



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

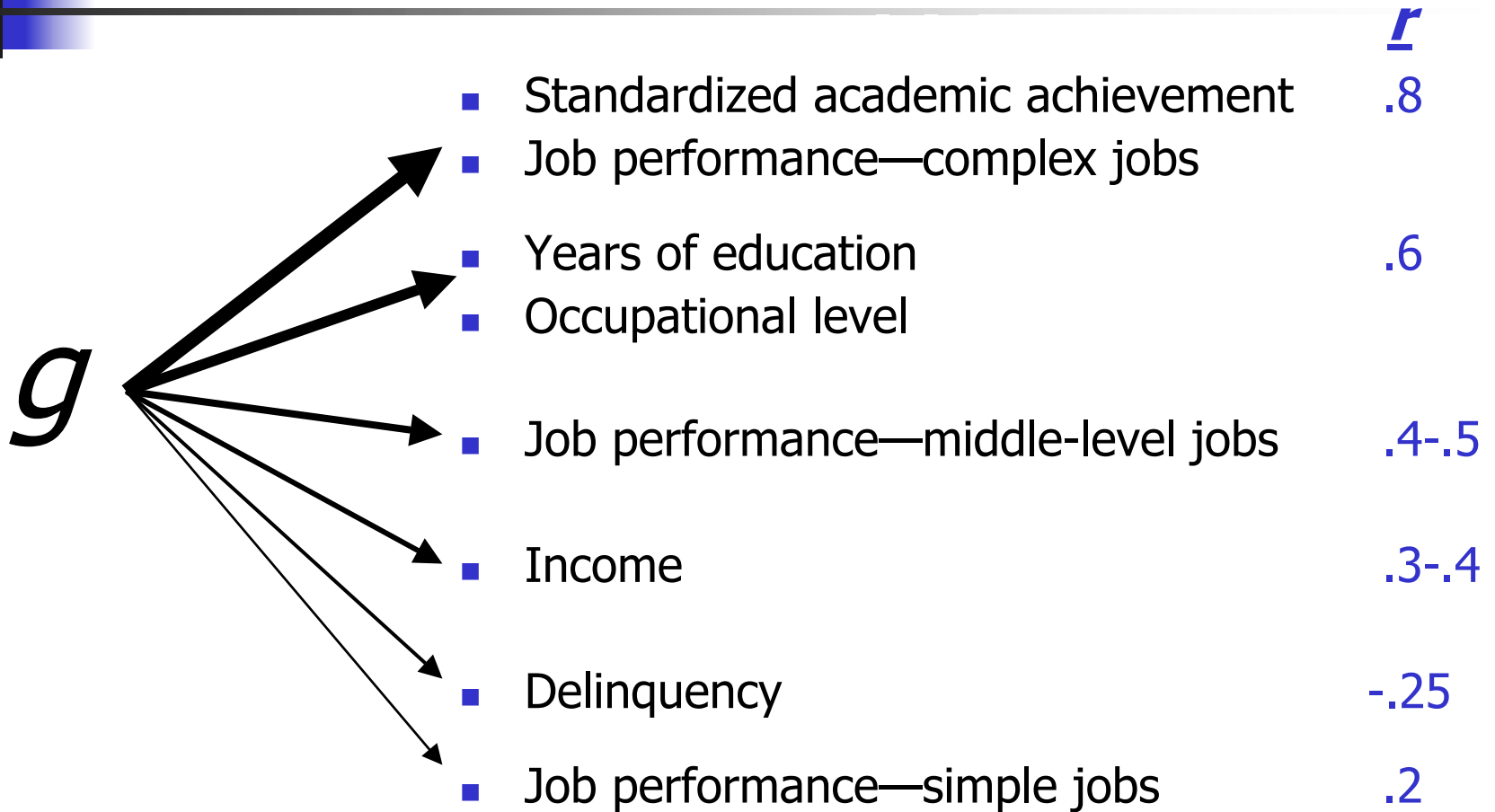
Life is a Long Mental Test Battery



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?



