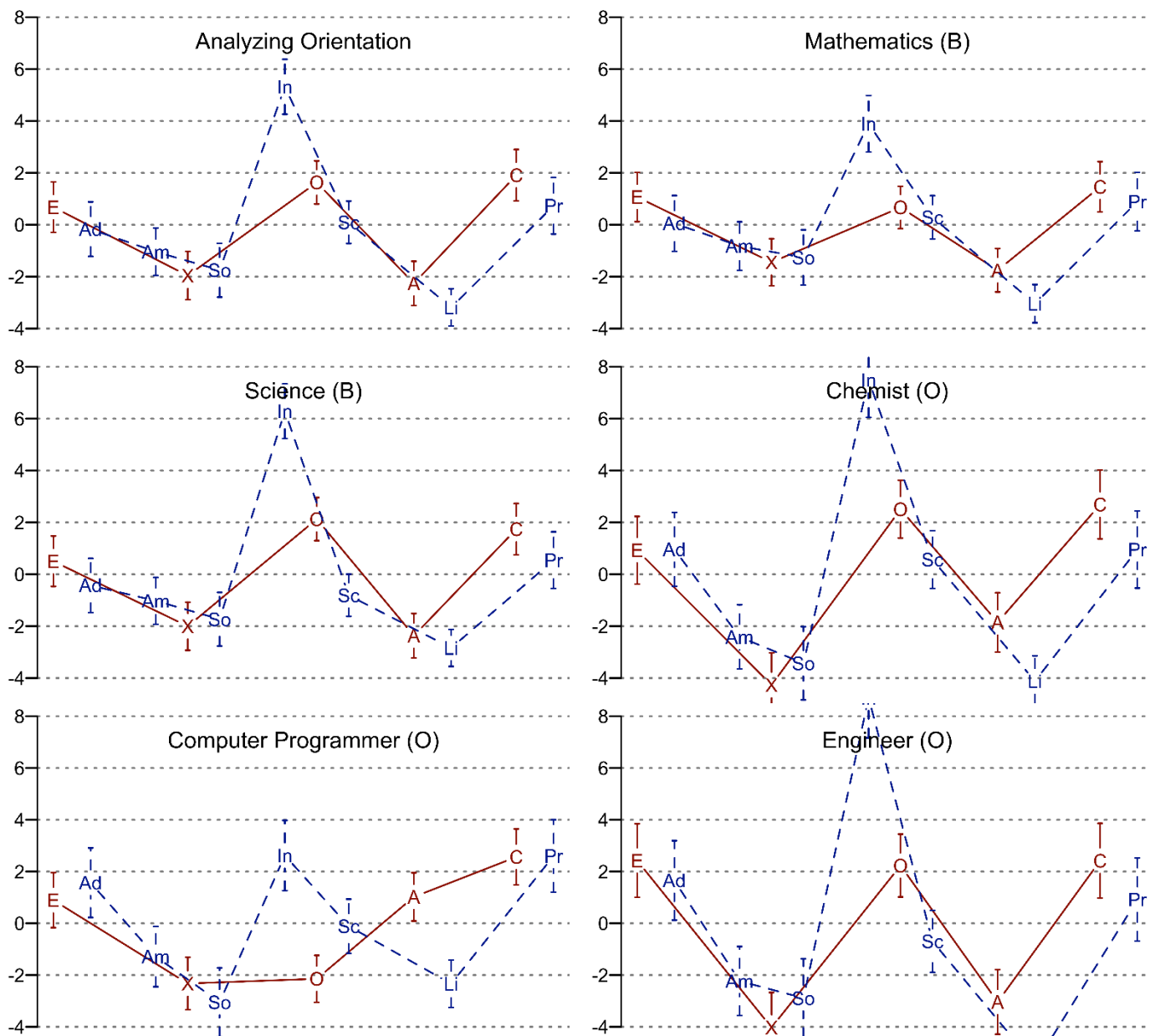


**Online Supplement**

Wiernik, B. M., Dilchert, S., & Ones, D. S. (2016). Creative interests and personality: Scientific versus artistic creativity. *Zeitschrift für Arbeits- und Organisationspsychologie*, 60(2). [http://doi.org/ 10.1026/0932-4089/a000211](http://doi.org/10.1026/0932-4089/a000211)

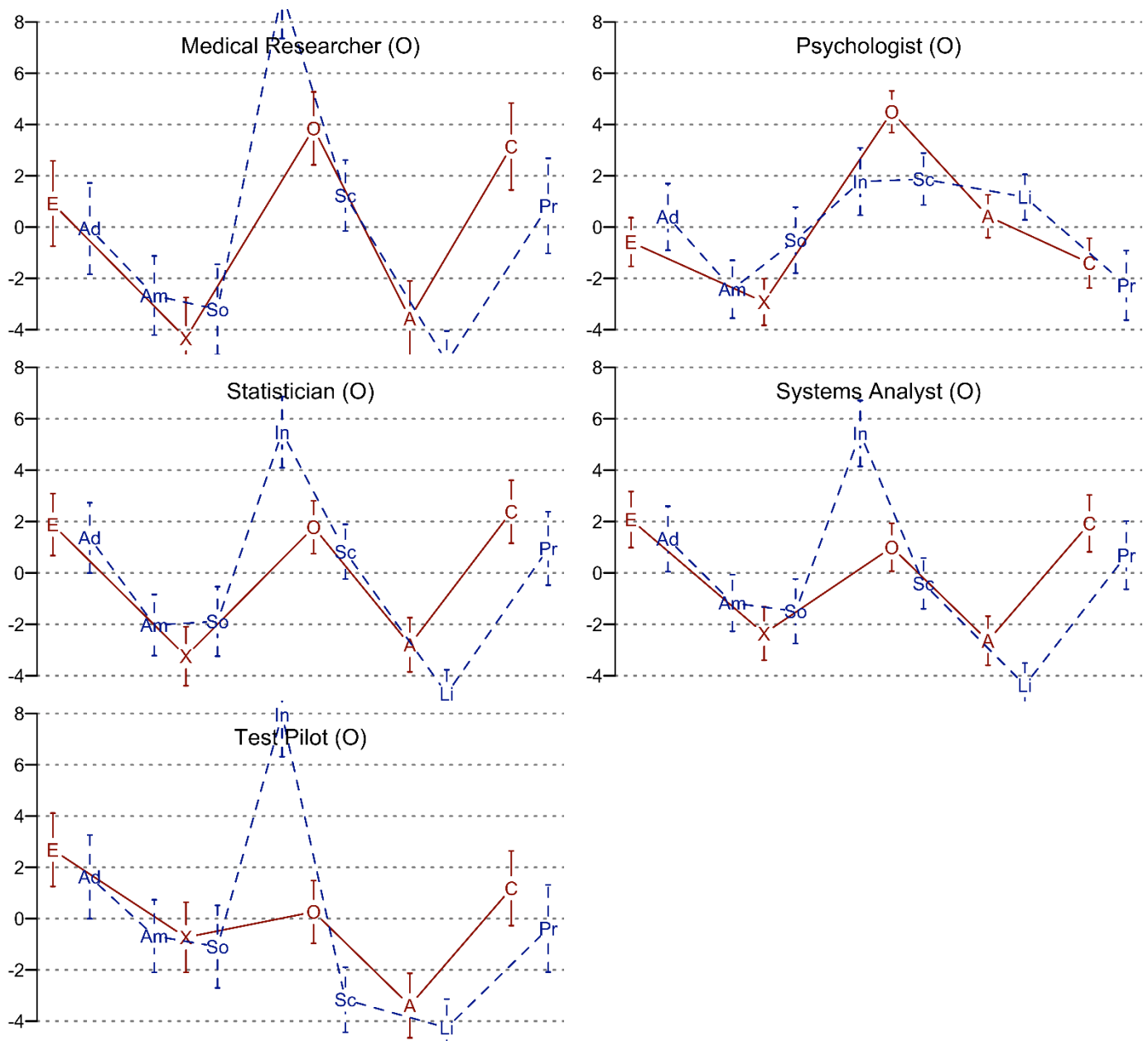
Supplemental Figures

Figure S1. Personality criterion profile patterns for investigative interest scales in Study 1.



