



## Mindset Trek Syllabus

### Developing Personal Innovativeness

The goal of Mindset Trek is to develop and strengthen students' innovativeness, or their ability to create new value. Value for themselves as innovators and entrepreneurs; for their employers; for their communities; for all of us. This happens in two ways. 1) Students gain an understanding of how innovation works, the fundamental similarities shared by all types of innovation. These principles apply regardless of the specific context, challenge, or opportunity. And 2) Mindset Trek explains the cognitive capabilities and behaviors that innovation requires, and how to develop them.

### Who is Mindset Trek for?

Mindset Trek is for anyone who wants to make the world better. It is appropriate for strengthening the innovativeness of entrepreneurs, engineers and scientists, as well as those involved in new product development, research & development and social change—anywhere the goal is to create new value. It is relevant to students in any discipline who want to strengthen their capacity to create, adapt, be resourceful, make astute observations, identify and pursue new opportunities, learn from experience, gain insight and make discoveries.

### Learning Outcomes

Upon completion of Mindset Trek elearning, students will

- 1) Understand the nature of mindset, and why it's such a powerful influence on their ability to innovate successfully and create new value, including launching new ventures
- 2) Have a clear sense of their own mindset, how it may support or hinder their ability to innovate, and what shifts they can make to enhance their innovativeness
- 3) Understand how innovation works and be able to recognize and apply the *Innovation Cycle* to any innovation challenge or venture
- 4) Gain a deeper understanding of how and why innovation tools like design thinking and lean startup work, and how to use them most effectively
- 5) Be able to recognize the *Status Quo Cycle* and understand how it undermines innovation
- 6) Have a personal strategy for developing their innovativeness and the Habits of an Innovator

### Pacing and Structure

Mindset Trek is can be delivered in multiple ways:

- 1) **Self-paced learning**  
Each module or "Trail" typically takes 15-20 minutes to complete. They can be completed separately or grouped at whatever pace someone chooses.
- 2) **Asynchronous learning**  
An instructor or coach is free to have students complete Mindset Trek at whatever pace fits best with the larger curriculum and objectives. Each student maintains an account that they can access at any time.
- 3) **Blended learning**



Optional instructor-led exercises can be delivered in a traditional classroom or online, to further illustrate key concepts, provide engaging student experiences, and link the material to other innovation-related content, tools and processes.

### **IM Assessment**

Mindset Trek elearning incorporates the Innovator Mindset® assessment, to provide students with detailed personalized feedback on their current mindset and guidance on how to enhance it. They then have an opportunity to retake the assessment to gauge their progress in making appropriate shifts. Innovator Mindset® is based on rigorous psychometric research. It has been validated and applied with groups that include scientists, engineers, product developers, IT professionals, executives, entrepreneurs, and many other diverse roles and professions in a wide range of sectors, including for-profit, non-profit and government.

### **Shifting Mindset**

Mindset is a term that gets used a lot, often without a clear definition. Innovator Mindset is based on the concept of mindset as developed and extensively researched by Stanford Educational Psychologist Carol Dweck. She defines mindset as our “implicit theories.” It is our theories about how the world works, but they are implicit because we so often hold them subconsciously. So, they are frequently unexamined. These hidden assumptions can profoundly impact how we understand things, what we value and how we behave.

Mindset Trek uses the Innovator Mindset® assessment to reveal students’ mindset to them. So those unconscious assumptions become conscious choices. This gives students control over their mindset and the ability to reshape it in whatever way they choose—a powerful strategy for personal development. That self-awareness, combined with an understanding of what mindset is optimal for innovation, is what enables students to shift to a more innovation-friendly mindset—and gain the capabilities of world class innovators.

### **Innovator Mindset vs. Entrepreneurial Mindset**

While there is no one agreed definition of an entrepreneurial mindset, it is generally thought to include such things as a bias for action, a sense that one controls one’s own fate, openness to new ideas, a tendency to see problems as opportunities rather than obstacles; and a desire to lead change, seek out new opportunities, and create new value for themselves and others. While these characteristics are widely observed among entrepreneurs and make sense intuitively, they have not been found to be strongly *predictive* of new venture *success*. They don’t do a good job of *distinguishing* between those entrepreneurs who perform exceptionally well and those less effective.