1. How *g* Loaded Are the Different Arenas of Life?—cont.

Relative risk (odds ratio) of this outcome for “dull” (IQ 75-90) vs. “bright” (IQ 110-125) persons: Young white adults

High school dropout		133.9
Chronic welfare recipient (female)		10.0
Ever incarcerated (male)		7.5
Lives in poverty		6.2
Had illegitimate child (women)	<i>"strong"</i> > 4.0	4.9
Unemployed 1+ mo/yr (male)	<i>"mod strong"</i> > 2.0	1.5
Out of labor force 1+mo/yr (male)		1.4
Divorced in 5 years (ever married)		1.3

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

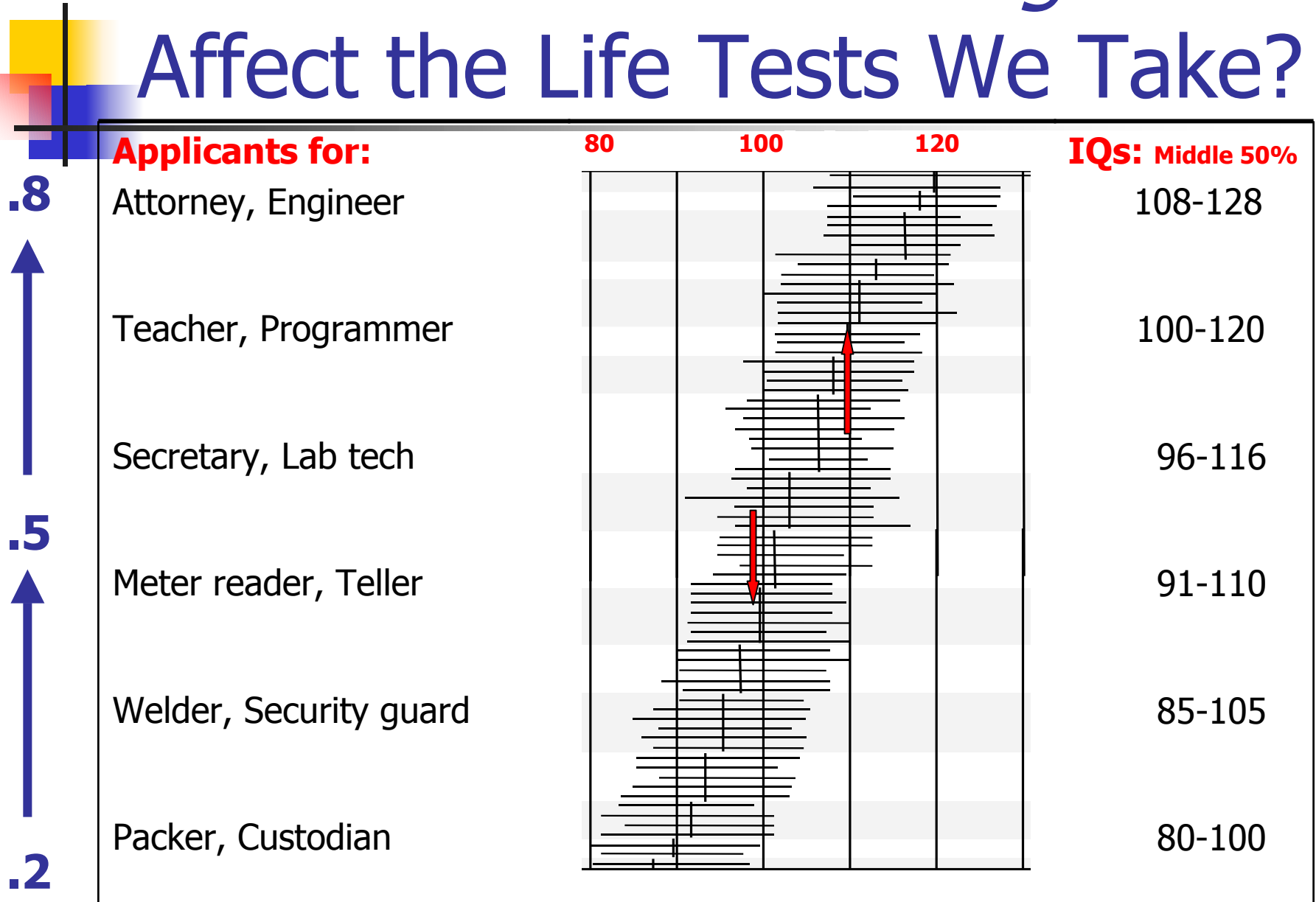
Different subtests, e.g.

- 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?





4. How Standardized are Life's Tests?

- Content
- Conditions of administration
- Scoring procedures
- Norm groups for interpretation



5. Do Low- g Tasks Yield Highly g -Loaded Life Tests?

What matters:

- Consistency of g loadings
- Consistency of g relative to other influences
- Candidates for other consistent influences?
 - Conscientiousness and other “Big Five” traits
 - Physical health and energy level
 - Socioeconomic advantages/disadvantages



g Loadings of Test Items

S M T W T F S

.1	.1	.1	.1	.1	.1	.1
.1	.1	.1	.1	.1	.1	.1
.1	.1	.1	.1	.1	.1	.1
.1	.1	.1	.1	.1	.1	.1

.11	.11	.11	.11	.11	.11	.11
.11	.11	.11	.11	.11	.11	.11
.11	.11	.11	.11	.11	.11	.11
.11	.11	.11	.11	.11	.11	.11



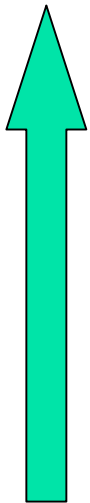
6. What (Re)Shapes Each Generation's Test Battery?

