**Entrepreneurial mindset training**

*Instructor’s Manual*

**Introduction**

This manual helps those hoping to administer entrepreneurial mindset training to understand the principles of the training curriculum. The effectiveness of this training is largely contingent on closely following these principles. This training finds inspiration in the training known as Personal Initiative training – developed by Dr. Michael Frese.

1. **Training principles:** As discussed by Gielnik & Glosenberg (2025), active learning where learners take an active role in the learning process, is the best-practice in entrepreneurship education and training. Thus, this curriculum is designed according to multiple best-practice principles that support active learning, including:
	1. Giving learners a degree of control over what they learn (e.g. concentrating on topics that are relevant to their businesses);
	2. Requiring learners to engage in constructing ideas about how to proceed as opposed to having all information provided to them (e.g., giving simple instructions but requiring learners to apply those principles to their own situations);
	3. Ensuring ample opportunities for learning providing and receiving feedback – including feedback regarding learner mistakes/areas for improvement (e.g., opportunities to provide feedback during exercises that have no one right answer);
	4. Helping learners to adopt an error mastery-orientation: that is, an approach to learning where making mistakes is desirable because it leads to better and deeper understanding of material (e.g., providing learners with difficult and real-world problems/exercises where performance is unlikely to be high initially and an emphasis on the importance of making mistakes).
2. **Training delivery:**
	1. Time: The delivery of entrepreneurial mindset training will take approximately six to eight hours of instructional time. This instructional time can be broken into two to four sessions spread out across either multiple days or weeks. Opportunities for deeper practice and reflection exist if the training is spread out – providing learners an opportunity to implement what they are learning in limited ways into their lives/businesses.
	2. Class size/structure: Due to the importance of personalized feedback and engagement, we recommend class sizes no larger than 25 learners. Each class should be divided into smaller groups (of 4-6 learners each), or pairs of learners, who will work together on group exercises and provide assistance to one another during individual exercises. Alternatively, if desired, in a smaller training class (e.g., 8 individuals), individuals can work one-on-one with the instructor. What learners are placed into which groups is up to the instructor, broadly there are two approaches:
		1. Similar groups: Having groups with similar experiences/abilities (e.g., existing entrepreneurs versus new entrepreneurs and groups of entrepreneurs in the same industries) allows for the instructor to provide instruction/feedback at different levels to different groups. This similar group approach is favorable if the instructor feels that learners will appreciate being with likeminded learners and the instructor has enough time to provide unique forms of support to different groups.
		2. Mixed groups: Having groups with mixed experiences/abilities (e.g., groups of both existing and new entrepreneurs and groups of entrepreneurs in different industries) allows the instructor to provide broadly similar instruction to different groups. However, beginners and/or those struggling with content might be left behind with mixed groups – requiring the instructor to help ensure that more advance learners are willing and able to provide support to these beginning learners.
	3. Practice: As discussed below in the training approach section, part of the benefit of this training is the content that is introduced, but another benefit of the training comes from the ways in which the training is delivered. Delivering the training in the proper manner will in all cases take practice. This practice should ideally involve:
		1. Multiple trainers taking turns delivering training to one another – with those who are not presenting pretending to be entrepreneurs (either those starting new businesses or those with existing businesses). The training can be divided into any number of sub-divisions but it might be useful to have one person present one entire section (e.g., Creating Ideas).
		2. Following a segment of training (e.g., after one or two presenters), the trainers who did not present should provide developmental feedback to the trainer to help them improve their training delivery. Important sources of feedback include (in descending order of importance):
			1. The clarity and timing of instruction (e.g., helping to ensure that learners moved at a reasonable pace and understood all material);
			2. The extent to which the trainer helped to challenge/encourage learners to improve “mediocre” responses in favor of more RIP’d responses.
			3. Support for different learners (e.g., for learners who have just started a business versus more experienced learners).
	4. Worksheets: As discussed below, the work for the seven exercises in the project are supported by six worksheets (highlighted in **bold** below). Learners should be given two sets of each worksheet – one set for Exercises 1-6 and then a second set for Exercise 7.