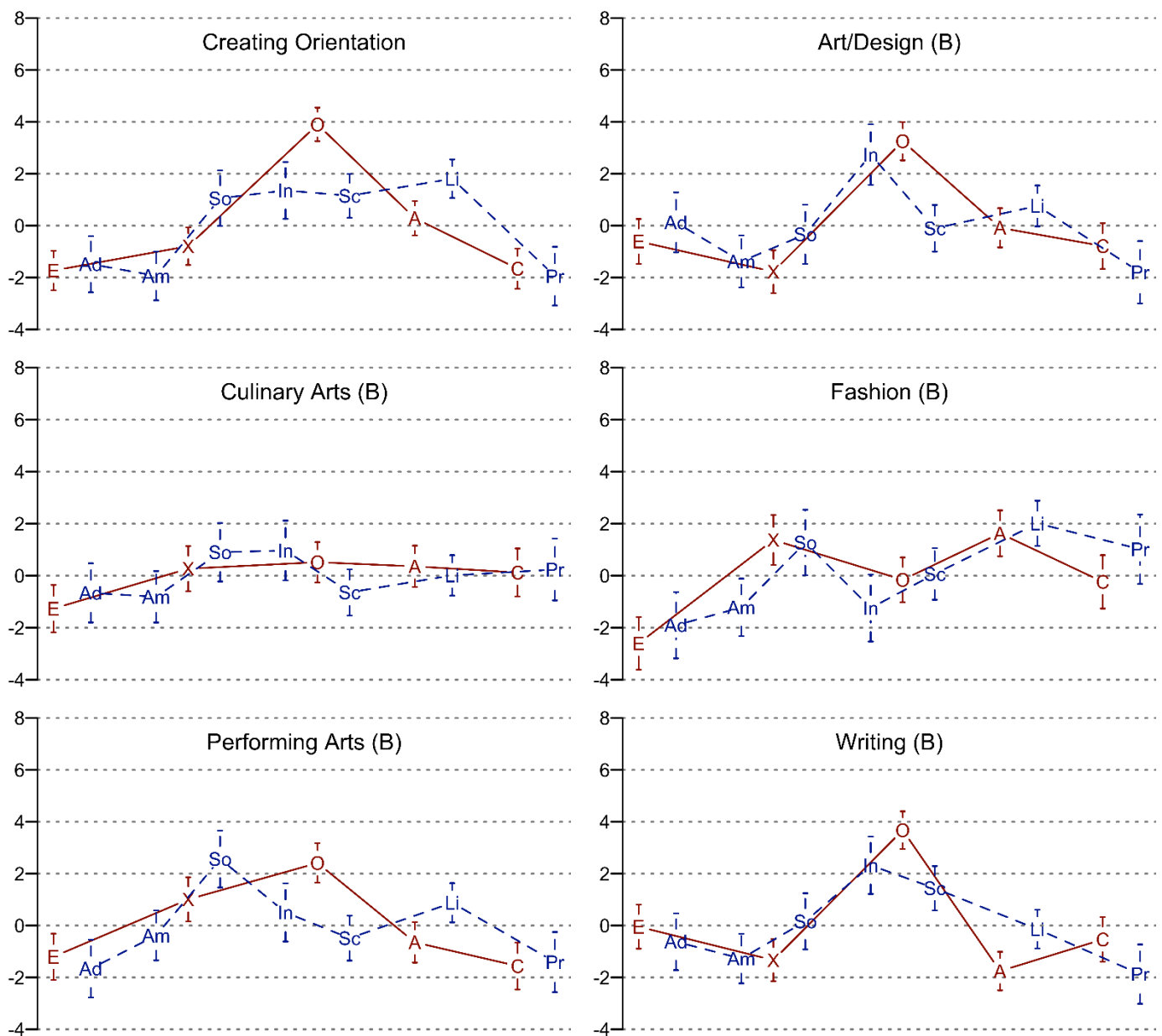
Note. B = Basic interest scales; O = Occupational interest scales; solid red lines indicate NEO PI-R; dashed blue lines indicate HPI; E = Emotional Stability; X = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness; Ad = Adjustment; Am = Ambition; So = Sociability; In = Intellectance; Sc = School Success; Li = Likeability; Pr = Prudence.

Figure S1, continued.



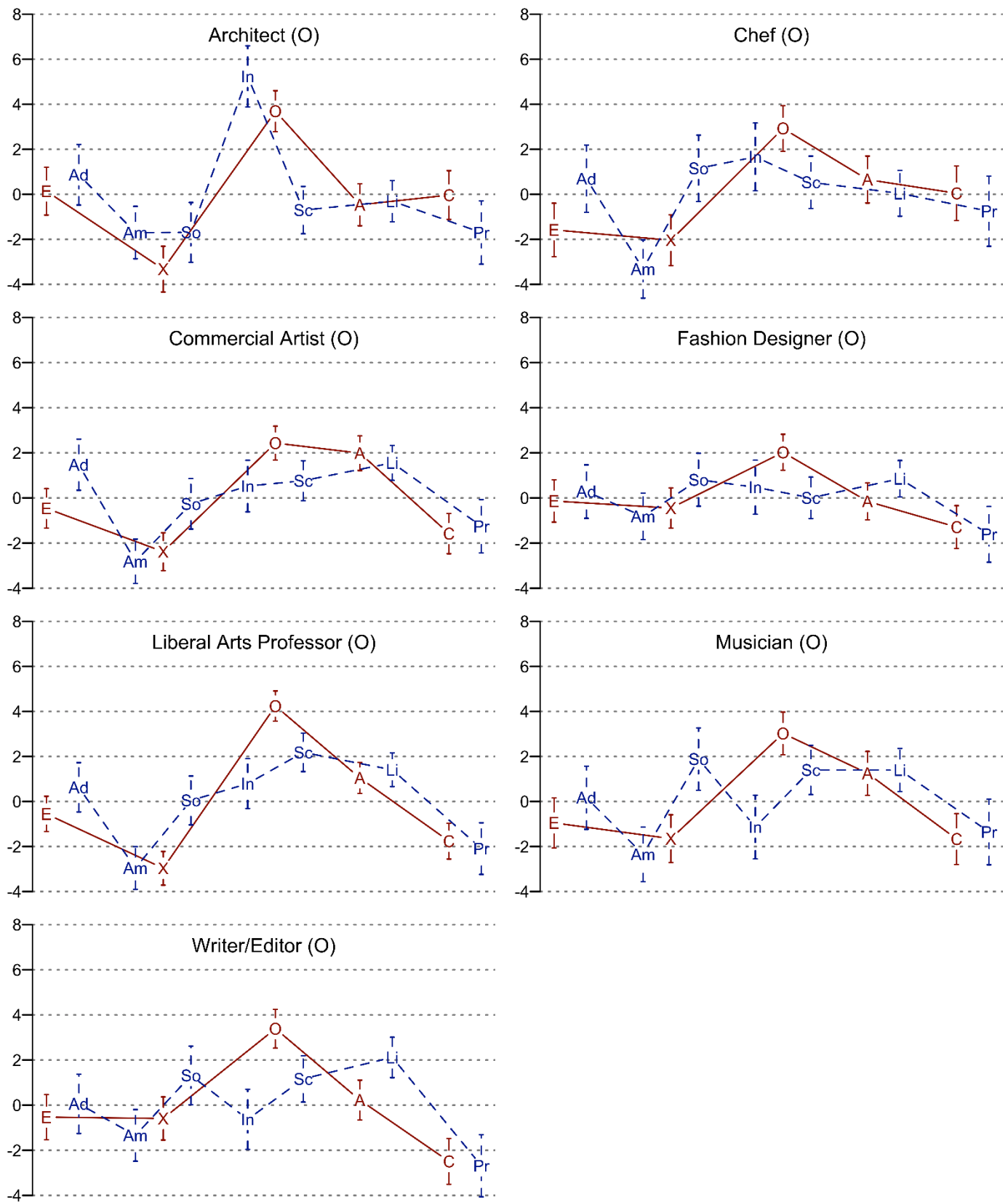
Note. B = Basic interest scales; O = Occupational interest scales; solid red lines indicate NEO PI-R; dashed blue lines indicate HPI; E = Emotional Stability; X = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness; Ad = Adjustment; Am = Ambition; So = Sociability; In = Intellectance; Sc = School Success; Li = Likeability; Pr = Prudence.

Figure S2. Personality criterion profile patterns for artistic interest scales in Study 1.



