

**'Talent Identification and Development' Exam**  
**Tuesday, 26 January 2010**  
**12.00-14.45**

Lecture 1 (Geert Savelsbergh)

1. What are the two dominant models with respect to talent development? Make use of the concepts 'deliberate practice' and 'deliberate play' in your answer.
2. What do experts do better than novices? Mention 5 items.

Lecture 2 (Ivo van Hilvoorde)

3. How is research on talent related to broader societal and practical issues?
4. What kind of evidence is there for the 'Nature paradigm'?

Lecture 3 (Richard Jaspers)

5. Genotyping of young children for the ACE gene is a useful way to select potential winners of the marathon in the Olympic games. Do you agree or disagree with this? Explain your answer.
6. Would you advise the trainer of a Top football club to make use of genotyping of the Alpha-actinin3 gene for decision making in the transfer to football players? Explain your answer.

Lecture 4 (Matthieu Lenoir)

7. Which criteria are essential for an effective test for talent detection according to Kearney (1999)?
8. Is talent identification in gymnasts (as discussed during the lecture) compatible with Côté model?

Lecture 5 (Marije Elferink-Gemser)

9. The model regarding performance of talented athletes by Elferink-Gemser and Visscher (2004; 2007) contains a 'big time arrow'. Give two explanations for the importance of this time arrow.
10. To develop a successful sports career, talented athletes need to distinguish themselves from their peers in multidimensional performance characteristics. However, not all talented athletes will ultimately make it to the top. Longitudinal studies in soccer and field hockey players show differences within a group of all talented athletes; i.e., between elite and sub-elite youth athletes. Choose two performance characteristics on which elite and sub-elite youth athletes differ in the age-band 12-18. Describe for these two performance characteristics what the nature of the difference is.

Please turn over (more questions!)

Lecture 6 (Roel Vaeyens)

11. Describe the DMGT-model by means of the different components.

12. a. Why is talent identification more difficult in team sports than in individual sports?  
b. Why is talent identification more difficult in 'open' sports than in 'closed' sports (gymnastics; dans)?

Lecture 7 (Geert Savelsbergh)

13. Is it possible to use visual search behaviour as an indicator for talent? Please explain.

14. What is the purpose of visual attention training (a) and how can it be used for talent identification?

General

15. Is age an adequate 'marker' for the transition between the stages in talent development (Cote)?