

*The D M G T:
A clear answer
to fuzzy concepts
about talent development*

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D M G T ???

**Differentiated
Model
of Giftedness
and Talent**

Generally accepted ideas

1. Potential/aptitude ≠ Performance/achievement
2. Large individual differences in both
Potential/aptitude
Performance/achievement
3. Achievement = Realizing one's potential
4. Talent development = transforming high potential
into high achievement

Giftedness	Talent
Potential	Achievement
Heredity	Environment
Ease	Effort
Natural	Trained
Promise	Performance
Childhood	Adultery

About gifts

MENTAL

INTELLECTUAL (GI)
General intelligence (g factor)
Fluid, crystallized reasoning
Verbal, numerical, spatial (HARTEX)
Memory, procedural, declarative

CREATIVE (GC)
Inventiveness (problem-solving)
Imagination, originality, seris
Carroll's retrieval fluency

SOCIAL (GS)
Perceptiveness (manipulation)
Interacting, social ease, tact
Influence, persuasion, eloquence,
leadership, courting, peacemaking

PERCEPTUAL (GP)
Vision, hearing, smell, taste,
touch, proprioception

PHYSICAL

MUSCULAR (GM)
Power, speed, strength,
endurance

MOTOR CONTROL (GR)
Speed (reflexes), agility,
coordination, balance

- SIX domains plus many sub-domains
- Top 10% in any one
- Important genetic roots
- Building blocks of talents
- Trademark:
Ease & speed of learning

Common expressions

Giftedness

- He/she is a 'natural'
- It is God's gift
- He/she is a born ...
- Either you have it or you don't
- It comes so easily

Levels of giftedness/talent within Gagné's DMGT

Levels	Labels	Prevalence	IQ equivalent	S. D.
5	Extremely	1 / 100,000	165	+ 4.3
4	Exceptionally	1 / 10,000	155	+ 3.7
3	Highly	1 / 1,000	145	+ 3.0
2	Moderately	1 / 100	135	+ 2.3
1	Mildly	1 / 10	120	+ 1.3

About talents

- Talent = JUST high performance
- Hundreds of fields
- Normative = top 10%
- Revised RIASEC taxonomy
- Non-elitist perspective

ACADEMIC (TC)
Language(s), maths, sciences, humanities, vocational

R TECHNICAL (TT)
Transport, construction, crafts, manufacturing, agriculture

I SCIENCE & TECHNOLOGY (TI)
Engineering, medical, social

A ARTS (TA)
Creative, performing
Applied: visual, written, spoken

S SOCIAL SERVICE (TP)
Health, education, community

E ADMINISTRATION/ SALES (TM)
Management, marketing, protection, inspection

C BUSINESS OPERATIONS (TB)
Records, financial, distribution

GAMES (TG)
Video & card, chess, puzzles

SPORTS & ATHLETICS (TS)

Common expressions

Talent

- He/she is an expert
- He/she excels in ...
- He/she is outstanding
- He/she is an eminent...
- He/she is a prodigy

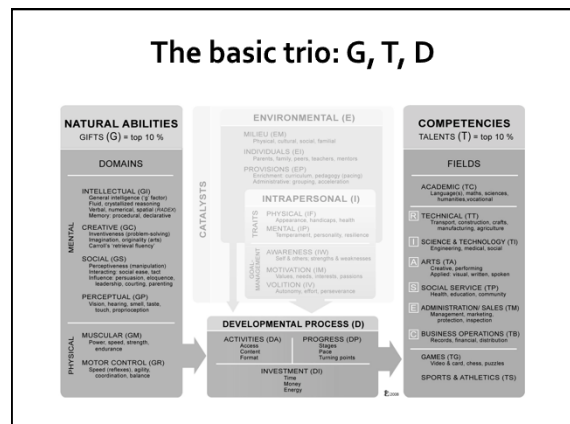
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Defining talent development

User-friendly definition

It is the progressive transformation of **gifts** (outstanding aptitudes) into **talents** (outstanding achievements)



About the developmental process

DEVELOPMENTAL PROCESS (D)

INVESTMENT (DI)

Time
Money
Energy

ACTIVITIES (DA)

Access
Content
Format

PROGRESS (DP)

Stages
Pace
Turning points

- Three sub-components:
 - **Investment** = quantitative
 - **Activities** = qualitative
 - **Progress**
 - Stages : from novice to expert
 - Pace: normative view
 - Turning points: both pos. & neg.

Defining talent development

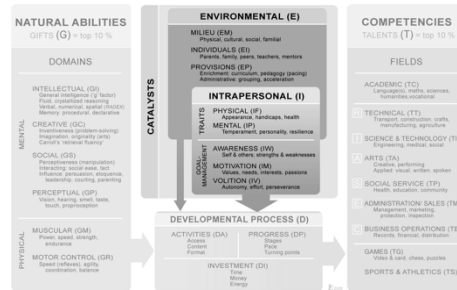
Formal definition

- The talent development process is the systematic pursuit by talentees
- over a significant period of time
- of a structured program of enriched activities
- leading to a specific excellence goal.

Seven characteristics

1. Enriched (K-12) curriculum
2. Long-term excellence goal
3. Selective access
4. Long-term continuous investment
5. Full-time grouping
6. Performance-based assessment
7. Personalized pacing

Two important catalysts



The 'I' component

INTRAPERSONAL (I)

TRAITS

PHYSICAL (IF)
Appearance, handicaps, health
MENTAL (IP)
Temperament, personality, resilience

GOAL-MANAGEMENT

AWARENESS (IW)
Self & others, strengths & weaknesses
MOTIVATION (IM)
Values, needs, interests, passions
VOLITION (IV)
Autonomy, effort, perseverance

- Stable traits *versus* changing processes
- Traits: physical & mental
- Important genetic roots
- **Goal-management**
 - Self-awareness
 - Motivation as goal identification
 - Volition as goal attainment

The 'E' component

ENVIRONMENTAL (E)

MILIEU (EM)

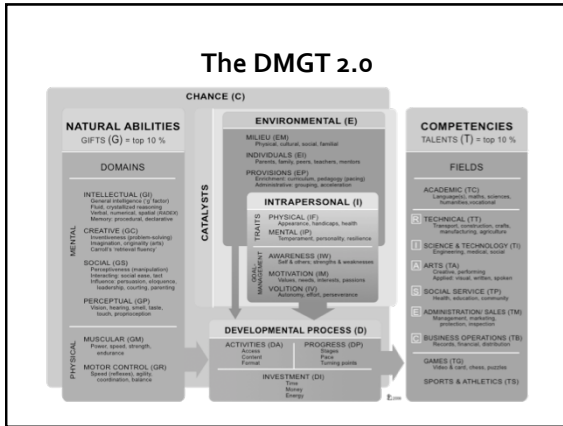
Physical, cultural, social, familial

INDIVIDUALS (EI)

Parents, family, peers, teachers, mentors

PROVISIONS (EP)

Enrichment: curriculum, pedagogy (pacing)
Administrative: grouping, acceleration



How does Talent Emerge?

- "Without a cello, instruction, and family support, Yo Yo Ma could not become an outstanding cello player."
- **Alternatives:**
 - « Without exceptional natural abilities... »
 - « Without a passion for music... »
 - « Without a fascination for the cello... »
 - « Without thousands of hours of practice... »
 - « Without strong will power and perseverance... »

In a nutshell

Talented behavior results from a complex interplay of influences between and within all components.

Why not the DMGT?

"It makes so much sense!"

- You have a question?
You would like more information?
I offer "mouse delivery."
- Just send me an email:
fygagne@gmail.com