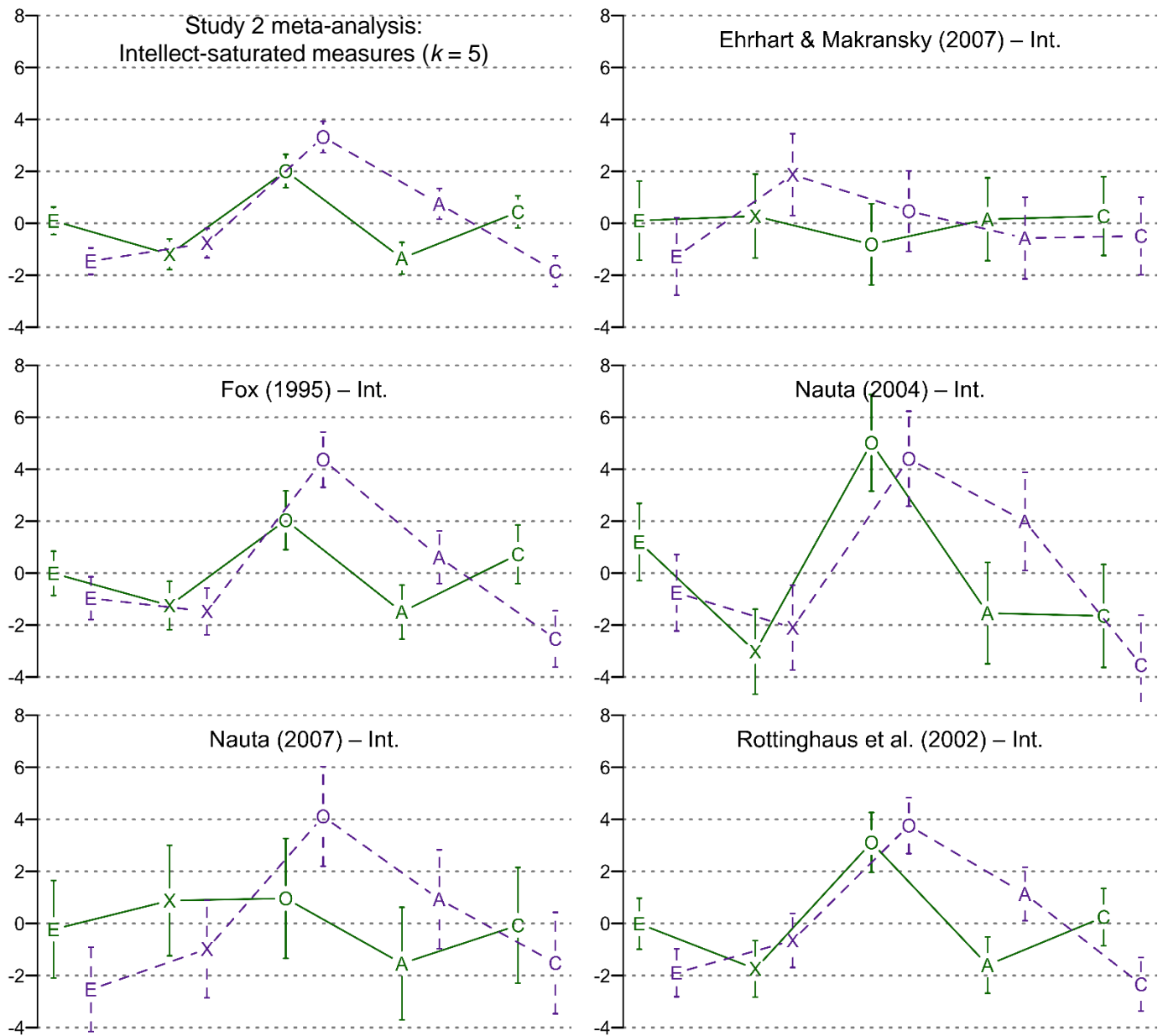
Note. B = Basic interest scales; O = Occupational interest scales; solid red lines indicate NEO PI-R; dashed blue lines indicate HPI; E = Emotional Stability; X = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness; Ad = Adjustment; Am = Ambition; So = Sociability; In = Intellectance; Sc = School Success; Li = Likeability; Pr = Prudence.

Figure S2, continued.



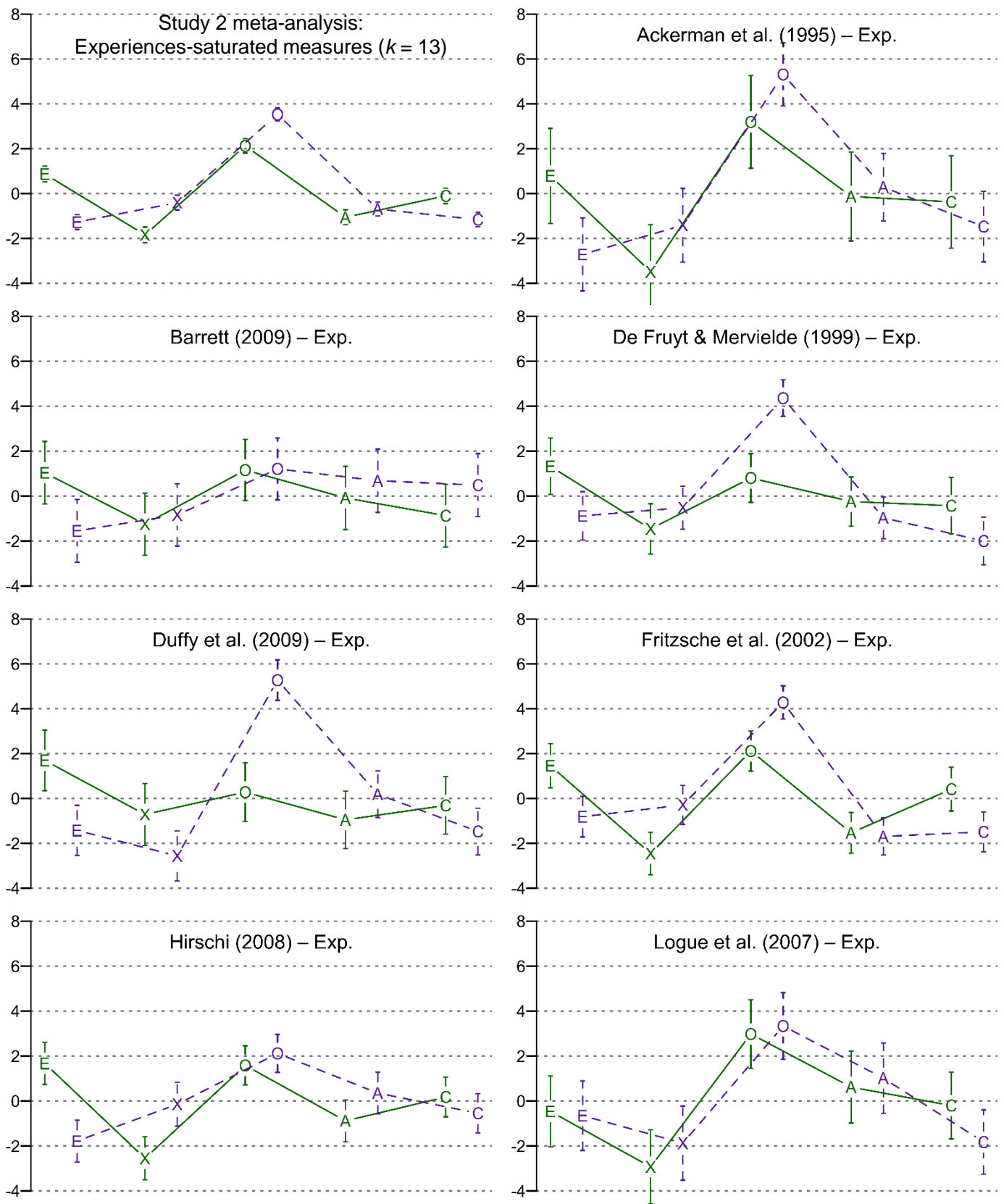
Note. B = Basic interest scales; O = Occupational interest scales; solid red lines indicate NEO PI-R; dashed blue lines indicate HPI; E = Emotional Stability; X = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness; Ad = Adjustment; Am = Ambition; So = Sociability; In = Intellectance; Sc = School Success; Li = Likeability; Pr = Prudence.

