

Attitude & Mindset	
Be a helpful guide	The student actively contributes to build a 'guiding community' by getting involved with other students and their excellence track, so they will inspire others to do the same. And at the same time he/she could receive appreciation and respect for this investment
Sensitive for guidance	The student is willing to consider and receive guidance, so he/she will be able to learn more and respectfully appreciate guides for the invested involvement
Dare to act & start*	The student dares to take action, so he/she will necessarily startup initiatives that can lead to realising his or her (future) goals
Dare to ask*	The student dares to ask for help, so he/she can obtain insights, advantages and 'real world' feedback that can lead to realising his or her (future) goals
Dare to fail*	The student should be aware that failure is an opportunity to learn, so he/she will cherish the mistakes he/she made
Willing to learn*	The student is willing to learn, so he/she becomes more able to achieve his/her future goals
Trustworthy and ethical	The student is trustworthy and ethical, so others dare to to rely upon him/her while accomplishing common goals
Self esteem*	The student is aware of his/her self-image, so he/she is able to intercept irrelevant doubts concerning his/her ability to succeed or deserve succes
Personal insights	
Talent*	The student becomes aware of having talents, so he/she is able to create the most effective strategy for realising his/her goals
Passion	The student becomes aware of his/her passions, so he/she is able to create the most effective strategy for keeping engaged with his/her excellence programme
Ambition*	The student becomes aware of his/her level of ambition so he/she is better able to judge how to keep his excellence track interesting, relevant and realistic
Story	The student is aware of having unique personal life stories, so he/she is able to define central and reoccurring themes and establishes a sense of purpose
Opportunities	The student is able to envision and create opportunities, so he/she is able to initiate (new) ways to accomplish his/her goals or adapt them
Vision	The student is able to envision a future world, so he/she is able to adapt
How do I learn best*	The student is aware of his/her optimum personal learning strategies, so he/she is able to learn in the most effective ways
Max. effectiveness alone	The student is aware of ways in which he/she can work autonomously, so he/she can determine the most effective way to work individually
Max. effectiveness in a team	The student is aware of ways in which he/she can cooperate within a team, so he/she can determine the most effective way of teamwork
To stay healthy and vital	The student becomes aware of his/her personal phsycological and physical state of health, so he/she is able to take appropriate actions to become and stay healthy and vital
Self direction	is wellicht een samenvoeging van reeds bestaande waarden
Skills	
Act	The student acts in a way that he/she can increase his/her chances of accomplishing goals
Ask*	The student asks for help in a way that he/she can increase his/her chances of accomplishing goals
Find*	The student finds answers in a way that he/she can increase his/her chances of accomplishing goals
Respect	The student is respectful in a way that he/she can increase his/her chances of accomplishing goals
Connect	The student connects people and information in a way that he/she can increase his/her chances of accomplishing goals
Lead*	The student leads him-/herself and others in a way that he/she can increase his/her chances of accomplishing goals
Learn	The student learns in a way that he/she can increase his/her chances of accomplishing goals
Team	The student cooperates within a team in a way that he/she can increase his/her chances of accomplishing goals
Be open	The student is open minded in a way that he/she can increase his/her chances of accomplishing goals
Be honest	The student is honest to him-/herself and others in a way that he/she can increase his/her chances of accomplishing goals
Have empathy	The student is able to act empathic in a way that he/she can increase his/her chances of accomplishing goals
Knowledge	
Business' Development: Lean startup, Value prop. design	The student is aware that his potential innovation is part of a bigger context, and that this context can be made visible with help of BMC, so he/she can developing this BMC by applying effective strategies such as the lean startup approach.
Vision Development: WhyHowWhat	The student is aware of the importance of (developing a) vision for his/her incentive and knows this can be done with help of 'the golden circles', so he/she is able to apply it in developing his own innovation, product or service
Build: building or have it build	In developing his/her potential innovation the student should obtain at least enough knolledge about 'building' effective prototypes which help him/her to dicover the users' perceived values, so he/she can learn how te possibly create a working business model.
Measure: collect data from users	In developing his/her potential innovation the student should obtain enough knolledge about effectively 'Measure' the users experience while using 'prototypes', which helps him/her to dicover the users' perceived values, so he/she can learn how te possibly create a working business model.
Learning: Insights from your measurements	In developing his/her potential innovation the student should obtain enough knolledge about effectively 'Measure' the users experience while using 'prototypes', which helps him/her to dicover the users' perceived values, so he/she can learn how te possibly create a better prototype or MVP.
History of Business Development: Plan driven-Lean-Agile-lean startup:	The student should be aware of the history of succesfull business development, so he can relate him-/herself to this history and can perceive perspectives toward looking at business development in a always changing world.
Customer development	In developing his/her potential innovation the student should at least be inspired how he/she can obtain insights out of (early) customars, so he/she can learn how te possibly create a potential innovation.
Concepting: Think & Design	The student should be aware of how to continously conceptualise solutions for a wide verietiy of challenges, so he/she is able to find effective solutions
Research	qualitative and quantitative analysis