3. **Training approach:**
	1. All training content is explored in depth in the slide-by-slide framework below; however, broadly, the main themes are as follows:
		1. Entrepreneurship is viewed as a process composed of an iterative cycle of:
			1. Creating new ideas;
			2. Evaluating those ideas;
			3. Preparing to act on those ideas;
			4. Acting on those ideas;
			5. Responding to difficulty and growing past those difficulties.
		2. Entrepreneurship is viewed as a process that can be successfully undertaken with the correct “mindset” – that is, a set of general beliefs about how to act; specifically, beliefs about the importance of being “RIP’d” – that is, simultaneously:
			1. Resilient: keeping going even when things don’t go well, including:
				1. Reducing unnecessary risks;
				2. Being personally healthy to be ready to work hard;
				3. Avoiding expected problems;
				4. Recovering from unexpected setbacks;
				5. Learning from mistakes;
				6. Using resources effectively.
			2. Innovative: new and different ideas and behaviors, including:
				1. Creating new products/services;
				2. Changing how to advertise;
				3. Changing the timing of something;
				4. Questioning assumptions;
				5. Changing how you or your business works;
				6. Stopping, simplifying, or subtracting what is not needed.
			3. Proactive: acting early and thinking ahead, including:
				1. Spotting new/gradual trends;
				2. Working hard to make ideas a reality;
				3. Getting organized and planning;
				4. Setting goals for the future;
				5. Acting quickly and/or before others;
				6. Focusing on future opportunities/problems.
	2. Entrepreneurial mindset training helps to teach the above training content through a series of six modules. In accordance with the above training principles, each major module of entrepreneurial mindset training includes the following components:
		1. Introduction of simple rules/heuristics (rules of thumb – often represented as acronyms representing 4-7 important concepts);
		2. Provision of a realistic scenario as an illustration of the principles;
		3. Opportunities to practice/apply principles in a hypothetical scenario and/or a realistic scenario for the learner.
	3. One of the key components of entrepreneurial mindset training is the extent to which the trainer challenges learners to independently and critically think. More than this, it is imperative that the trainer challenges “mediocre” or even “good” answers to questions / exercises to be better. This “challenging” helps the entrepreneur to grow and it is an important illustration of the importance of negative feedback. Importantly, negative feedback can be misinterpreted and threatening to certain learners; thus, the trainer needs to establish a positive learning environment where “mistakes” (sub-optimal answers) are viewed as chances to learn. To assist in the digestibility of negative feedback it is helpful for the trainer to abide by the following practices. These practices can also be established for the entire group of learners as important norms for them to abide by. These norms can be written down on a piece of paper to be prominently displayed during the entire course of the training:
		1. Be respectful and courteous when providing negative feedback – in particular, focus on the behavior not the person;
		2. Mix negative feedback – ideally in a feedback “sandwich” where a positive point is made, followed by a negative point, followed again by a positive point;
		3. We show respect to one another as entrepreneurs through negative feedback, so do not be afraid to provide it as it helps you and the person receiving it to grow.
4. **Instructional notes:** Below, notes on training delivery are provided for each major section of the training complete with
	1. Introduction (Slides 1-5; approximately 5 minutes):
		1. During the start of training, it is good to emphasize that the curriculum is a special type of training that has been developed for the State of California's REACH Hub.
		2. We note that the definition of entrepreneurship is deliberate left broad and emphasizes the continued (repeated) improvement of approaches to solving customer problems.
		3. If desired, the trainer can elaborate on the scientific background of the training by mentioning that the most effective methods of entrepreneurship training appear to focus less on details and theories regarding management, accounting, finance, etc. and more on the entrepreneurial mindset - how one thinks and acts.
		4. Sometime during the introduction, it is important to have learners introduce themselves to the group. A fun way to have learners begin to know one another is to have them form into pairs and have one pair introduce the other pair – optionally with some interesting/noteworthy information about the pair.
	2. Process and mindset (Slides 6-34; approximately 90 minutes):
		1. *Process (Slides 6-14)*: This section lays the groundwork for the structure of the training emphasizing the steps of the entrepreneurial process. As you proceed through these slides, it is good to very briefly (within a sentence or less) explain in your own words what each of the steps of the entrepreneurial process broadly entails. For example, creating ideas involves coming up with a variety of new ideas, evaluating ideas involves finding reason to focus on one or more of those ideas, preparing involves gathering resources to make your idea a reality, acting involves making the idea a reality - often promoted through the setting of goals, and growing involves overcoming problems that you encounter along the way. The illustrations are provided to help the presenter discuss key aspects of each stage.
