceed, discuss each of the following assigned problem statements with your group, and make a list of the primary options that occur to you for solving them.

Problem 1

How can we make sure that our meetings start and end on time?

Problem 2

How can we motivate every member of our club to achieve a CC?

Problem 3

What can we do to ensure that every member works hard at preparing speech assignments?

Problem 4

What things can we do as a group to ensure that speech evaluations are truly helpful to members?

Problem 5

How can we encourage our members to accomplish a CL?

OPPORTUNITY THINKING

When the group leader asks you to proceed, get together with your discussion group and produce a “bug list,” i.e. a list of problems or situations that annoy and irritate people, and that might present opportunities for marketable products. Use the following situations and categories to help your thinking process.

What are things or situations that annoy and irritate people:

Around the house

In the garage

In the living room

In the kitchen

In the bedroom

In the bathroom

About their clothes

About their health and physical conditions

About their jobs

About travelling

About communicating

About having a good time

About saving money

CREATIVE GUESSWORK

When the group leader asks you to proceed, write at least three hypotheses that could account for each of the following situations:

Situation 1

A person in our club gives speeches about ultra-conservative causes. Why?

Situation 2

One in every four units of our company's products has to be returned because of poor quality. Why?

Situation 3

You come home one day to find a huge shipment of dog food has been delivered to your doorstep. Why?

MENTAL CALISTHENICS

When the group leader asks you to proceed, please write down as many alternative uses as you can for the first item listed below. Follow the leader's instructions for the remainder of the items.

1. A paper clip

2. A brick

3. A ball-point pen

CREATING COMBINATIONS

When the group leader asks you to proceed, get together with your discussion group and use the two lists of random words below to make as many forced choice combinations as you can that could lead to consumer products, the more unusual the better.

Column A

pencil
theater
rubber
window
ice cream
candy
book
dog
blanket
shoes
egg
television
credit card
bicycle
cup

Column B

run
key
safety
party
button
magazine
collect
vacation
computer
write
jewelry
sing
exercise
leather
play





BRAINSTORMING

When the group leader asks you to proceed, write in the space below as many solutions as you can think of for the problem he or she will announce.



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