



TALENT DEVELOPMENT

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MASS, TALENT AND ELITE



The Mass University

- Knowledge and innovation
- 25 % of youth cohort



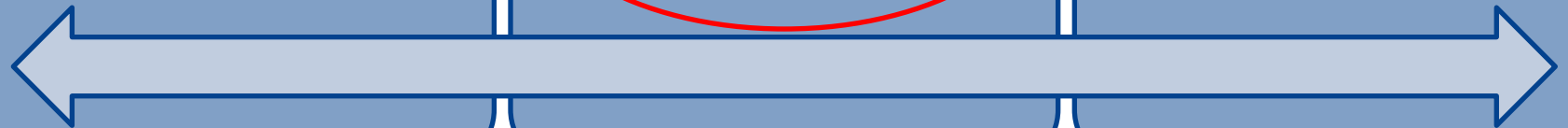
Talent Development

- Specialization
- ?? %
- Honors = 3%??



Elite

- PhD
- AU: 5% of all students





CONFLICTING THOUGHTS ABOUT TALENT DEVELOPMENT

> **Evolutionary**

- > Broad mass as long as possible



> **Strategically**

- > Identify, select and refine early





3 CASES





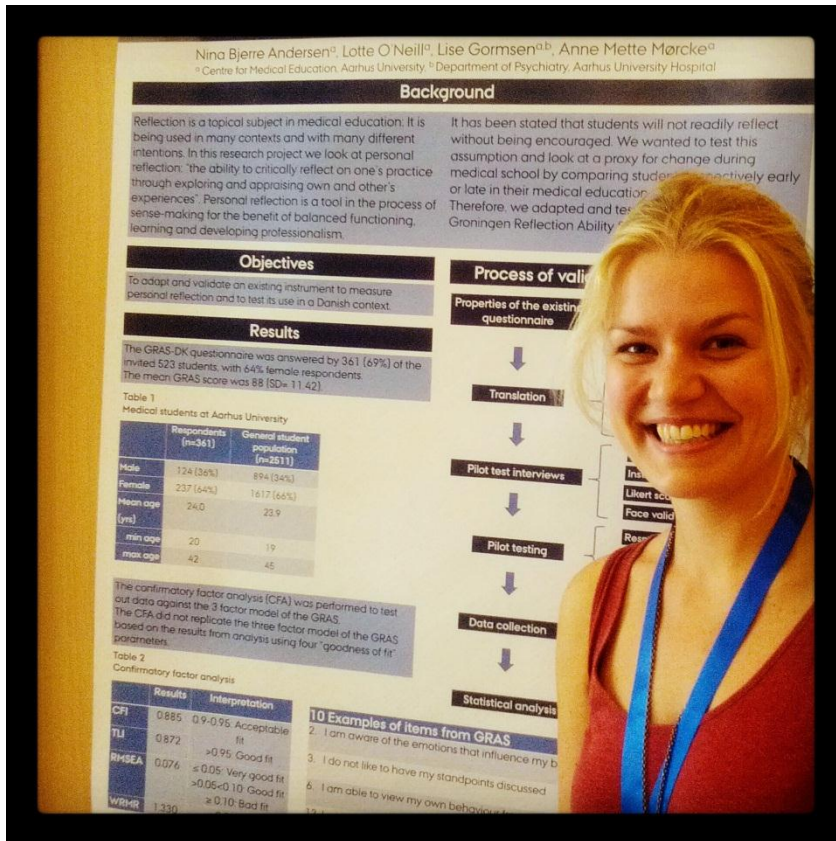
CASE: THE DREAM TEAM (SIGURD)



Foto: Lars Kruse/AU kommunikation

- › **Extra-curricular program: ECTS = 0**
- › **1. step: Boot camp**
 - › Inclusion criteria: motivation + attendance
 - › One week
 - › 20 graduate students
 - › 2-3 senior doctors
 - › Basic surgical skills
 - › Individual tests
- › **2. step: Mentorship**
 - › Inclusion criteria: test + “practical sense”
 - › Identification of the 8 best students
 - › 4 month mentorship at a surgical department
 - › 1 mentor (senior doctor) + 1 student
 - › Joint seminars

CASE: RESEARCH YEAR (NINA)



- › **Extra-curricular program: ECTS = 0**
- › **1. step: application + scholarship**
- › Inclusion criteria: grades!!!
- › Medicine and odontology
- › 70-100 students per year
- › 25% of all medical students
- › Leave from Master studies (cancel state grant)
- › **2. step: one year research training**
- › Mix of directed and menu-based curriculum
- › Trainee + apprenticeship
- › Mentorship at a University department
- › **3. step: thesis + public defense**
- › Future PhD-students?