		2. *Mindset (Slides 15-26)*: A good definition of a mindset is “a person's set of beliefs and attitudes about how to act in a particular situation.” Thus, an entrepreneurial mindset is the set of beliefs and attitudes that an entrepreneur should have when they are acting building their existing, or a new, business. These slides provide the training the opportunity to formally introduce the three components of the entrepreneurial mindset - resilience, innovation, and proactivity. Each slide on each of these three different components provides examples of each of these types of behaviors with opportunities for reinforcement of these principles through the provided images. The trainer would do well to review these images ahead of time to know which ones they want to use to help illustrate key text from the slides. The importance of working hard, and simplicity of the exercises in entrepreneurial mindset training is emphasized on Slide 21. Slides 22-26 then help to reinforce prior slides by providing examples of the opposite of being RIP’s namely, being ROT (risky, ordinary, and tired). Brief explanatory text for each of these principles is provided – text that can be elaborated upon if desired by the trainer.
		3. *Illustration (Slide 27; approximately 10 minutes)*: Two contrasting stories of Mr. A, a restaurant owner, are provided. In this illustration it is helpful to ask learners what they think is “ROT” about the illustration on the left and what is “RIP’d” about the path on the right. This discussion can also admit to what is good about the path on the left and what can be improved about the path on the right.
		4. *Case Study 1 (Slide 28; approximately 10-20 minutes):* After reading the case study aloud, the trainer can pose the question in the slide to the entire group of learners for individual responses – or, for a deeper discussion, the trainer can break the entire group of learners into smaller groups and then have each group discuss separately – coming back to the big group following group discussions with key takeaways. Important aspects of good responses often will include:
			1. The need to make better use of existing resources, including her husband’s spare time (for example, he could stay at the store to greet customers who come by).
			2. Mrs. B’s consideration of more innovative methods to learn key sills (e.g., by taking free online classes or learning from YouTube).
			3. A more proactive approach to structuring her time, by for example, preparing food for kids ahead of time or arranging for ways that customers can contact her if she is gone.
		5. *Exercise 1 (slides 29-34; approximately 40 minutes)*: Exercise 1 involves a multistep process where learners create a weekly schedule using **Worksheet 1**. This schedule does not need to include all activities, and learners who protest that every week is different should be pressed to find commonalities between weeks and events that would often, but not always, occur at a particular time. Following the creation of this schedule, then learners are prompted to “RIP” up their schedules by changing aspects of those schedules to be more RIP’d. Learners should be given approximately 10-15 minutes to prepare their schedules, and another 10-15 minutes to change their schedules. If learners struggle to come up with more “RIP’d” changes to their schedules, then they can be provided an opportunity to work in pairs or in small groups – asking about and sharing with one another ideas about how to proceed. After a round of sharing in small groups or in pairs, learners can be given more time to improve their schedules and finally, to close the exercise, sharing of major changes to schedules can be made with the whole group of learners all together.
	3. Creating new ideas (slides 35-54); approximately 60-90 minutes:
		1. This section begins with an overview of three key ways, and examples, of entrepreneurs coming up with new business ideas. It is important for the trainer to come up with a way of interpreting and presenting the images provided ahead of time. It can be stressed that the best ideas often come when an entrepreneur uses all three methods.
		2. Ideation is envisaged as a four step process (a process that mimics the subsequent exercise – see below):
			1. Step 1 (Slide 41) involves learners developing a list of problems that they are familiar with, four different problems serve to help the entrepreneur think broadly. It is up to the trainer to provide instructions about how many problems should be identified for each category (e.g., 1-3 problems each). The trainer can ask learners for their own examples.
			2. Step 2 (Slide 42) involves mapping out a list of strengths and resources in various/different categories. It is up to the trainer to decide how many strengths/resources should be listed per each category (e.g., 1-3 each). The trainer can ask learners for their own examples.
			3. Step 3 (Slide 43) involves comparing and a list of resources and strengths/resources to one another. The trainer can ask the learners whether they spot any promising business ideas/improvements to their business that might come from matching a strength/resource with a problem.
			4. In Step 4 (Slides 44-48), the trainer introduces the concept of randomness and how randomness can help learners to think creatively, that is, to “think outside of the box” – a concept introduced on Slide 44. The learners should be given a chance to practice the creative potential of randomness by coming up with ideas using the eight random objects on Slide 45. It is useful at this stage to try and have each learner come up with at least one creative idea. As an illustration of how randomness can be used alongside a list of strengths/resources and problems, an example problem is given on Slide 47 and then example creative ideas are provided on Slide 48.
