Achievement-Relevant Personality:

Relations with the Big Five and Validation of an Efficient Instrument

Online Supplement

In the online supplement, we report additional scoring information and descriptive results. Table S1 reports the item content, characteristics, and original scale for all items in the reduced Multidimensional Achievement-Relevant Personality Scale (MAPS). To score the MAPS, first calculate the acquiescence index. This is accomplished by taking the average of items 1, 2, 5, 7, 11, 18, 21, 23, 31, 34, 35, 37, 41, 45, 47, 49 for every participant. Then, subtract this number from each item. Multiply reverse coded items by -1 to place it on the proper metric. Table S2-3 report zero-order correlations between the MAPS and the Big Five for Study 1 and Study 2.

Table S1. Item content of the Multidimensional Achievement-Relevant Personality Scale (MAPS).

Item Content	Original Scale
Performance	
1. It is important to me that my teacher does not think that I know less than others at school.[1]	10
2. Looking smart in comparison to others in my school is not particularly important to me. (R, M)[2]	8
3. One of my goals at school is to avoid looking like I have trouble doing the work.	10
4. One of my goals is to keep others from thinking I am not smart at school.	10
5. It is important to me that I look smart compared to others in my school.[2]	8
6. One of my goals is to show others that I am good at my school work.	8
7. Showing my teacher that I am smarter than other students in my school is not particularly important to me. (R, M)[1]	9
8. The reason I do my work is so others will not think I am dumb.	9
9. One of my main goals is to avoid looking like I cannot do my work.	9
10. I'd like to show my teacher that I am smarter than the other students in my school.	7
Mastery	
11. Learning new things is not an important reason why I do my school work. (R, M)[1]	11
12. I look forward to the opportunity to learn and grow.	29
13. One of my goals in class is to learn as much as I can.	12
14. It is important to me that I learn a lot of new concepts this year.	12
15. I am a true life-long learner.	29
16. I work hard at my studies because I find the material interesting.	5
17. I am thrilled when I learn something new.	29
18. I want to learn as much as possible at school.[1]	4
19. I find that studying academic topics can at times be as exciting as a good novel or movie.	5
20. I do not like to learn a lot of new concepts at school. (R)	23
Self-Doubt	
21. I do not often feel like a failure. (R, M)[1]	31
22. I usually feel that I am an unsuccessful person.	31
23. All in all, I am inclined to feel that I am a failure.[1]	30
24. I take a positive attitude toward myself. (R)	30
25. At times I think I am no good at all.	30
26. I often feel that there is nothing that I can do well.	31
27. If I do not do as well as other people, it means I am an inferior human being.	14
28. If someone does a task at work/school better than I, then I feel like I failed the whole task.	14
29. People will probably think less of me if I make a mistake.	14
30. I usually have doubts about the simple, everyday things I do.	15
Effort	
31. I do not accomplish a lot of work. (R, M)[1]	36
32. I plunge into tasks with all my heart.	20
33. I work hard.	20
34. I turn plans into actions.[2]	20
35. I don't often carry out my plans. (R, M)[2]	36

36. I am very good at focusing my efforts on attaining a goal.	18
37. I complete tasks successfully.[1]	36
38. When I get what I want, it's usually because I worked hard for it.	32
40. I am an organized person.	19

Intellectual Investment

41. I am full of ideas.[1]	24
42. I love to think up new ways of doing things.	24
44. I have excellent ideas.	24
45. I seek out activities that interest me.[2]	21
46. I quickly get the idea of things.	26
47. I am not full of ideas. (R, M)[1]	26
48. I am able to find out things by myself.	26
49. I am not motivated to become involved in activities related to my interests. (R, M)[2]	21
50. I frequently come up with something new.	27

Removed during replication study

39. Even if the work is hard, I can learn it.	33
43. I am motivated to expand my understanding of the topics that interest me.	21

Note. The number associated with the original scale derives from Table 1. Items marked R are reverse coded and items marked R, M were changed in content to be reverse coded compared to the original. Items followed by a superscript number are used to calculate the acquiescence index. Items within a scale marked with the same number are semantically opposite pairs.

Table S2. Zero-order correlations between the MAPS and the Big Five in Study 1

	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Performance	-.028	.056	-.082	.277 ***	-.012
Mastery	-.032	.075	.191 **	.060	.475 ***
Self-Doubt	-.158 *	-.187 *	-.222 **	.405 ***	-.008
Effort	.145 *	.021	.715 ***	.057	.182 **
Intellectual Investment	.124	-.137 *	.089	-.196 **	.676 ***

Note. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table S3. Zero-order correlations between the MAPS and the Big Five in Study 2

	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Performance	-.005	-.122 *	.074	.091	-.060
Mastery	.141 **	.107 *	.331 ***	-.106 *	.296 ***
Self-Doubt	-.342 ***	-.185 ***	-.265 ***	.542 ***	-.252 ***
Effort	.249 ***	.194 ***	.656 ***	-.238 ***	.311 ***
Intellectual Investment	.352 ***	-.011	.188 ***	-.212 ***	.575 ***

Note. * $p < .05$; ** $p < .01$; *** $p < .001$.