Foto: Nina Bjerre Andersen

CASE: PSYCHIATRIC SUMMER SCHOOL (RIKKE)



Foto: Psykiatrisk Selskab for Studerende

- > **Extra-curricular program: ECTS = 0**
- > **1. step: “Fireball” (ildsjæl)**
 - > Inclusion criteria: none
- > **2. step: Volunteers**
 - > Inclusion criteria: none
 - > Student association (free of charge)
- > **3. step: Summer school**
 - > Inclusion criteria: motivation + attendance
 - > 5 days seminars and workshops



TALENT

- › **Something that represent a certain value!**
- › **“Talent is a social construction. It is a label of approval we place on traits that have a positive value in the particular context in which we live”**

(Csikszentmihalyi, *Talented Teenagers*, 1993, p. 23)



DILEMMAS IN TALENT DEVELOPMENT



“Talent”

Innate
potential

Genes

“Training”

Deliberate
practice

10.000 hours

“Generic”

Late
specialization

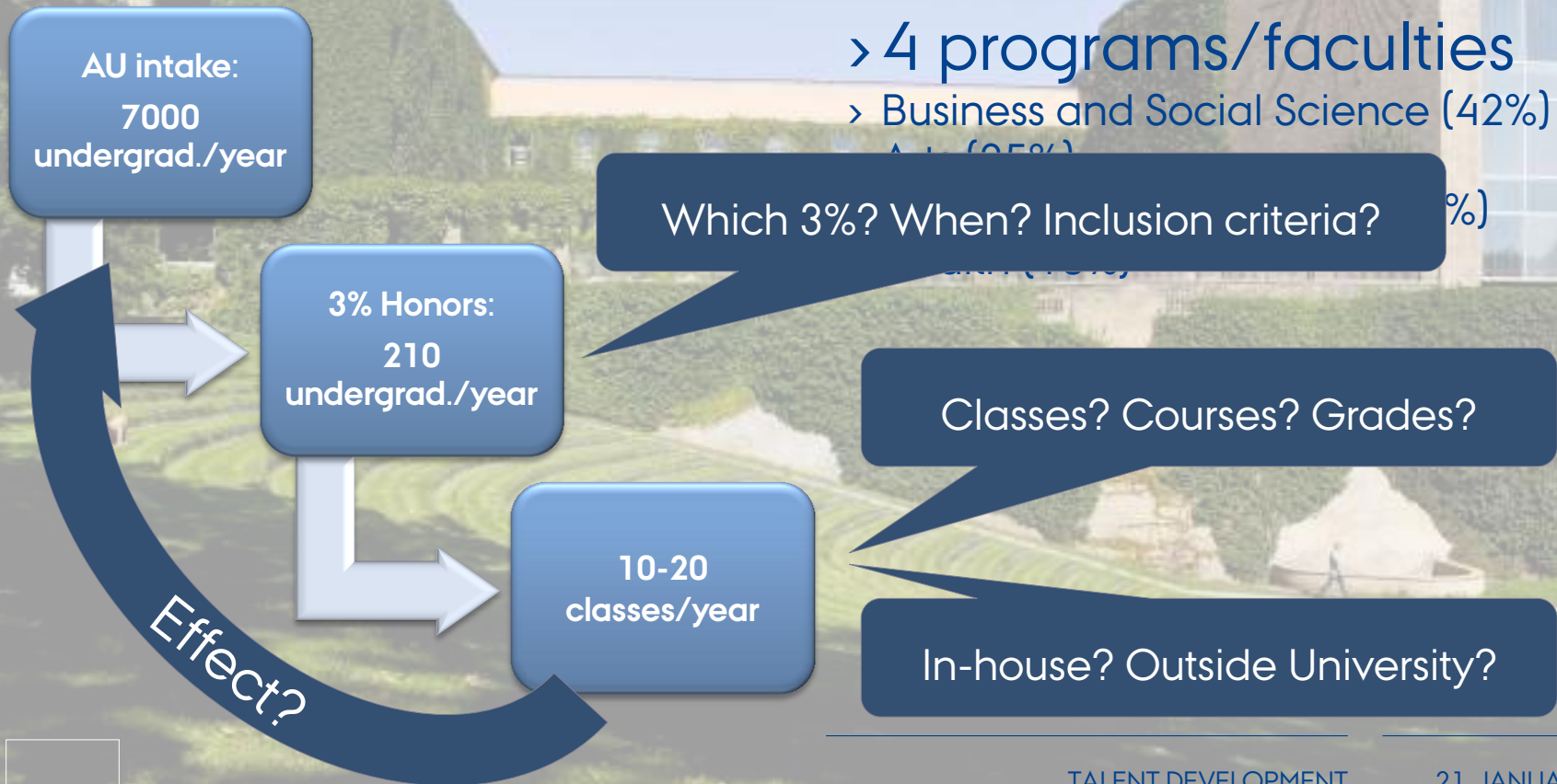
Deliberate play

“Ecological”

Environmental
factors

Culture

WHAT IF.... CHP AT AARHUS UNIVERSITY?





RECOMMENDATIONS (F. GAGNÉ)

- > **Vertical distinction** (%, how many?)
- > **Horizontal distinction** (subject, who and what?)
- > **Identify multicomponently** (motivation, willpower, and self-management)
- > **Select talents armsopenly** (not only grades)
- > **Intervene earliestly** (and include at all stages)
- > **Group fulltimely** (self-actualization, social impact, create culture)

François Gagné (2007) *Gifted Child Quarterly*, 51(2), 93-118



MY SUGGESTIONS

- › Calibrate the amount of honor programs (% and subject)
- › Create an overview of existing (but often informal) programs
- › Maintain the diversity of extra-curricular programs
- › Formalize (honor and award) already efficient programs
- › Appoint an honors program director
- › Engage external collaborators



THANK YOU FOR YOUR ATTENTION

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