An Innovator Mindset, as it is described and measured here, shares many if not all those characteristics. Furthermore, having a strong innovator mindset is associated with exception innovation performance—among entrepreneurs (35x profits, 70x revenues, 10x jobs created). It appears that it may be the “secret sauce” that enables exceptional entrepreneurial (and other innovation) outcomes. Innovativeness is treated here as the central capability that innovation and entrepreneurship require.



## Exercises

The optional Innovator Mindset instructor-led exercises were originally intended for use in a live classroom, but many of them can be adapted for use online. They are designed to give students a relevant personal experience that is revealing and memorable, while reinforcing the elearning content. Most exercises take no more than 10-15 minutes, so they can be used as engaging icebreakers or segues into related topics and innovation tools. The outline below provides specific suggested exercises for elearning segments. The exercise instructions also indicate where they best fit.

## Complementing Innovation Tools

Innovator mindset is based on the premise that there is a common pattern to all forms of innovation, whether that occurs in nature, the sciences, technological development, new business ventures or positive social change—anywhere new value is created. This pattern or *Innovation Cycle* is the core dynamic that drives innovation tools like design thinking, lean startup and creative problem solving, among others. As students learn to recognize and apply this Innovation Cycle, they gain a more robust understanding of how these tools work, why they are effective, and how to apply them. They also learn how to select appropriate tools for specific innovation challenges.

When students are introduced to these broader innovation concepts, they can apply innovation tools more proficiently. Using those tools then becomes practice and reinforcement for the *Habits of an Innovator*, that drive the Innovation Cycle. Students also gain a broader understanding of innovation that can be transferred to other contexts, challenges and opportunities.

A learning sequence that integrates mindset and tools might be:

- 1) Learn about the Innovation Cycle and its Phases
- 2) Learn the key steps (or a specific task) in an innovation tool, like Lean Startup
- 3) Determine how those steps map onto the Innovation Cycle
- 4) Explore the important distinctions and Habits of an Innovator, for that Phase of the Innovation Cycle, as they relate to that task
- 5) Have students discuss how they will complete that task in a way that follows and supports the Innovation Cycle.
- 6) Upon completion of that task, have students explain how that has followed the Innovation Cycle, and propels them further around that cycle.

This sequence can be repeated for multiple innovation tools, noting how each of those tools applies in the corresponding Phases of the Innovation Cycle, and where alternative tools may be appropriate. The exercise *Tools of an Innovator* maps many commonly used innovation strategies onto the Innovation Cycle. This exercise, or portions of it, can be used to transition between elearning content and those innovation tools.

## Coaching and Mentoring

Innovator Mindset® provides an excellent framework for coaching entrepreneurs and other innovators. Mindset Trek makes that easier by explaining key concepts and delivering personal feedback



asynchronously. Coaches and mentors are then free to focus on personal development strategies that apply that feedback to the unique innovation challenges and opportunities that someone may be facing.

### **Grading**

Where grading is appropriate, it should be based on completion and mastery of the Mindset Trek content. The exercises and quizzes students are given are designed to confirm mastery of that material before they move on.

Instructors should *not* grade students based on their Innovator Mindset scores. Improving those scores is one goal of this program, and a measure of its effectiveness. But it's important not to create perverse incentives. To become effective innovators, students need to be motivated to seek genuine feedback that is not always complimentary but that helps them improve. When they feel a need to achieve the highest score that they can, this is compromised.

### **Research**

Innovator Mindset® collects data from Mindset Trek for research purposes, possible publication and to enhance this offering. This data is kept confidential and no personally identifiable information is made public without the permission of the subject(s) of that data. This is disclosed in the [Terms of Use and Privacy Policy](#) on the Innovator Mindset website. Everyone who takes the Innovator Mindset assessment or Mindset Trek is prompted to read and consent to these policies.

### **Badges**

Students who complete Mindset Trek are awarded a badge documenting that accomplishment, that they can add to their portfolio to share with employers, investors or others who may be interested.

### **Accessibility**

Innovator Mindset is committed to providing equitable access to learning opportunities for all students. Mindset Trek has been designed and created with accessibility in mind. All videos are open or closed captioned, and other content is intended to be screen-reader friendly. We hope to soon have non-mouse (keyboard) navigation available throughout.

If any student or instructor has concerns or suggestions regarding accessibility, please contact us at [info@InnovatorMindset.com](mailto:info@InnovatorMindset.com). Where possible, we will make accommodations, and prioritize improved accessibility in future updates.