		3. *Case Study 2 (Slide 49; approximately 10-20 minutes):* After reading the case study aloud, the trainer can pose the question in the slide to the entire group of learners for individual responses – or, for a deeper discussion, the trainer can break the entire group of learners into smaller groups and then have each group discuss separately – coming back to the big group following group discussions with key takeaways. Important aspects of good responses often will include:
			1. Ms. C thinking creatively about the type of business that she starts (not sticking to ordinary types of clothing or ways of selling clothing);
			2. Ms. C using her resources (e.g., her network of individuals that she knows in the local community);
			3. Ms. C helping to solve problems in her community, including the desire for individuals to stay more connected with trends in the bigger city.
		4. *Exercise 2 (Slide 50; approximately 40-60 minutes):* The exercise can be done by individuals or in pairs/small groups. The exercise mimics the previous set of four steps. Problems can be written out using the left-hand side of **Worksheet 2**. Strengths/resources can be written out using the right-hand side of **Worksheet 2**. The final aspect of this exercise is then having the learners use their own random object/word generator (which can be readily found through a simple Internet search) to help generate creative ideas for an existing/new business in relation to both their strengths/resources and identified problems. Ideally, and time allowing, learners will come up with multiple such ideas. Learners can use the bottom of **Worksheet 2** to record their ideas and where they came from and to combine strengths/resources with problems.
	4. Evaluating ideas (51-62); approximately 60-75 minutes:
		1. The predominate way that this training engages with evaluating ideas is the need for high-quality feedback via small experiments – as explained on Slide 53. The important qualities of an experiment are introduced on slides 54-55. Following this, types of experiments are introduced on slides 56-69.
		2. *Illustration (Slide 60, approximately 10 minutes):* Two contrasting stories of Mr. F, who has an idea for an app, are provided. In this illustration it is helpful to ask learners what they think is “ROT” about the illustration on the left and what is “RIP’d” about the path on the right. This discussion can also admit to what is good about the path on the left and what can be improved about the path on the right.
		3. *Case Study 3 (Slide 61; approximately 10-20 minutes):* After reading the case study aloud, the trainer can pose the question in the slide to the entire group of learners for individual responses – or, for a deeper discussion, the trainer can break the entire group of learners into smaller groups and then have each group discuss separately – coming back to the big group following group discussions with key takeaways. Important aspects of good responses often will include:
			1. Ms. E running a small experiment to test her idea before she spends a lot of time and money building the toothbrush. In particular, it might be advantageous to do a comparison presale of the toothbrush against existing competitors (e.g., other electronic toothbrushes).
			2. The experiment should be designed in such a way as to be “REAL”, this includes: the experiment being conducted in a Realistic manner involving a real buying opportunity, the experiment being conducted Early prior to much more work being completed on the product/prototype, the experiment testing key Assumptions – in particular, the assumption that people will be willing to pay $300 for a self-cleaning toothbrush, and the experiment allowing Ms. E to Learn more about her customers – one way to do this is to conduct the experiment in person so that she can ask follow-up questions of her customers like “why did you choose not to buy the toothbrush?”
		4. *Exercise 3 (slide 62; approximately 20-30 minutes):* This exercise is broken into two steps. The exercise can be done by individuals in the overall group or in pairs/small groups.
			1. Step 1 involves learners developing their own REAL experiments. A key aspect of this step is ensuring that the learner has identified a key assumption / unanswered question to be tested. These questions/assumptions should be the most critical/important ones, for example: will people buy this product/service over competitors, is the product/service priced properly, and/or is the product/service appealing enough to the assumed group of customers (e.g., young adults) for them to want to purchase it. This step is supported by filling out the top of **Worksheet 3**.
			2. Step 2 of the exercise should involve a focus on the details of the experiment – the ways in which it will be carried out – think about the “who, what, where, and when” of the experiment. To what extent is the experiment being carried out in a RIP’d manner? These questions can be supported by filling out the bottom of **Worksheet 3**. Group/pair sharing can focus on providing feedback to one another’s ideas for an experiment. The trainer can optionally give more time after sharing and feedback to continue to improve the experimental ideas. Also, if learners were operating in pairs or small groups, it can be useful to have a few people share promising experiments with the whole training class.
	5. Preparing to work on ideas (Slides 63-71; approximately 60-75 minutes):
		1. The main way that this training engages with the step of preparing to work on ideas is having learners think about and develop an approach to gathering the required resources for the pursuit of their idea. Resources, as explained on Slide 68 are composed of at least people, things, money, and information. In this slide, the trainer can ask learners for examples of important resources in each of these categories.