Changes in:

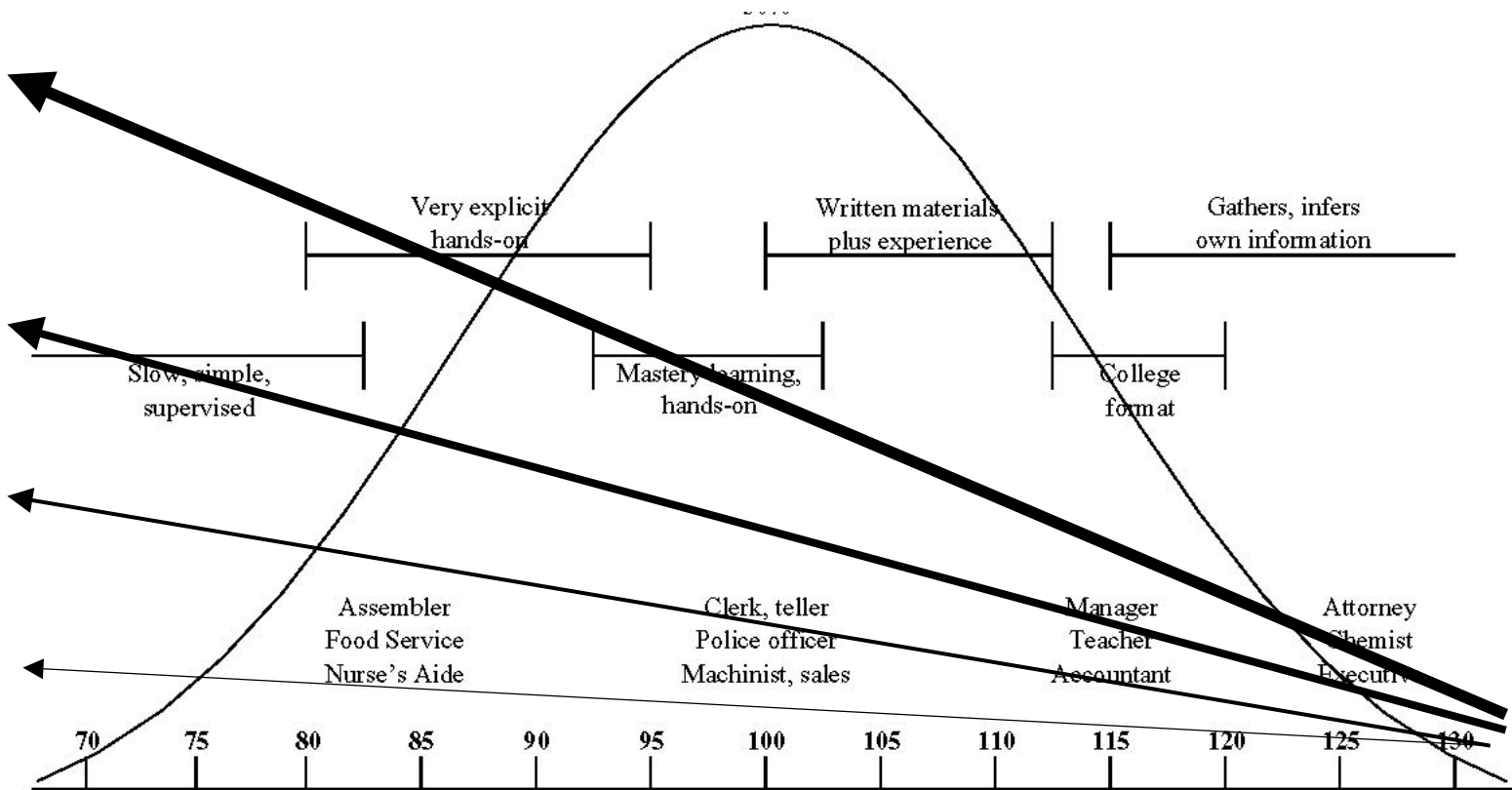
- Complexity
 - Technology
 - Size of groups/institutions
- Personal freedom/choice
 - Norms, mores
- Other

g -Related Relative Risk Varies by Kind of Outcome

**Complex
Cumulative**



**Simple
Episodic**





Thank you.

Presentation and citations available (soon) at:

- <http://www.udel.edu/educ/gottfredson/reprints>

To get copies of “King among Men,” email:

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