Please direct any questions, comments or suggestions regarding Mindset Trek to

[Info@InnovatorMindset.com](mailto:Info@InnovatorMindset.com)



## Mindset Trek Elearning Course Outline

Activity	Description	Learning Objectives
<b>Trail One: The Innovator's Journey</b>	Course overview and benefits	Understand what to expect from this program, including its overall objectives and benefits, and how a mindset approach differs from traditional knowledge-centered instruction
Video: Generic Introduction for Innovators 4:22  OR Video: Introduction for Entrepreneurs 6:16	Introduction for all types of innovators in all contexts  Introduction and benefits for entrepreneurs and aspiring entrepreneurs	
Exercise: Describe yourself	Selecting from a list of possible self-descriptors	Prompt students to reflect on their motivations and context for developing their innovativeness
Reflections	Journaling self-reflections	Prompt students to explore their curiosity and begin journaling—one of the habits of successful innovators
<b>Trail Two: What is Mindset?</b>	Description and examples of mindset	Understand how mindset is defined in this context, what it is and is not
Video: What is Mindset? 6:54		
Exercise: Personality, Skillset, Mindset	Sorting personal descriptors into different categories	Understand how mindset differs from knowledge, skills and personality
Trail 2 Review Quiz	True/False	Check for comprehension and mastery
Reflections	Journaling self-reflections	Prompt students to consider what assumptions they may be making
Optional Instructor-led Exercise: Spinning Dancer	Visual illustration of mindset and how it works	Appreciate the subtle yet profound impact that mindset has on how we perceive things



Activity	Description	Learning Objectives
<b>Trail Three: Why Mindset Matters</b> Video: Innovator Mindset Research 6:30	Explanation of the body of research behind Innovator Mindset	Understand what the research says about the impact of mindset, and its importance for entrepreneurs and other innovators
Trail 3 Review Quiz	Multiple choice items about Innovator Mindset research	Check for comprehension and mastery of the research content
Reflections	Journaling self-reflections	Prompt students to recall key insights about innovativeness and note any questions they may have
Activity: Innovator Mindset Assessment	Taking the innovator mindset online assessment	Determine student's current mindset and enable personalized feedback on how to enhance that mindset
Optional Instructor-led Exercise: Theory of Intelligence	Taking Dweck's Growth vs. Fixed mindset assessment	Appreciate how mindset works, its theoretical foundations, and understand Growth vs. Fixed mindsets and how they differ from the distinctions that impact innovativeness
<b>Trail Four: Innovativeness Explained</b> Video: Innovativeness Explained 5:35	Explanation of how innovation and innovativeness are defined in this context, and how innovativeness is innate yet developable	Understand the fundamental similarity among all types of innovation, and why developing innovativeness often means getting out of our own way
Trail 4 Review Quiz	True / False Quiz	Check for comprehension and mastery of the concepts of innovation and innovativeness
Reflections	Journaling self-reflections	Prompt students to recall when they have been innovative and have created value
Optional Instructor-led Exercise: Cahoots	Using a children's guessing game to illustrate how we naturally innovate	Prompt students to recognize their innate ability to innovate, how automatic it can be, yet how they so often undermine it.



Activity	Description	Learning Objectives
<b>Trail Five: State Quo Cycle</b>	Description of the Status Quo Cycle and its effects	Understand how we so often get trapped in the Status Quo and resist innovation
Video: Two Mindsets – The Status Quo Cycle 4:45		
Trail 5 Review Quiz	True / False Quiz	Check for comprehension and mastery of the concepts of the Status Quo Cycle
Reflections	Journaling self-reflections	Prompt students to recall when they have observed the Status Quo Cycle, and what impact it had.
Optional Instructor-led Exercise: Recognizing the Status Quo Cycle	Asking students to volunteer examples of the Status Quo Cycle and discuss its effect	Recognize the Status Quo Cycle in ourselves and others
<b>Trail Six: Innovation Cycle</b>	Description of the Innovation Cycle, its effects and how it compares to the Status Quo Cycle	Understand how innovation occurs and its universality
Video: Two Mindsets – The Innovation Cycle 6:22		
Exercise: Sorting Between Two Cycles	Drag and drop matching the characteristics of these two cycles	Enable students to readily distinguish between the Status Quo and Innovation Cycles
Reflections	Journaling self-reflections	Prompt students to recall when they have observed the Innovation Cycle, and what impact it had.
Optional Instructor-led Exercise: Recognizing the Innovation Cycle	Asking students to volunteer examples of the Innovation Cycle and discuss its effect	Recognize the Innovation Cycle in ourselves and others, and understand how it drives our capacity to innovate
Optional Instructor-led Exercise: Cahoots	This exercise can be used here instead of after Trail Four. It may be more meaningful to students after they have been introduced to the Innovation Cycle.	