		2. An important consideration for any entrepreneur is the importance of money – more exactly, readily available/usable forms of money, i.e. cash. Slide 69 emphasizes this point and several advantages to cash. The trainer can ask learners for examples of the importance of money to solidify the points made on this slide.
		3. Slides 67-68 emphasize the importance and nature of bootstrapping – illustrating different types of bootstrapping via the acronym “STRAP” – complete with illustrative examples. The trainer can ask learners for examples of each of these different types bootstrapping that they are familiar with, or could imagine, as a way to reinforce this topic.
		4. *Illustration (Slide 69, approximately 10 minutes):* Two contrasting stories of Mr. E, who is opening a coffee shop, are provided. In this illustration it is helpful to ask learners what they think is “ROT” about the illustration on the left and what is “RIP’d” about the path on the right. This discussion can also admit to what is good about the path on the left and what can be improved about the path on the right.
		5. *Case Study 4 (Slide 70; approximately 10-20 minutes):* After reading the case study aloud, the trainer can pose the question in the slide to the entire group of learners for individual responses – or, for a deeper discussion, the trainer can break the entire group of learners into smaller groups and then have each group discuss separately – coming back to the big group following group discussions with key takeaways. Important aspects of good responses often will include:
			1. Ms. E finding ways to bootstrap here packaging and advertising for her business instead of simply paying for the more expensive services from the businesses that she has identified.
			2. Ms. E might consider a different approach to selling such that she collect money prior to the sale of the toothbrushes (e.g., through online sales or presales).
			3. Ms. E might consider partnering with one or more business teachers with expertise in the areas where she is not skilled – such partnerships might involve giving others a share of any profits that she earns as a way to avoid large outlays of cash.
		6. *Exercise 4 (slide 71; approximately 20-30 minutes):* This exercise is broken into two steps. The exercise can be done by individuals in the overall group or in pairs/small groups.
			1. Step 1 involves learners estimating the resources required to pursue the idea from Exercise 2. Note that it is fine for this idea to begin to change in big or small ways from Exercise 2 – especially if the experiment from Exercise 3 has been undertaken and feedback on the idea has been gained. It is useful to instruct the learners to list the resources required – prior to bootstrapping, or rather, the resources that would be required prior to the learners learning about the advantages of bootstrapping. This step is supported by the left-hand side of **Worksheet 4**.
			2. Step 2 of the exercise should involve a focus on bootstrapping using the method described in the preceding – this can be undertaken using the right-hand side of **Worksheet 4**.
	6. Acting on ideas (Slides 72-84; approximately 60-75 minutes):
		1. The present training engages with the process of acting on ideas through the setting of goals. As explained on Slide 74, goals help an entrepreneur to act, but must be composed in particular ways. To assist in illustrating goals, we use the example of two entrepreneurs who want to begin selling wood carvings. In particular, as explained on Slide 75, they should be “SMARTIR.” Slides 76 through 79 illustrate how a SMARTIR goal can be composed by providing two examples of sub-optimal goals that do not meet all of the SMARTIR characteristics. Slide 80 then provides an arguably SMARTIR goal. It is useful to ask learners whether and to what extent goals are SMARTIR before moving on to Slides 77, 79, and 81. In addition, a useful exercise to help entrepreneurs develop their entrepreneurial mindsets is to have them try and make the goal on Slide 80/81 even SMARTIR.
		2. *Illustration (Slide 82, approximately 5-10 minutes):* Two contrasting goals for Mr. E, who is opening a coffee shop, are provided. In this illustration it is helpful to ask learners what they think is “ROT” about the illustration on the left and what is “RIP’d” about the path on the right. This discussion can also admit to what is good about the path on the left and what can be improved about the path on the right.
		3. Following a focus on setting SMARTIR goals, Slide 83 highlights that if an entrepreneur sets both shorter and longer-term goals, they can essentially develop a plan to move ahead with their business. A second shorter-term SMARTIR goal is provided as an illustration of this; importantly, the shorter-term goal works toward the aims of the longer-term goal. A useful exercise is to have learners try and make the goals on Slide 83 even SMARTIR.
		4. *Exercise 5 (Slide 84; approximately 40-60 minutes):* This exercise is broken into four distinct steps. The exercise can be done by individuals in the overall group or in pairs/small groups. This exercise is supported by **Worksheet 5**.
