g, Jobs, and Life: Honoring Arthur R. Jensen

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Power of $g$ As a Concept

- Frees intelligence from IQ tests
- Reveals that tests differ in $g$ loading
- Life tasks also differ in $g$ loading

Life is a Long Mental Test Battery
How Is Life Like and Unlike a Standardized Test Battery?

1. What are the $g$ loadings of life’s many “subtests”?
2. Do we take the same “subtests” in life?
3. How does our $g$ level affect which “subtests” we take?
4. How standardized are life’s “subtests”? 
5. Do weakly $g$-loaded life tasks cumulate to produce highly $g$-loaded life “tests”?
6. What (re)shapes the “test battery” that each generation takes?
1. How $g$ Loaded Are Different Arenas of Life?

- Standardized academic achievement: 0.8
- Job performance—complex jobs
- Years of education: 0.6
- Occupational level
- Job performance—middle-level jobs: 0.4-0.5
- Income: 0.3-0.4
- Delinquency: -0.25
- Job performance—simple jobs: 0.2
1. How \( g \) Loaded Are the Different Arenas of Life?—cont.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Risk/Ratio</th>
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<tbody>
<tr>
<td>High school dropout</td>
<td>133.9</td>
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<tr>
<td>Chronic welfare recipient (female)</td>
<td>10.0</td>
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<tr>
<td>Ever incarcerated (male)</td>
<td>7.5</td>
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<tr>
<td>Lives in poverty</td>
<td>6.2</td>
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<tr>
<td>Had illegitimate child (women)</td>
<td>4.9</td>
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<tr>
<td>Unemployed 1+ mo/yr (male)</td>
<td>1.5</td>
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<tr>
<td>Out of labor force 1+mo/yr (male)</td>
<td>1.4</td>
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<td>Divorced in 5 years (ever married)</td>
<td>1.3</td>
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Relative risk (odds ratio) of this outcome for “dull” (IQ 75-90) vs. “bright” (IQ 110-125) persons: Young white adults

- "strong” \( > 4.0 \)
- "mod strong” \( > 2.0 \)
2. How Different Are the Test Batteries We Take?

**Common subtests**, e.g.
- Elementary, secondary school
- Law-abiding, employed, married
- Rung on occupational & income ladders
- Daily self-maintenance (functional literacy)
- Personal health & safety

**Different subtests**, e.g.
- Tertiary education & training
- Job performed
- Hobbies
- Type of civic participation

Criterion-referenced?  
Norm-referenced?
3. How Does Our Own *g* Level Affect the Life Tests We Take?

<table>
<thead>
<tr>
<th>Applicants for:</th>
<th>IQs: Middle 50%</th>
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<tr>
<td>Attorney, Engineer</td>
<td>108-128</td>
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<tr>
<td>Teacher, Programmer</td>
<td>100-120</td>
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<td>Secretary, Lab tech</td>
<td>96-116</td>
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<td>Meter reader, Teller</td>
<td>91-110</td>
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<td>Welder, Security guard</td>
<td>85-105</td>
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<td>Packer, Custodian</td>
<td>80-100</td>
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4. How Standardized are Life’s Tests?

- Content
- Conditions of administration
- Scoring procedures
- Norm groups for interpretation
5. Do Low-\textit{g} Tasks Yield Highly \textit{g}-Loaded Life Tests?

\textbf{What matters:}

- Consistency of \textit{g} loadings
- Consistency of \textit{g} relative to other influences
- Candidates for other consistent influences?
  - Conscientiousness and other "Big Five" traits
  - Physical health and energy level
  - Socioeconomic advantages/disadvantages
### Loadings of Test Items

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6. What (Re)Shapes Each Generation’s Test Battery?

**Changes in:**

- Complexity
  - Technology
  - Size of groups/institutions
- Personal freedom/choice
  - Norms, mores
- Other
$g$-Related Relative Risk Varies by Kind of Outcome

- Complex
- Cumulative

- Simple
- Episodic

- Assembler
  - Food Service
  - Nurse’s Aide

- Clerk, teller
  - Police officer
  - Machinist, sales

- Manager
  - Teacher
  - Accountant

- Attorney
  - Chemist
  - Accountant

- Very explicit, hands-on
- Written materials, plus experience
- Gathers, infers own information
- Slow, simple, supervised
- Mastery, learning, hands-on
- College format

- 70  75  80  85  90  95  100  105  110  115  120  125  130
Thank you.

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