

## Questionnaire Students Entrepreneurial Behaviour (QSEB)

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 the 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; 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 Questionnaire Students Entrepreneurial Behaviour* is an instrument aiming to help teachers in assessing students on behaviors that are characteristic of potentially talented entrepreneurs. Also, this instrument can guide students for entrepreneurial talent self-evaluation.

*This instrument represents a validated measurement scale for entrepreneurial orientation elaborated on in an international research context by Schmidt et al. (2018)<sup>1</sup>. Measurement items were developed for each the entrepreneurial dimensions extracted from the literature. These items were submitted to experts on entrepreneurial development in each country and university where the measurement instrument was to be applied: VIA University in Denmark, HAMK University in Finland, Feevale and UCS universities and Brazil. The final sample consisted of 2.175 students. Students were characterized by age of 21 to 25 years (37.5%), female (57.1%), no economic dependents (73.2%), with 25 to 50% of their course completed (28.6%) and not having their own business (87.9%).*

*Results obtained here can contribute to both colleges and universities, by indicating the entrepreneurial dimensions that are supposed to be developed within*

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<sup>1</sup> Source: Serje Schmidt et al. (2018). *International Journal of Entrepreneurship*. Volume 22, Issue 2, 2018.

*the high school and graduation curricula. Courses, experiences, projects and other activities that stimulate these characteristics, especially those involving international students, may contribute to student's entrepreneurial behaviour.*

*Results may also be of use for international agencies that aim to promote and support entrepreneurial initiatives, either with financial, knowledge or human resources. These agencies may use the validated scale to assess and plan the development of entrepreneurs; increasing their contribution to the economic and social development of the countries in which they are located.*

*Universities and international agencies may also use the proposed scale to conduct the professional development of students, by referring them to innovation environments, such as incubators, scientific-technological parks, accelerators or venture capital firms (Bolton & Lane, 2012).*

*Future studies may consider testing and validating this scale in additional countries to confirm or adjust these findings. It is also possible to test the measurement instrument developed here in employees of medium and large firms, to assess entrepreneurial behaviour, since the measurement items can also be applied to firms' internal environments.*

## Instructions

This questionnaire includes 21 statements, and will take about 10 minutes to complete. There are no right or wrong answers. Your honest opinion is what counts.

For each statement, please rank on a seven-point Likert scale from 1 - "completely not appropriate to me" to 7 - "completely appropriate to me" each affirmation bellow, according to your case.

Choose and write in the score column the number that best describes your opinion.

Once you have completed, your answers will be compiled, and you can evaluate your entrepreneurial behavior, on a continuum from 21 to 147 points.

## Questionnaire

### Students Entrepreneurial Behaviour (QSEB)

Item no.	Entrepreneurial orientation	Score 1-2-3-4- 5-6-7
1.	I believe I am very capable of organizing and executing actions to be successful.	
2.	I have all the capacity needed to realize my professional/academic future.	
3.	I am sure I am competent enough to develop my career successfully.	
4.	I frequently think of products/services that could be offered in the market.	
5.	Whenever I observe people complaining about some products/services, I think of the market opportunities that may be opening.	
6.	I frequently imagine the possibility of success that certain products/services could have in a certain market.	
7.	<i>I easily make friends (not necessarily best friends, but a large group nonetheless).</i>	
8.	I can easily relate with other persons, even with those I still do not know.	
9.	I like to be in contact with other persons.	
10.	<i>I always try to plan my work/study well in advance.</i>	
11.	I have a detailed plan for my academic/professional issues.	
12.	I like to have the activities of my next year always well planned.	
13.	I like to be exposed to situations that involve some kind of risk.	
14.	<i>To be successful in life, I feel I have to take on risks.</i>	
15.	<i>I agree that a person who does not run some risks will rarely achieve a successful academic/professional life.</i>	
16.	I frequently influence other people's opinions.	
17.	It's easy for me to inspire other persons to do what I want.	
18.	I am frequently chosen as leader in academic/ professional projects or activities.	
19.	I repeatedly change the way I study/ work.	
20.	I like to do tasks that are completely new every day.	
21.	I do not like routine activities.	

This instrument was adapted by C. Crețu, 2019, in the frame of CoTalent project. Items 7, 10, 14, 15 were rephrased a bit differently from the original scale, after the CoTalent students' feedback during the CoTalent workshops).