			1. Step 1 of this exercise is to have learners sent a SMARTIR goal for an approximately one year timeframe.
			2. Step 2 is to have learners either in pairs/small groups, or with the larger group, share their goals and then receive feedback on those goals to make them SMARTIR.
			3. Step 3 works back from the SMARTIR goal set/revised in the previous two steps and has the learner set a goal for the shorter-term (likely 3-6 months). Together, these two goals should make up a meaningful plan for the entrepreneur to undertake – with the shorter term goal supporting the longer-term goal.
			4. Finally, Step 4 should be another round of sharing and revision.
	7. Growing (Slides 85-96; approximately 60-75 minutes):
		1. This section of the training focuses on helping entrepreneurs to deal with the inevitable setbacks and complications (problems) that they will meet when they begin to act on their goals. Slide 87 emphasizes that problems are likely to be difficult to overcome, but that effective strategies to overcome them come from writing them down and closely analyzing those problems. This slide also introduces a two-step approach to analyzing those problems.
		2. Slides 88-92 focus on analyzing problems by stipulating key details/aspects of those problems using the “5Ws” of “who, what, where, when, and why.” While this process won’t necessarily specify any particular solutions to the problem, it helps to support the entrepreneur in defining what the problem *is* and what the problem *is not.* Of special importance, as focused on in Slides 91-92 is the “why” of the problem – that is, why is the problem occurring? As explained in these latter slides, a useful exercise is to ask “why” multiple times and/or to identify multiple “whys” (causes of the problem). The entrepreneur should concentrate on causes of the problem that the entrepreneur has some degree of control over.
		3. Slides 93-95 focus on the second step of the process of identifying and addressing problems – namely using creativity to come up with novel/unique solutions to those problems. This section draws upon lessons in the use of randomness in supporting creativity – lessons that were discussed in the Creating Ideas section of the training. The example of an entrepreneur who is dealing with crime is continued in this section with some answers to the “5Ws.” Then, six random objects are introduced and the process of coming up with creative ideas to solve the problem of crime is generated on Slide 95.
		4. *Exercise 6 (Slide 96; approximately 60-75 minutes):* This exercise is broken into three steps. The exercise can be done by individuals in the overall group or in pairs/small groups. This exercise is supported by **Worksheet 6**.
			1. Step 1 of this exercise is to identify an important problem that an existing business already faces, or a new business is likely to face. This problem should be a difficult one to address – either because it is complex and/or persistent.
			2. Step 2, once a problem has been identified, then the 5Ws of the problem should be specified. The trainer should encourage multiple answers to the “why” of the problem and should focus on helping learners to identify causes of the problem that the learner has some degree of control over.
			3. Step 3 then involves the entrepreneur using randomness to come up with at least three innovative ways to solve the problem. We recommend having learners use an online word/object generator to help create those innovative ideas.
	8. Final section and takeaway project (Slides 97-102; approximately 60-90 minutes):
		1. This section is the concluding section of the training and is meant to provide a recap of key points learned. The section begins with the idea (Slides 98-99), that the set of steps in the entrepreneurial process is iterative and that part of growing will involve creating new ideas, evaluating them, preparing to implement them, and then acting upon them. Thus, entrepreneurship is a continuous cycle of this process that will eventually lead to success for the entrepreneur if they are RIP’d.
		2. Slides 100-101 provide the opportunity for a high-level overview of key concepts through the course of the training. A useful exercise is to have learners recall the key points from each section of the training on Slide 100 before proceeding to Slide 101 which allows the trainer to provide a high-level overview and clarification of what has been learned.
		3. *Exercise 7 (Slide 102; approximately 60-75 minutes):* This exercise is broken into five steps. The exercise can be done by individuals in the overall group or in pairs/small groups. This exercise is supported by new copies of **Worksheets 2, 3, 4, 5,** and **6**. All five steps of the project mimic Exercises 2, 3, 4, 5, and 6. However, learners should be urged to learn from past exercises and where necessary to improve, for example, their idea (Exercise 2), their experiment (Exercise 3), their approach to resource usage (Exercise 4), their goals (Exercise 5), and/or their approach to solving problems (Exercise 6).
		4. At the close of the training, learners should be given an opportunity to share with pairs/small groups and/or the entire group an overview of their ideas, experiment, resource usage, goals, and approach to solving problems. It is important to ensure that this process is celebrated and that the entrepreneur feels a sense of motivation. A certificate of completion can be presented to the learners as a way to solidify their motivation – at the closing of the training, it is recommended to remind learners of the importance of being RIP’d.