Activity	Description	Learning Objectives
Optional Instructor-led Exercise: SQ vs. IC in Business	Posing business activities and having students sort them according to the cycle they fit.	Distinguish between the Status Quo and Innovation Cycles in a business context
Optional Instructor-led Exercise: SQ vs. IC among Professions	Using related occupations to distinguish between these two cycles	Distinguish between the Status Quo and Innovation Cycles in professional roles
Optional Instructor-led Exercise Tools of an Innovator –Mapping common innovation strategies onto the Innovation Cycle	Explaining how a wide range of innovation methodologies all map onto the Innovation Cycle, and perhaps segueing into one or more of those methodologies	Understand how to “translate” a variety of Innovation tools and strategies (design thinking, lean startup, etc.) using the Innovation Cycle to identify their key components, strengths and gaps
<b>Trail Seven: Choosing a Mindset</b> Video: Choosing a Mindset 10:15	Describing how to navigate the Status Quo and Innovation Cycles to optimize both	Understand how the Status Quo Cycle interferes with the Innovation Cycle, how the Innovation Cycle mitigates the Status Quo Cycle, and what makes an optimal mindset
Trail 7 Review Quiz	True / False Quiz	Check for comprehension and mastery of the concepts of the Innovation Cycle
Reflections	Journaling self-reflections	Prompt students to reflect on which of these cycles they tend to favor and how strongly
Optional Instructor-led Activity: Discussion	Some students may struggle to grasp the full implications of these patterns. Instructors are encouraged to foster a dialogue with students to clarify any misconceptions.	
Optional Instructor-led Exercise: The Martian	Using the movie <i>The Martian</i> to illustrate these two cycles in action	Distinguish between the Status Quo and Innovation Cycles and understand how they interact
Optional Instructor-led Exercise: Types of Feedback	Prompting students to identify various types of feedback in a variety of contexts	Appreciate how pervasive feedback is in everything we experience—and how helpful it is to be attuned to that feedback



Activity	Description	Learning Objectives
<b>Trail Eight: Your Innovator Mindset Snapshot</b>	Explaining what a student’s IM Snapshot is and is not saying about them.	Understand how to interpret the kind of feedback provided in the Innovator Mindset Snapshot
Video: Interpreting Your Innovator Mindset Snapshot 4:53		
Trail 8 Review Quiz	True / False Quiz	Check for understanding of the content of a student’s the Innovator Mindset Snapshot
Innovator Mindset Dashboard	Revealing the results of student’s Innovator Mindset assessment	Gain personal feedback on a student’s mindset and understand how to interpret that feedback
Video 8.1 Dashboard Explainer 6:28	Explain how to read the graphs and other feedback in the student’s IM Snapshot Dashboard	
Reflections	Journaling self-reflections	Prompt students to reflect on the feedback from their IM Snapshot
<b>Trail Nine: Telling Your Story</b>	Explaining how the Innovation Cycle and its Phases and Profiles tell a personal story, and how to draw out those narratives	Understand how to craft personal self-narratives based on the feedback from the Innovator Mindset Snapshot
Video: Telling Your Story 5:55		
Optional Instructor-led Activity: Creating a Personal Narrative	Prompt students to develop narratives for their Snapshot results.	Understand that one can “pickup” the Innovation Cycle in any Phase, depending on the objective and the nature of the challenge
<b>Trail Ten: Innovator Mindset Phases</b>	Student chooses a Phase to start with and then continues around the Innovation Cycle	Understand how to interpret and apply the Snapshot feedback, Phase by Phase, to develop the Habits of an Innovator
Optional Instructor-led Exercise: Determining Where to Join the Innovation Cycle	Explore a variety of situations that students may experience as innovators and discuss where that puts them in the Innovation Cycle	Understand how to decide where to join in the Innovation Cycle, and that is a continuous iterative process with no beginning or end.



