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Personality and intellectual competence

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Abstrak

This volume provides an extensive review of the literature on personality and intelligence research (in the past 100 years), looking not only at the independent theoretical and empirical developments of both constructs, but also their interactions?namely, the psychometric interface between personality traits and cognitive ability measures. Nevertheless, it is argued that this interface (which has been increasingly examined by differential psychologists during the last 5 years) represents only one level of integration between cognitive and noncognitive traits. Two other important perspectives are the focus on academic performance (the criterion, par excellence, for the validation of ability measures) and self-assessed or subjective assessed ability. Hence the title of this book, which deals with the relationship between personality and intellectual competence?a term we chose to encompass the three different aspects of psychometric intelligence (cognitive ability tests), academic performance, and selfassessed ability?although it should be noted that other constructs (e.g., leadership, creativity, art judgment) may also be considered indicators of intellectual competence. This book, then, looks at the relationship between salient personality traits (mostly within the Gigantic Three and Big Five framework) and ability test scores, examination grades (in school and university), as well as other indicators of academic performance, and at the individuals' estimations of their own intellectual abilities and those of others. In that sense, the authors go well beyond recent efforts of bridging the gap between the two historically unrelated fields of personality and intelligence. Rather, the authors attempt to establish the foundations for the development of a comprehensive taxonomic conceptual framework to account for observable performance- related individual differences across a variety of occupational and academic settings. It is thus hoped that this book will improve, not only our ability to predict an individual's performance (at work, school, or university), but also our understanding of the traits that play an important role in the Development of adult skills and knowledge.