Figure S3. Personality criterion profile patterns for creative vocational interests from meta-analyses and individual samples in Study 2.



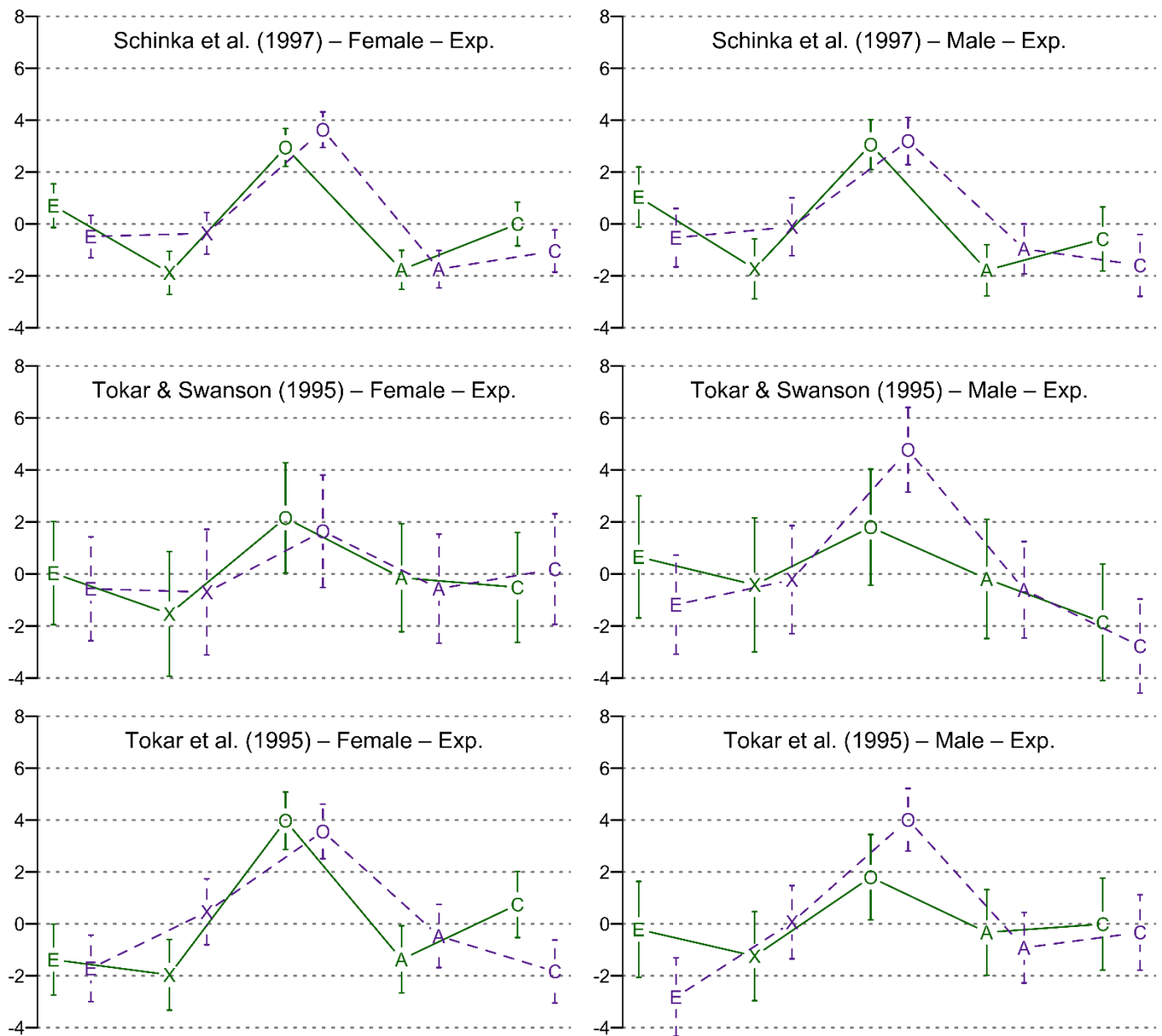
Note. Int. = Openness measure was intellect-saturated; Exp. = Openness measure was experiences-saturated; solid green lines indicate investigative interests; dashed purple lines indicate artistic interests; E = Emotional Stability; X = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness.

Figure S3, continued.



Note. Int. = Openness measure was intellect-saturated; Exp. = Openness measure was experiences-saturated; solid green lines indicate investigative interests; dashed purple lines indicate artistic interests; E = Emotional Stability; X = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness.

Figure S3, continued.



Note. Int. = Openness measure was intellect-saturated; Exp. = Openness measure was experiences-saturated; solid green lines indicate investigative interests; dashed purple lines indicate artistic interests; E = Emotional Stability; X = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness.



**Supplemental Tables**

*Table S1. Model Summaries for Predicting Investigative Interest Scales*

	Overall		Profile pattern effect				Profile level effect			
	<i>R</i>	<i>R</i> <sup>2</sup>	<i>r</i>	$\beta$	<i>r</i> <sup>2</sup>	$\Delta R^2$	<i>r</i>	$\beta$	<i>r</i> <sup>2</sup>	$\Delta R^2$
<i>Analyzing Orientation</i>										
NEO PI-R	<b>.30</b>	.09	<b>.30</b>	.30	.09	.09	<b>.03</b>	.02	.00	.00
HPI	<b>.54</b>	.30	<b>.48</b>	.55	.23	.28	<b>.12</b>	.27	.02	.07
<i>Basic interest scales</i>										
Mathematics										
NEO PI-R	<b>.25</b>	.06	<b>.24</b>	.24	.06	.06	<b>.07</b>	.06	.00	.00
HPI	<b>.45</b>	.21	<b>.41</b>	.47	.17	.20	<b>.07</b>	.21	.00	.04
Science										
NEO PI-R	<b>.33</b>	.11	<b>.31</b>	.31	.10	.10	<b>.12</b>	-.12	.01	.01
HPI	<b>.56</b>	.31	<b>.49</b>	.56	.24	.30	<b>.12</b>	.27	.02	.07
<i>Occupational scales</i>										
Chemist										
NEO PI-R	<b>.31</b>	.10	<b>.31</b>	.31	.10	.09	<b>.07</b>	.05	.00	.00
HPI	<b>.53</b>	.28	<b>.52</b>	.55	.27	.28	<b>.04</b>	.09	.00	.01
Computer Programmer										
NEO PI-R	<b>.48</b>	.23	<b>.40</b>	.38	.16	.14	<b>.30</b>	.26	.09	.07
HPI	<b>.45</b>	.20	<b>.43</b>	.39	.19	.14	<b>.25</b>	.12	.06	.01
Engineer										
NEO PI-R	<b>.31</b>	.10	<b>.28</b>	.28	.08	.08	<b>.15</b>	.14	.02	.02
HPI	<b>.57</b>	.33	<b>.55</b>	.60	.30	.33	<b>.01</b>	.17	.00	.03
Medical Researcher										
NEO PI-R	<b>.29</b>	.09	<b>.29</b>	.29	.09	.09	<b>.03</b>	-.01	.00	.00
HPI	<b>.55</b>	.31	<b>.50</b>	.57	.25	.30	<b>.08</b>	.24	.01	.05
Psychologist										
NEO PI-R	<b>.51</b>	.26	<b>.49</b>	.50	.24	.25	<b>.13</b>	.16	.02	.02
HPI	<b>.24</b>	.06	<b>.24</b>	.24	.06	.06	<b>.04</b>	.04	.00	.00
Statistician										
NEO PI-R	<b>.37</b>	.13	<b>.34</b>	.33	.11	.11	<b>.15</b>	.15	.02	.02
HPI	<b>.53</b>	.28	<b>.51</b>	.55	.26	.28	<b>.01</b>	.15	.00	.02
Systems Analyst										
NEO PI-R	<b>.38</b>	.15	<b>.33</b>	.33	.11	.11	<b>.20</b>	.20	.04	.04
HPI	<b>.50</b>	.25	<b>.50</b>	.51	.25	.25	<b>.06</b>	.05	.00	.00
Test Pilot										
NEO PI-R	<b>.30</b>	.09	<b>.24</b>	.26	.06	.07	<b>.15</b>	.18	.02	.03
HPI	<b>.48</b>	.23	<b>.48</b>	.48	.23	.23	<b>.02</b>	.01	.00	.00

*Note.* Sample sizes for correlations between interest criteria and profile level and pattern effects were *N* = 521 (NEO PI-R) and 520 (HPI). *R* = multiple correlation for pattern effect and level effect with interest criteria; *R*<sup>2</sup> = amount of variance accounted for by both effects;  $\beta$  = standardized regression coefficient;  $\Delta R^2$  = incremental amount of variance accounted for by one effect over the other; NEO PI-R = NEO Personality Inventory-Revised; HPI = Hogan Personality Inventory.

