

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

One of the YouSpotter instruments addresses the entrepreneurial talents through a toolkit including 5 specific instruments: *The Questionnaire on Students Entrepreneurial Behaviour (QSEB); the Teacher Nomination Guide (ETCL-TNT); The Self-Nomination Guide (ETCL-SNG); The Peer-Nomination Guide (ETCL-PNG); The Entrepreneurial Traits into Action (narrative tool) (ETCiAL).*

The *Teacher Nomination Guide on Students' Entrepreneurial Talent Characteristics (ETCL-TNG)* bellow represents an instrument co-created by CoTalent teachers and students, in order to help teachers to spot students with above average entrepreneurial capacities. The Entrepreneurial characteristics are formulated based on literature review and have been 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 carefully read the meaning of the behaviours, traits and attitudes mentioned in the first column and to appreciate if there is a relevant match to each student 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 student's name in one of the columns in the right, and to mark every characteristic that matches with the respective student. The more marks a student will finally obtain on a continuum from 17 to 85 points, the better entrepreneurial potential talent he/she may have.

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Students' names					
Entrepreneurial Talent Characteristics	1	2	3	4	5
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 (trusty, honest, honorable, fair play, etc.)					