Activity	Description	Learning Objectives
<p><b>Idea Phase Path</b></p> <p>Video: Developing Creativity 4:00</p>	<p>Explore the meaning and implications of the Idea Phase</p> <p>Explain the distinctions in the Idea Phase that drive innovation or hinder it</p>	<p>Understand how to develop the personal attributes of creativity, why it's important for successful innovation, and how it fits into the Innovation Cycle</p> <p>Understand why innovation requires that our imagination dominates our knowledge</p> <p>Understand the distinctions, goals, risks and potential biases in the Idea Phase</p>
<p>IM Dashboard: Idea Phase</p>	<p>Revealing students' personal results in the Idea Phase</p>	<p>Gain personal feedback and guidance in the Idea Phase and understand how to interpret and apply that feedback</p>
<p>Video: Creative Habits of an Innovator 5:09</p>	<p>Explain the Creative habits of successful innovators</p>	<p>Learn the habits that drive innovation success in the Idea Phase</p>
<p>Exercise: Sorting Between Two Cycles</p>	<p>Sort Idea Phase activities into the Status Quo and Innovation Cycles</p>	<p>Readily distinguish between approaches that favor the Status Quo or Innovation Cycles</p>
<p>Reflections</p>	<p>Journaling self-reflections</p>	<p>Prompt students to reflect on the feedback from their IM Snapshot in the Idea Phase</p>
<p>Mindset Guidance</p>	<p>Develop a personal plan for cultivating these habits</p>	<p>Begin developing and practicing the habits of an innovator</p>
<p>Optional Instructor-led Exercise: Creating a Personal Narratives in the Idea Phase</p>	<p>Prompt students to develop narratives for their Snapshot results.</p>	<p>Understand how to interpret and apply IM Snapshot feedback in the Idea Phase</p>
<p>Optional Instructor-led Exercise: Bad Product Ideas</p>	<p>Challenge student teams to come up with hopelessly bad product ideas, and then challenge other teams to find potential in those ideas</p>	<p>Understand the importance of looking for potential in ideas, rather than flaws</p>



Activity	Description	Learning Objectives
<b>Action Phase Path</b>	Explore the meaning and implications of the Action Phase	Understand how to develop the personal attributes needed in the Action Phase, why they're important for successful innovation, and how they fit into the Innovation Cycle
Video: Building Bravery 4:22	Explain the distinctions in the Action Phase that drive innovation or hinder it	<p>Understand why innovation requires experimentation, exploration, and taking risks</p> <p>Understand the distinctions, goals, risks and potential biases in the Action Phase</p>
IM Dashboard: Action Phase	Revealing students' personal results in the Action Phase	Gain personal feedback and guidance in the Action Phase and understand how to interpret and apply that feedback
Video: Brave Habits of an Innovator 3:24	Explain the Brave habits of successful innovators	Learn the habits that drive innovation success in the Action Phase
Exercise: Sorting Between Two Cycles	Sort Action Phase activities into the Status Quo and Innovation Cycles	Readily distinguish between approaches that favor the Status Quo or Innovation Cycles
Reflections	Journaling self-reflections	Prompt students to reflect on the feedback from their IM Snapshot in the Action Phase
Mindset Guidance	Develop a personal plan for cultivating these habits	Begin developing and practicing the habits of an innovator
Optional Instructor-led Exercise: Creating a Personal Narrative in the Action Phase	Prompt students to develop narratives for their Snapshot results.	Understand how to interpret and apply IM Snapshot feedback in the Action Phase
Optional Instructor-led Exercise: Taking Action	Prompt students to recall when they have acted on their ideas and decisions, and reflect on whether they are applying a proven approach or testing new possibilities	Recognize two different ways of taking action and understand how they impact our ability to innovate