Table S2. Model Summaries for Predicting Artistic Interest Scales

	Overall		Profile pattern effect				Profile level effect			
	<i>R</i>	<i>R</i> <sup>2</sup>	<i>r</i>	$\beta$	<i>r</i> <sup>2</sup>	$\Delta R^2$	<i>r</i>	$\beta$	<i>r</i> <sup>2</sup>	$\Delta R^2$
<i>Creating Orientation</i>										
NEO PI-R	<b>.59</b>	.34	<b>.52</b>	.52	.27	.27	<b>.26</b>	.28	.07	.08
HPI	<b>.41</b>	.17	<b>.37</b>	.36	.14	.13	<b>.18</b>	.17	.03	.03
<i>Basic interest scales</i>										
<i>Art/Design</i>										
NEO PI-R	<b>.42</b>	.18	<b>.39</b>	.40	.15	.16	<b>.14</b>	.16	.02	.03
HPI	<b>.25</b>	.06	<b>.24</b>	.25	.06	.06	<b>.01</b>	.03	.00	.00
<i>Performing Arts</i>										
NEO PI-R	<b>.42</b>	.17	<b>.37</b>	.37	.14	.13	<b>.20</b>	.19	.04	.04
HPI	<b>.37</b>	.14	<b>.32</b>	.31	.10	.10	<b>.21</b>	.19	.04	.04
<i>Writing</i>										
NEO PI-R	<b>.45</b>	.20	<b>.42</b>	.41	.17	.17	<b>.19</b>	.18	.03	.03
HPI	<b>.41</b>	.17	<b>.33</b>	.33	.11	.11	<b>.23</b>	.24	.05	.06
<i>Culinary Arts</i>										
NEO PI-R	<b>.18</b>	.03	<b>.10</b>	.12	.01	.01	<b>.13</b>	.15	.02	.02
HPI	<b>.02</b>	.00	<b>.01</b>	.00	.00	.00	<b>.02</b>	.02	.00	.00
<i>Fashion</i>										
NEO PI-R	<b>.26</b>	.07	<b>.24</b>	.25	.06	.06	<b>.09</b>	.12	.01	.01
HPI	<b>.28</b>	.08	<b>.28</b>	.28	.08	.08	<b>.02</b>	-.02	.00	.00
<i>Occupational scales</i>										
<i>Architect</i>										
NEO PI-R	<b>.37</b>	.14	<b>.37</b>	.37	.13	.14	<b>.04</b>	.07	.00	.00
HPI	<b>.33</b>	.11	<b>.33</b>	.33	.11	.11	<b>.03</b>	.01	.00	.00
<i>Chef</i>										
NEO PI-R	<b>.26</b>	.07	<b>.26</b>	.27	.07	.07	<b>.02</b>	.06	.00	.00
HPI	<b>.22</b>	.05	<b>.22</b>	.22	.05	.05	<b>.04</b>	.03	.00	.00
<i>Commercial Artist</i>										
NEO PI-R	<b>.43</b>	.18	<b>.42</b>	.42	.18	.18	<b>.09</b>	-.07	.01	.00
HPI	<b>.32</b>	.10	<b>.29</b>	.28	.08	.08	<b>.16</b>	.14	.02	.02
<i>Fashion Designer</i>										
NEO PI-R	<b>.21</b>	.05	<b>.21</b>	.21	.05	.05	<b>.00</b>	-.01	.00	.00
HPI	<b>.10</b>	.01	<b>.06</b>	.09	.00	.01	<b>.06</b>	.09	.00	.01
<i>Liberal Arts Professor</i>										
NEO PI-R	<b>.58</b>	.33	<b>.56</b>	.57	.31	.32	<b>.09</b>	.14	.01	.02
HPI	<b>.34</b>	.12	<b>.34</b>	.34	.11	.11	<b>.03</b>	.03	.00	.00
<i>Musician</i>										
NEO PI-R	<b>.36</b>	.13	<b>.36</b>	.35	.13	.12	<b>.05</b>	.03	.00	.00
HPI	<b>.28</b>	.08	<b>.23</b>	.24	.05	.06	<b>.14</b>	.15	.02	.02
<i>Writer/Editor</i>										
NEO PI-R	<b>.45</b>	.20	<b>.42</b>	.42	.18	.18	<b>.15</b>	.15	.02	.02
HPI	<b>.27</b>	.07	<b>.26</b>	.28	.07	.07	<b>.02</b>	.07	.00	.00

*Note.* Sample sizes for correlations between interest criteria and profile level and pattern effects were *N* = 521 (NEO PI-R) and 520 (HPI). *R* = multiple correlation for pattern effect and level effect with interest criteria; *R*<sup>2</sup> = amount of variance accounted for by both effects;  $\beta$  = standardized regression coefficient;  $\Delta R^2$  = incremental amount of variance accounted for by one effect over the other; NEO PI-R = NEO Personality Inventory-Revised; HPI = Hogan Personality Inventory.

Table S3. Sample Descriptions and Model Summaries for Study 2 Profile Analyses Predicting Investigative and Artistic Interests

Sample description	Interest measure	Personality measure	Openness aspect	N	Overall		Profile pattern effect				Profile level effect			
					R	R <sup>2</sup>	r	β	r <sup>2</sup>	ΔR <sup>2</sup>	r	β	r <sup>2</sup>	ΔR <sup>2</sup>
Meta-analytic results: Intellect-saturated measures (k = 5)			Int											
	<i>Investigative interests</i>			1302	<b>.24</b>	.06	<b>.22</b>	.21	.05	.04	<b>.12</b>	.10	.01	.01
	<i>Artistic interests</i>			1302	<b>.35</b>	.12	<b>.35</b>	.34	.12	.11	<b>.13</b>	.06	.02	.00
Meta-analytic results: Experiences-saturated measures (k = 13)			Exp											
	<i>Investigative interests</i>			3601	<b>.28</b>	.08	<b>.23</b>	.25	.05	.06	<b>.13</b>	.16	.02	.03
	<i>Artistic interests</i>			3601	<b>.45</b>	.20	<b>.38</b>	.41	.15	.17	<b>.19</b>	.24	.03	.06
Ackerman et al. (1995)	Adult paid volunteers from a university community	UNIACT	NEO PI-R											
	<i>Investigative interests</i>			93	<b>.37</b>	.14	<b>.34</b>	.36	.11	.13	<b>.11</b>	.16	.01	.02
	<i>Artistic interests</i>			93	<b>.71</b>	.50	<b>.65</b>	.67	.43	.45	<b>.23</b>	.27	.05	.07
Barrett (2009)	Undergraduate university students in psychology classes	SDS	IPIP NEO											
	<i>Investigative interests</i>			194	<b>.26</b>	.07	<b>.22</b>	.22	.05	.05	<b>.15</b>	.15	.02	.02
	<i>Artistic interests</i>			194	<b>.25</b>	.06	<b>.25</b>	.25	.06	.06	<b>.03</b>	.00	.00	.00
De Fruyt & Mervielde (1999)	Employed recent university graduates in a diverse set of fields	SDS/ BZO95	NEO PI-R											
	<i>Investigative interests</i>			335	<b>.20</b>	.04	<b>.16</b>	.17	.03	.03	<b>.11</b>	.12	.01	.01
	<i>Artistic interests</i>			355	<b>.55</b>	.31	<b>.51</b>	.56	.26	.30	<b>.10</b>	.22	.01	.05
Duffy et al. (2009)	First-year medical students in a combined BS/MD degree program	SII	NEO PI-R											
	<i>Investigative interests</i>			282	<b>.24</b>	.06	<b>.15</b>	.15	.02	.02	<b>.19</b>	.19	.04	.04
	<i>Artistic interests</i>			282	<b>.62</b>	.38	<b>.53</b>	.56	.28	.31	<b>.26</b>	.33	.07	.10

