

Spotting Entrepreneurial Talent Students

Peer-Nomination Guide

Dear participant,

As a result of a review of the literature on talent in higher education, the following definition of talented students was agreed in the frame of CoTalent team:

Talented students from HEIs demonstrate extraordinary special innovative skills and initiative, desire and willingness to make intensive effort for doing more than the regular curricular programs and to be involved in collaborative projects.

If their potential is nurtured in the right way within HEI communities/ experiences/ curriculum, such a student has the ability to be one of the best.

The aim of the You Spotter workgroup is to collect, create and provide tools that enable teachers in HEIs to spot students that are suited for Honors programs and would most benefit from educational settings that go beyond the regular formal curriculum. You Spotter provides a diverse toolkit to choose from, depending on teaching real context and ranging from a general Talent Characteristics Spotter List, to questionnaires, as well as to student assignments in various formats.

One of the You Spotter instruments addresses the entrepreneurial talents through a tool-kit including 5 specific instruments: *the Teacher Nomination Guide; The Self-Nomination Guide; The Peer-Nomination Guide; The Entrepreneurial Traits Into Action (narrative tool) and the Questionnaire on entrepreneurial behaviour.*

The *Peer-Nomination Guide on Students' Entrepreneurial Talent Traits* bellow represents an instrument co-created by CoTalent teachers and students, in order to help students to spot their colleagues/ class mates with above average entrepreneurial capacities. The Entrepreneurial traits are formulated based on literature review and it is tested and validated. This tool is structured as a nomination guide-list and serves the purpose of screening an entire class of students.

Instructions: The statements listed below describe behaviours, traits and attitudes. You are asked to read carefully the meaning of the mentioned behaviours, traits and attitudes mentioned in the first column and to appreciate if there is a relevant matching with each colleague/ class mate you have in your class. You should have in front of you the entire list of class mates in order to not omit someone. You are asked to write each fellow's name in one of the columns in right and to mark every characteristic that is matching with the respective colleague/ class mate, up to your appreciation. The more marks a student will finally obtain, the better entrepreneurial potential talent he/ she may have.

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Peer's nomination tool

Students' names	1	2	3	4 n
Entrepreneurial Talent Traits					
Make things happen (vision, creative, innovative, future-oriented perspective, opportunity detector, alertness to opportunities, sense of smell, etc.)					
Real change agent (high-spirited, non-conformist, divergent thinker, holistic view, etc.)					
Risk-taking ability (risk bearer, challenge taker, courageous, etc.)					
Desire for autonomy (independent, powerful, self-confidence, etc.)					
Responsibility (sense of duty, awareness, commitment, punctuality, etc.)					
Popularity (good reputation, admired, preferred to be with, good sense of humor, etc.)					

Sociability (easiness to effectively interact with other persons, social capital, social support, etc.)					
Diplomacy (tact, discreetness, subtlety, gentlemanlike, etc.)					
Tolerance of ambiguity (flexible, tolerant, adaptive, manageable, resourceful, etc.)					
Positive attitude towards the present (optimistic, positive thinking, appreciative, etc.)					
Effective in mentoring people (empathy, pedagogic abilities, willing to share know-how, etc.)					
Empowering people (inspiring, leadership competence, source of formal/informal authority, etc.)					
Good planner/manager (well-organized, self-disciplined, locus of inner control, time-manager, etc.)					
Persistence in achieving his/ her goals (perseverance, tenacity, the determination to keep working on a project and reaching its objectives, even under critical circumstances and adversity etc.)					
Fluency of speech (cultivated, avid reader, foreign languages skills, etc.)					
Physical attractiveness (presentable, vitality, tidiness, clearness, etc.)					
Professional ethics (trustworthy, honest, honorable, fair play, etc.)					



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