Activity	Description	Learning Objectives
<b>Reality Phase Path</b>	Explore the meaning and implications of the Reality Phase	Understand how to develop the personal attributes needed in the Reality Phase, why they're important for successful innovation, and how they fit into the Innovation Cycle
Video: Building Awareness 4:16	Explain the distinctions in the Reality Phase that drive innovation or hinder it	Understand why innovation requires awareness and careful observation  Understand the distinctions, goals, risks and potential biases in the Reality Phase
IM Dashboard: Action Phase	Revealing students' personal results in the Reality Phase	Gain personal feedback and guidance in the Reality Phase and understand how to interpret and apply that feedback
Video: Aware Habits of an Innovator 4:28	Explain the Aware habits of successful innovators	Learn the habits that drive innovation success in the Reality Phase
Exercise: Sorting Between Two Cycles	Sort Reality Phase activities into the Status Quo and Innovation Cycles	Readily distinguish between approaches that favor the Status Quo or Innovation Cycles
Reflections	Journaling self-reflections	Prompt students to reflect on the feedback from their IM Snapshot in the Reality Phase
Mindset Guidance	Develop a personal plan for cultivating these habits	Begin developing and practicing the habits of an innovator
Optional Instructor-led Exercise: Creating a Narrative in the Reality Phase	Prompt students to develop narratives for their Snapshot results.	Understand how to interpret and apply IM Snapshot feedback in the Reality Phase
Optional instructor-led Exercise: Whodunnit	Using a public service announcement video to illustrate change blindness	Appreciate how challenging it can be to make accurate and complete observations
Optional Instructor-led Exercise: Hair Over Ears	Using in-the-room observations to illustrate how where we direct our attention determines what we notice	Understand that making good observations is a disciplined and imaginative process
Optional Instructor-led Exercise: Invisible Gorilla	Famous exercise that illustrates how we can miss the seemingly obvious	



Activity	Description	Learning Objectives
<p><b>Feedback Phase Path</b></p> <p>Video: Developing Openness 4:24</p>	<p>Explore the meaning and implications of the Feedback Phase</p> <p>Explain the distinctions in the Feedback Phase that drive innovation or hinder it</p>	<p>Understand how to develop the personal attributes needed in the Feedback Phase, why they're important for successful innovation, and how they fit into the Innovation Cycle</p> <p>Understand why innovation requires openness and a willingness to rethink what we believe to be true</p> <p>Understand the distinctions, goals, risks and potential biases in the Feedback Phase</p>
<p>IM Dashboard: Feedback Phase</p>	<p>Revealing students' personal results in the Feedback Phase</p>	<p>Gain personal feedback and guidance in the Feedback Phase and understand how to interpret and apply that feedback</p>
<p>Video: Open Habits of an Innovator 3:39</p>	<p>Explain the Open habits of successful innovators</p>	<p>Learn the habits that drive innovation success in the Feedback Phase</p>
<p>Exercise: Sorting Between Two Cycles</p>	<p>Sort Feedback Phase activities into the Status Quo and Innovation Cycles</p>	<p>Readily distinguish between approaches that favor the Status Quo or Innovation Cycles</p>
<p>Reflections</p>	<p>Journaling self-reflections</p>	<p>Prompt students to reflect on the feedback from their IM Snapshot in the Feedback Phase</p>
<p>Mindset Guidance</p>	<p>Develop a personal plan for cultivating these habits</p>	<p>Begin developing and practicing the habits of an innovator</p>
<p>Optional Instructor-led Exercise: Creating a Personal Narrative in the Feedback Phase</p>	<p>Prompt students to develop narratives for their Snapshot results.</p>	<p>Understand how to interpret and apply IM Snapshot feedback in the Feedback Phase</p>
<p>Exercise: Mom and Candy</p>	<p>Using a brief scenario to illustrate how easily and subconsciously we form assumptions</p>	<p>Appreciate how easy it is to make hidden assumptions, and how hard it can be to identify them</p>
<p>Exercise: Nine Dots Variation</p>	<p>Using a familiar puzzle to illustrate how our assumptions can become self-imposed barriers to finding solutions</p>	



Activity	Description	Learning Objectives
<b>Trail 11 – Balancing Your Mindset</b> Video: What is Mindset Balance?	Explain why all Phases of the Innovation Cycle are needed	Understanding the importance of completing all four Phases of the Innovation Cycle
IM Dashboard	Reveal students’ personal results for each IM Profile across all four Phases	Gain personal feedback on how students’ IM Profiles are in or out of balance
Reflections	Journaling self-reflections	Prompt students to reflect on the balance feedback from their IM Snapshot
<b>Trail 12 – Retaking IM</b>	Provide an opportunity to retake the IM assessment	Gain personal feedback on what shifts students may have been made in their mindset.
Retake the IM Assessment		
Reflections	Reveal any changes in students’ IM scores	Prompt students to reflect on what progress they have may made in developing their innovativeness
Your Feedback	Have students fill out a feedback survey	Gather input into the design and usefulness of Innovator Mindset and Mindset Trek
Closing Thoughts	Explain that to be effective, mindset needs to become an internalized set of habits, and encourage students to develop those habits	Motivate students to continue to develop their innovativeness