	Sample description	Interest measure	Personality measure	Openness aspect	N	Overall		Profile pattern effect				Profile level effect			
						R	R <sup>2</sup>	r	β	r <sup>2</sup>	ΔR <sup>2</sup>	r	β	r <sup>2</sup>	ΔR <sup>2</sup>
Ehrhart and Makransky (2007)	Upper level undergraduate students in psychology classes	COPS-P	IPIP Big Five	Int	178	<b>.15</b>	.02	<b>.09</b>	.08	.01	.01	<b>-.13</b>	-.12	.02	.01
	<i>Science interests</i>														
	<i>Artistic interests</i>				178	<b>.22</b>	.05	<b>.22</b>	.22	.05	.05	<b>-.03</b>	-.05	.00	.00
Fox (1995)	Undergraduate students in a variety of fields	SII	ACL	Int	538	<b>.27</b>	.07	<b>.23</b>	.21	.05	.04	<b>.18</b>	.14	.03	.02
	<i>Investigative interests</i>														
	<i>Artistic interests</i>				538	<b>.36</b>	.13	<b>.36</b>	.36	.13	.12	<b>.07</b>	-.01	.00	.00
Fritzsche et al. (2002)	Upper level undergraduate students in a variety of fields	SDS	NEO PI-R	Exp	455	<b>.35</b>	.12	<b>.29</b>	.30	.08	.09	<b>.18</b>	.19	.03	.04
	<i>Investigative interests</i>														
	<i>Artistic interests</i>				455	<b>.53</b>	.28	<b>.47</b>	.50	.22	.24	<b>.18</b>	.23	.03	.05
Hirschi (2008)	Swiss high school and vocational school students	AIST-R	NEO FFI	Exp	492	<b>.29</b>	.08	<b>.29</b>	.28	.08	.08	<b>-.09</b>	-.03	.01	.00
	<i>Investigative interests</i>														
	<i>Artistic interests</i>				492	<b>.31</b>	.10	<b>.27</b>	.29	.07	.08	<b>.12</b>	.15	.01	.02
Logue et al. (2007)	Undergraduate business majors in a career exploration class	SII	PSI	Exp	164	<b>.35</b>	.12	<b>.35</b>	.35	.12	.12	<b>-.03</b>	-.01	.00	.00
	<i>Investigative interests</i>														
	<i>Artistic interests</i>				164	<b>.40</b>	.16	<b>.40</b>	.40	.16	.16	<b>.01</b>	-.01	.00	.00
Nauta (2004)	Undergraduate students in a variety of fields	SII	ACL	Int	147	<b>.45</b>	.20	<b>.44</b>	.43	.20	.18	<b>.14</b>	.10	.02	.01
	<i>Investigative interests</i>														
	<i>Artistic interests</i>				147	<b>.48</b>	.23	<b>.44</b>	.40	.20	.15	<b>.29</b>	.20	.09	.04
Nauta (2007)	Upper level undergraduate students in a variety of fields	SII	ACL	Int	113	<b>.21</b>	.05	<b>.17</b>	.17	.03	.03	<b>.13</b>	.12	.02	.01
	<i>Investigative interests</i>														
	<i>Artistic interests</i>				113	<b>.51</b>	.26	<b>.50</b>	.47	.25	.21	<b>.23</b>	.13	.05	.02

	Sample description	Interest measure	Personality measure	Openness aspect	N	Overall		Profile pattern effect				Profile level effect			
						R	R <sup>2</sup>	r	β	r <sup>2</sup>	ΔR <sup>2</sup>	r	β	r <sup>2</sup>	ΔR <sup>2</sup>
Rottinghaus et al. (2002)	Undergraduate university students in psychology classes	SII	ACL	Int											
	<i>Investigative interests</i>				365	<b>.33</b>	.11	<b>.32</b>	.30	.10	.09	<b>.14</b>	.11	.02	.01
	<i>Artistic interests</i>				365	<b>.45</b>	.20	<b>.44</b>	.42	.19	.17	<b>.19</b>	.10	.04	.01
Schinka et al. (1997)	Employed adults with a broad range of educational levels and occupations	SDS	NEO PI-R	Exp											
	<i>Investigative interests (Female)</i>				645	<b>.44</b>	.19	<b>.29</b>	.32	.08	.10	<b>.30</b>	.33	.09	.11
	<i>Investigative interests (Male)</i>				389	<b>.34</b>	.11	<b>.32</b>	.35	.10	.11	<b>.03</b>	.10	.00	.01
	<i>Artistic interests (Female)</i>				645	<b>.50</b>	.25	<b>.39</b>	.43	.15	.18	<b>.26</b>	.31	.07	.10
	<i>Artistic interests (Male)</i>				389	<b>.42</b>	.17	<b>.34</b>	.39	.12	.15	<b>.16</b>	.24	.03	.06
Tokar & Swanson (1995)	Employed adults with a broad range of educational levels and occupations	SDS	NEO FFI	Exp											
	<i>Investigative interests (Female)</i>				213	<b>.48</b>	.23	<b>.38</b>	.47	.14	.20	<b>.18</b>	.31	.03	.09
	<i>Investigative interests (Male)</i>				146	<b>.22</b>	.05	<b>.18</b>	.21	.03	.04	<b>.08</b>	.12	.01	.01
	<i>Artistic interests (Female)</i>				213	<b>.57</b>	.32	<b>.40</b>	.47	.16	.21	<b>.33</b>	.41	.11	.16
	<i>Artistic interests (Male)</i>				146	<b>.60</b>	.36	<b>.49</b>	.55	.24	.29	<b>.25</b>	.35	.06	.12
Tokar, Vaux & Swanson (1995)	Undergraduate university students in psychology classes	SDS	NEO PI	Exp											
	<i>Investigative interests (Female)</i>				102	<b>.41</b>	.17	<b>.28</b>	.35	.08	.12	<b>.23</b>	.31	.05	.09
	<i>Investigative interests (Male)</i>				91	<b>.29</b>	.09	<b>.12</b>	.12	.01	.01	<b>.27</b>	.27	.07	.07
	<i>Artistic interests (Female)</i>				102	<b>.25</b>	.06	<b>.17</b>	.17	.03	.03	<b>.18</b>	.18	.03	.03
	<i>Artistic interests (Male)</i>				91	<b>.64</b>	.40	<b>.59</b>	.60	.35	.36	<b>.20</b>	.24	.04	.06

Note. R = multiple correlation for pattern effect and level effect with interest criteria; R<sup>2</sup> = amount of variance accounted for by both effects; β = standardized regression coefficient; ΔR<sup>2</sup> = incremental amount of variance accounted for by one effect over the other; UNIACT = Unisex Edition of ACT Interest Inventory; SDS = Self Directed Search; SDS/BZO95 = Dutch adaptation of Self Directed Search; SII = Strong Interest Inventory; COPS-P = Career Occupational Preference System Interest Inventory; AIST-R = Revised General Interest Structure Test; NEO PI-R = NEO Personality Inventory-Revised; IPIP NEO = International Personality Item Pool equivalent of the NEO PI-R; IPIP Big Five = International Personality Item Pool Big Five markers; ACL = Adjective Check List Big Five Markers; NEO FFI = NEO Five-Factor Inventory; PSI = Personal Style Inventory for College Students; NEO PI = NEO Personality Inventory.

