The D M G T: Building talent on the foundations of giftedness

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What is talent development?

• It is the transformation of high potential into high achievement
• We have two labels: Giftedness and Talent
  • A. If "Talent" means high potential, then Talent is transformed into Giftedness.
  • B. If "Talent" means high achievement, then Giftedness is transformed into Talent.
  • I chose 'B' without hesitation.

<table>
<thead>
<tr>
<th>Giftedness</th>
<th>Talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential</td>
<td>Achievement</td>
</tr>
<tr>
<td>Heredity</td>
<td>Environment</td>
</tr>
<tr>
<td>Ease</td>
<td>Effort</td>
</tr>
<tr>
<td>Natural</td>
<td>Trained</td>
</tr>
<tr>
<td>Promise</td>
<td>Performance</td>
</tr>
<tr>
<td>Childhood</td>
<td>Adultery</td>
</tr>
</tbody>
</table>
Key ideas - 1

- Distinction between POTENTIAL & PERFORMANCE
- Talent development is the transformation of HIGH POTENTIAL into HIGH PERFORMANCE
- Giftedness was chosen as the label for Potential
- Talent was chosen as the label for Performance
- Talent development becomes: the transformation of Gifts into Talent.

25+ years of evolution

A continuously evolving theory of talent development

The 1985 “first born”
The concept of GIFTEDNESS

‘Innate’ or ‘Natural’?

- **Innate** means “present at birth, but not necessarily hereditary.” So, strictly speaking, abilities cannot be innate, only metaphorically, as in “a born...”
- **Natural** means “which grows spontaneously without formal learning.” It also implies a genetic substrate at the biological level.

About gifts

- **Six** domains plus many sub-domains
- **Top** 10% in any one
- **Important** genetic roots
- **Building blocks** of talents
- **Trademark:** Ease & speed of learning
  - Precocity
The concept of TALENT

About talents

- JUST outstanding performance
- Normative = top 10%
- Hundreds of fields
- Revised RIASEC taxonomy
- Non-elitist perspective
- Age/training related

HOLLAND’S RIASEC personality types
Key ideas - 2

- Many DOMAINS of giftedness, not just IQ
- Gifts have significant genetic roots
- Talent is 'pure' achievement
- Many FIELDS of talent, not just academic

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Levels of giftedness/talent within Gagné's DMGT

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

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About Prevalence (2)

- Finally, how many?
  - It applies to any G domain or T field
  - Conclusion: How many = > 20%
  - My personal guess: between 25% & 35%
The developmental process

About the developmental process

- Macro-perspective
- Three aspects: DI, DA, DP
- Investment = quantitative
- Activities = qualitative
- Progress
  - Stages: from novice to expert
  - Pace: normative view
  - Turning points: pos. & neg.

Defining talent development

Talent development (TD) is:
- the systematic pursuit by talentees,
- over a significant period of time,
- of an enriched program of activities,
- towards a specific excellence goal.
About “talentees”

- It is a neologism
- **Definition:** Any person **actively involved** in developing one or more talents.
- Analogous to: conferee, enrollee, franchisee, mentee, promisee, refugee, etc.
- It applies to **any field** of occupation.

Academic talent development

Academic talent development (ATD) is:
- the systematic pursuit by **talentees**,  
- over a **significant period** of time,  
- of an **enriched** (K-12) **curriculum**,  
- towards a specific **excellence goal**.

Key ideas - 3

- The MB system is *somewhat* arbitrary
- The sum of gifted and/or talented > 20%
- Talent development transforms gifts into outstanding specific skills & knowledge
- *'Real'* talent development requires an enriched curriculum & a special environment
The “Supporting” Cast

- Intrapersonal catalysts
- Environmental catalysts

The Chance factor

About the Chance factor

- CHANCE means “lack of control.”
- Chance is NOT a cause: it qualifies the degree of control we have on what brings out talent.
- It can have positive and negative impacts.
- Atkinson’s view: “All human accomplishments can be ascribed to two crucial rolls of the dice: the accidents of birth and background.”
- Think of Chance as major in G, in I₁, in E.
The DMGT 2.0

Key ideas – 4

- Talents constantly select among environmental influences
- The I component is the most complex
- Motivation (pre-decisional) & Volition (post) are two distinct goal management processes
- The E component is also very diversified
- Most catalysts impact the D component
- The "chance factor" = degree of control over the various causal factors of talent

Underneath the DMGT

Biological foundations
‘Innate’ or ‘Natural’?

- **Innate** means “present at birth, but not necessarily hereditary.” So, strictly speaking, abilities **cannot be innate**, only metaphorically, as in “a born…”
- **Natural** means “which grows spontaneously without formal learning.” It also implies a **genetic substrate** at the biological level.

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**Intelligence: From genes to behavior**

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**THREE basements for the DMGT**

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The Dynamics of the DMGT

In a nutshell
Talent emerges from a complex interplay between and within all components.
The DMGT 2.0

Talent emergence highlights

- Each individual story is unique.
- Basic equation:
  - T requires G’s building blocks, but ...
  - ...G may not lead to T (ex. Underachievement).
  - D is an essential go-between.
- Strengths compensate weaknesses...
  ...partially!

Combining ingredients

**Peter**

**Paul**

G I E D
Conclusions

The uniqueness of the DMGT

1. Clear, distinct, empirical definitions for G and T.
2. A clear system to assess the prevalence and levels of both G & T.
3. A full coverage of all significant causes of talent emergence.
4. A clear separation between building blocks and catalysts.
5. Openness to Gs and Ts beyond IG and AT.

But, beyond these unique qualities, here is the best reason to adopt the DMGT:

“It makes so much sense!”
Looping the loop!

- Chances (C) are that
- you are intellectually gifted (G) individuals.
- I hope that, in this overview of the DMGT, (E)
- you have found enough interesting ideas to motivate you (I)
- to read more about it (D),
- and become talented (T) users of the DMGT.

THE END

SINCERE THANKS
FOR YOUR ATTENTION

- You have a question?
  You would like more information?
  I offer “mouse delivery”.

- Just send me an email:
  fygagne@gmail.com