Table S4. Intercorrelation Matrix for Personality and Interest Measures in Study 1

Scale	1	2	3	4	5	6	7	8	9	10	11	12
<i>NEO Personality Inventory</i>												
1 Emotional Stability	.93											
2 Extraversion	.27	.89										
3 Openness	.02	.34	.91									
4 Agreeableness	.21	.05	.02	.89								
5 Conscientiousness	.47	.18	-.13	.15	.91							
<i>Hogan Personality Inventory</i>												
6 Adjustment	<b>.72</b>	.16	.01	.31	.24	.89						
7 Ambition	.53	<b>.54</b>	.20	-.12	.37	.44	.86					
8 Sociability	.08	<b>.63</b>	.38	-.24	-.05	.02	.46	.78				
9 Intellectance	.15	.22	<b>.52</b>	-.20	.05	.07	.37	.43	.71			
10 School Success	.17	.08	<b>.24</b>	-.07	.16	.15	.27	.12	.33	.78		
11 Likeability	.27	.45	.19	<b>.47</b>	.08	.39	.26	.17	.03	.05	.75	
12 Prudence	.23	-.06	-.31	.46	<b>.42</b>	.34	.02	-.37	-.27	.04	.29	.83
<i>Campbell Interest and Skills Survey</i>												
13 Creating	-.05	.20	.59	.17	-.17	-.07	.02	.25	.24	.18	.19	-.19
14 Analyzing	.05	-.11	.05	-.20	.12	.02	.09	.03	.46	.25	-.25	-.05
15 Art/Design	-.01	.03	.41	.08	-.11	-.01	-.01	.11	.24	.07	.05	-.17
16 Performing Arts	-.02	.27	.42	.03	-.13	-.05	.16	.38	.22	.05	.16	-.20
17 Writing	.05	.11	.46	-.07	-.06	.01	.13	.23	.37	.29	.03	-.20
18 Fashion	-.11	.15	.10	.19	-.02	-.11	-.13	.02	-.14	-.07	.16	.07
19 Culinary Arts	-.01	.12	.14	.10	.03	-.02	.03	.13	.12	.00	.05	-.03
20 Mathematics	.06	-.12	-.04	-.18	.10	.03	.08	.02	.37	.23	-.24	-.02
21 Science	.04	-.09	.12	-.20	.10	.00	.10	.07	.51	.19	-.23	-.09
22 Architect	-.01	-.12	.29	.01	-.07	-.02	-.06	.00	.30	.04	-.10	-.17
23 Chef	-.10	-.06	.24	.08	-.08	-.10	-.20	.01	.06	.01	-.07	-.11
24 Chemist	.00	-.25	.02	-.14	.08	.00	-.05	-.11	.38	.22	-.31	-.03
25 Commercial Artist	-.11	-.15	.25	.21	-.22	-.05	-.29	-.13	-.08	-.04	.04	-.06
26 Computer Programmer	-.07	-.38	-.42	-.04	.10	-.05	-.26	-.38	-.07	-.06	-.30	.15
27 Engineer	.03	-.24	-.03	-.23	.06	.02	.00	-.05	.42	.17	-.34	-.07
28 Fashion Designer	-.08	.00	.23	-.02	-.18	-.11	-.12	.04	.00	-.07	-.02	-.18
29 Liberal Arts Professor	-.08	-.08	.49	.18	-.24	-.03	-.16	.03	.10	.19	.08	-.14
30 Medical Researcher	.01	-.16	.09	-.19	.08	.00	.05	.00	.46	.29	-.27	-.07
31 Musician	-.16	-.10	.25	.09	-.24	-.14	-.22	.01	-.10	-.02	.01	-.12
32 Psychologist	-.05	-.04	.46	.12	-.18	-.03	-.09	.04	.16	.17	.05	-.15
33 Restaurant Manager	-.07	.00	-.04	.01	-.02	-.08	-.15	.01	-.14	-.10	-.05	-.04
34 Statistician	.01	-.26	-.06	-.26	.06	.01	-.02	-.07	.34	.22	-.35	-.04
35 Systems Analyst	.01	-.25	-.12	-.29	.05	-.02	-.03	-.06	.32	.11	-.38	-.08
36 Test Pilot	.04	-.11	-.11	-.28	.03	.02	.07	.07	.39	.00	-.27	-.16
37 Writer/Editor	-.03	.12	.43	.09	-.22	-.03	-.02	.16	.04	.06	.16	-.17

Note. Reliability coefficients are presented on the diagonal. Cronbach alpha reliabilities for the NEO PI-R were computed based on item level responses from the current sample. As the scoring key for the Hogan Personality Inventory is proprietary, Cronbach alpha reliabilities for the HPI were obtained from the technical manual. For the Campbell Interest and Skills Survey, all reliabilities were obtained from the technical manual, as only scale scores were available. Reliability coefficients for the Orientation and Basic scales are internal consistency estimates. Reliability coefficients for the Occupational scales are test-retest estimates (3-month interval). Boldface values represent convergent validities between corresponding scales across different inventories. Correlations based on pairwise deletion. Pairwise Ns: NEO PI-R and HPI = 484; CISS and NEO PI-R/HPI = 521/520.

(table continues on next page)

Table S4, continued.

	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	
<i>Campbell Interest and Skills Survey</i>																										
13 Creating	.82																									
14 Analyzing	.00	.93																								
15 Art/Design	.61	.14	.81																							
16 Performing Arts	.68	.00	.32	.90																						
17 Writing	.60	.21	.28	.42	.84																					
18 Fashion	.48	-.17	.41	.29	.06	.85																				
19 Culinary Arts	.37	.09	.20	.24	.17	.31	.86																			
20 Mathematics	-.06	.88	.11	-.02	.08	-.16	.07	.89																		
21 Science	.06	.91	.16	.05	.27	-.15	.13	.69	.88																	
22 Architect	.31	.32	.79	.07	.11	.13	.14	.27	.35	.85																
23 Chef	.37	-.01	.41	.08	.03	.29	.63	-.05	.04	.42	.87															
24 Chemist	-.09	.89	.11	-.24	.09	-.24	.10	.74	.86	.41	.14	.89														
25 Commercial Artist	.23	-.39	.30	-.04	.02	.04	-.09	-.40	-.33	.34	.36	-.18	.87													
26 Computer Programmer	-.57	.42	-.20	-.58	-.54	-.23	-.11	.52	.31	.17	.08	.58	-.10	.92												
27 Engineer	-.18	.85	.13	-.19	.02	-.32	-.01	.83	.79	.48	.07	.89	-.13	.64	.92											
28 Fashion Designer	.29	-.31	.52	.11	-.06	.35	.01	-.29	-.23	.49	.40	-.20	.61	-.14	-.08	.84										
29 Liberal Arts Professor	.56	-.16	.29	.30	.46	-.03	-.01	-.25	-.11	.19	.24	-.06	.70	-.40	-.14	.23	.89									
30 Medical Researcher	.01	.94	.12	-.03	.21	-.24	.03	.79	.87	.33	.04	.91	-.28	.41	.83	-.29	.00	.88								
31 Musician	.28	-.40	.20	.30	.02	.07	-.08	-.35	-.35	.19	.28	-.31	.76	-.18	-.19	.65	.58	-.34	.84							
32 Psychologist	.40	.00	.21	.22	.35	-.10	-.07	-.14	.04	.13	.13	.08	.49	-.31	-.05	.06	.84	.18	.27	.86						
33 Restaurant Manager	.08	-.24	.09	-.06	-.21	.29	.63	-.18	-.20	.11	.75	-.13	.14	.10	-.14	.34	-.13	-.24	.21	-.30	.86					
34 Statistician	-.18	.83	.09	-.18	.02	-.27	-.02	.86	.70	.38	.04	.82	-.20	.62	.91	-.09	-.18	.78	-.16	-.14	-.07	.90				
35 Systems Analyst	-.28	.72	.11	-.28	-.10	-.27	-.08	.75	.64	.43	.08	.73	-.19	.69	.88	.06	-.32	.67	-.13	-.27	.01	.86	.92			
36 Test Pilot	-.29	.58	-.07	-.14	-.11	-.33	-.01	.56	.55	.23	.01	.59	-.36	.55	.70	-.19	-.39	.55	-.34	-.29	-.08	.58	.67	.83		
37 Writer/Editor	.46	-.43	.17	.36	.50	.01	-.01	-.57	-.30	-.03	.12	-.38	.57	-.69	-.45	.29	.77	-.30	.47	.69	-.11	-.53	-.56	-.49	.88	

Table S5. Intercorrelation Matrices Reanalyzed in Study 2

<i>Ackerman et al. (1995)</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI-R)	--					
Extraversion (NEO PI-R)	.17	--				
Openness (NEO PI-R)	-.15	.39	--			
Agreeableness (NEO PI-R)	.14	.13	.15	--		
Conscientiousness (NEO PI-R)	.32	.01	-.17	-.08	--	
Investigative interests (UNIACT)	.05	-.11	.25	.09	.00	--
Artistic interests (UNIACT)	-.26	.20	.67	.20	-.22	--
<i>N</i> = 93						
<i>Barrett (2008)</i>	ES	Ex	O	A	C	Int
Emotional Stability (IPIP NEO)	--					
Extraversion (IPIP NEO)	.02	--				
Openness (IPIP NEO)	-.03	-.04	--			
Agreeableness (IPIP NEO)	-.17	.10	.12	--		
Conscientiousness (IPIP NEO)	-.17	-.10	.06	-.01	--	
Investigative interests (SDS)	.16	-.05	.19	.05	-.03	--
Artistic interests (SDS)	-.18	-.09	.14	.10	.09	--
<i>N</i> = 194						
<i>De Fruyt &amp; Mervielde (1999)</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI-R)	.92					
Extraversion (NEO PI-R)	.28	.90				
Openness (NEO PI-R)	-.09	.18	.88			
Agreeableness (NEO PI-R)	.19	.04	.01	.90		
Conscientiousness (NEO PI-R)	.51	.16	-.15	.24	.92	
Investigative interests (SDS/BZO95)	.14	-.03	.09	.05	.06	.90
Artistic interests (SDS/BZO95)	-.11	.10	.54	-.04	-.20	.90
<i>N</i> = 335						
<i>Duffy et al. (2009)</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI-R)	--					
Extraversion (NEO PI-R)	-.05	--				
Openness (NEO PI-R)	.01	.41	--			
Agreeableness (NEO PI-R)	.01	.33	.38	--		
Conscientiousness (NEO PI-R)	.10	.15	.44	.29	--	
Investigative interests (SII)	.23	.11	.09	.07	.11	.74
Artistic interests (SII)	-.03	.13	.59	.22	-.06	.87
<i>N</i> = 282						
<i>Ehrhart &amp; Makransky (2007)</i>	ES	Ex	O	A	C	Int
Emotional Stability (IPIP Big Five)	.88					
Extraversion (IPIP Big Five)	.24	.88				
Openness (IPIP Big Five)	.15	.32	.72			
Agreeableness (IPIP Big Five)	.18	.27	.23	.78		
Conscientiousness (IPIP Big Five)	-.04	-.08	-.07	.19	.79	
Science interests (COPS-P)	-.06	-.07	-.14	-.07	-.01	.94
Art interests (COPS-P)	-.11	.13	.05	-.06	-.09	.93
<i>N</i> = 335						
<i>Fox (1995)</i>	ES	Ex	O	A	C	Int
Emotional Stability (ACL)	.70					
Extraversion (ACL)	-.02	.76				
Openness (ACL)	.03	.43	.81			
Agreeableness (ACL)	.05	.22	.48	.83		
Conscientiousness (ACL)	.12	.19	.58	.55	.75	
Investigative interests (SII)	.06	.02	.23	.06	.19	--
Artistic interests (SII)	-.11	.00	.25	.09	-.01	--
<i>N</i> = 147						



Table S5, continued.

<i>Fritzche et al. (2002)</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI-R)	.92					
Extraversion (NEO PI-R)	.29	.90				
Openness (NEO PI-R)	.07	.31	.88			
Agreeableness (NEO PI-R)	.26	.09	.13	.89		
Conscientiousness (NEO PI-R)	.43	.21	-.03	.23	.92	
Investigative interests (SDS)	.20	-.02	.22	.01	.13	.91
Artistic interests (SDS)	-.01	.18	.51	-.04	-.10	.92
<i>N</i> = 455						
<i>Hirschi (2008)</i>	ES	Ex	O	A	C	Int
Emotional Stability (German NEO FFI)	.78					
Extraversion (German NEO FFI)	.39	.73				
Openness (German NEO FFI)	-.02	.22	.55			
Agreeableness (German NEO FFI)	.25	.34	.10	.69		
Conscientiousness (German NEO FFI)	.18	.10	.00	.25	.78	
Investigative interests (AIST-R)	.03	-.21	.08	-.14	-.02	.85
Artistic interests (AIST-R)	-.10	.08	.28	.09	.00	.84
<i>N</i> = 492						
<i>Logue et al. (2007)</i>	ES	Ex	O	A	C	Int
Emotional Stability (PSI)	.81					
Extraversion (PSI)	.34	.83				
Openness (PSI)	.23	.34	.86			
Agreeableness (PSI)	.09	.38	.27	.86		
Conscientiousness (PSI)	.17	.03	-.02	.10	.79	
Investigative interests (SII)	-.08	-.19	.20	.02	-.04	--
Artistic interests (SII)	-.08	-.07	.28	.09	-.20	--
<i>N</i> = 164						
<i>Nauta (2004)</i>	ES	Ex	O	A	C	Int
Emotional Stability (ACL)	--					
Extraversion (ACL)	-.05	--				
Openness (ACL)	.15	.45	--			
Agreeableness (ACL)	.06	.30	.53	--		
Conscientiousness (ACL)	.18	.15	.54	.61	--	
Investigative interests (SII)	.21	-.10	.29	.00	.06	--
Artistic interests (SII)	.03	.11	.41	.30	.11	--
<i>N</i> = 147						
<i>Nauta (2007)</i>	ES	Ex	O	A	C	Int
Emotional Stability (ACL)	--					
Extraversion (ACL)	.10	--				
Openness (ACL)	-.02	.46	--			
Agreeableness (ACL)	.00	.29	.40	--		
Conscientiousness (ACL)	.13	.10	.42	.46	--	
Investigative interests (SII)	.03	.16	.16	-.01	.05	--
Artistic interests (SII)	-.24	.16	.44	.25	.11	--
<i>N</i> = 113						
<i>Rottinghaus et al. (2002)</i>	ES	Ex	O	A	C	Int
Emotional Stability (ACL)	--					
Extraversion (ACL)	-.05	--				
Openness (ACL)	.01	.41	--			
Agreeableness (ACL)	.01	.33	.38	--		
Conscientiousness (ACL)	.10	.15	.44	.29	--	
Investigative interests (SII)	.05	-.03	.27	-.02	.16	--
Artistic interests (SII)	-.17	.16	.36	.23	.00	--
<i>N</i> = 365						

*Table S5, continued.*

<i>Schinka et al. (1997) – Female</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI-R)	--					
Extraversion (NEO PI-R)	.33	--				
Openness (NEO PI-R)	.08	.44	--			
Agreeableness (NEO PI-R)	.32	.13	.03	--		
Conscientiousness (NEO PI-R)	.52	.29	.06	.34	--	
Investigative interests (SDS)	.21	.17	.38	.02	.17	--
Artistic interests (SDS)	.08	.27	.49	-.04	.04	--
<i>N</i> = 645						
<i>Schinka et al. (1997) – Male</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI-R)	--					
Extraversion (NEO PI-R)	.37	--				
Openness (NEO PI-R)	-.07	.30	--			
Agreeableness (NEO PI-R)	.25	.20	.11	--		
Conscientiousness (NEO PI-R)	.56	.49	.03	.29	--	
Investigative interests (SDS)	.01	-.03	.27	-.11	-.05	--
Artistic interests (SDS)	-.03	.15	.41	.02	-.03	--
<i>N</i> = 645						
<i>Tokar &amp; Swanson (1995) – Female</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO FFI)	.85					
Extraversion (NEO FFI)	.41	.79				
Openness (NEO FFI)	.15	.20	.72			
Agreeableness (NEO FFI)	.34	.30	.00	.70		
Conscientiousness (NEO FFI)	.26	.25	-.16	.23	.83	
Investigative interests (SDS)	.04	.03	.45	-.03	.06	--
Artistic interests (SDS)	.13	.28	.53	.12	-.07	--
<i>N</i> = 213						
<i>Tokar &amp; Swanson (1995) – Male</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO FFI)	.86					
Extraversion (NEO FFI)	.26	.75				
Openness (NEO FFI)	-.14	.21	.76			
Agreeableness (NEO FFI)	.21	.05	.05	.72		
Conscientiousness (NEO FFI)	.41	.17	-.09	.17	.84	
Investigative interests (SDS)	-.01	-.02	.20	.03	.02	--
Artistic interests (SDS)	-.15	.22	.57	.05	.01	--
<i>N</i> = 146						
<i>Tokar, Vaux, &amp; Swanson (1995) – Female</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI)	.88					
Extraversion (NEO PI)	.25	.90				
Openness (NEO PI)	.01	.45	.88			
Agreeableness (NEO PI)	.18	.38	.28	.79		
Conscientiousness (NEO PI)	.13	.42	.31	.15	.88	
Investigative interests (SDS)	.06	.08	.26	.11	.08	--
Artistic interests (SDS)	.01	.12	.24	.07	.14	--
<i>N</i> = 102						
<i>Tokar, Vaux, &amp; Swanson (1995) – Male</i>	ES	Ex	O	A	C	Int
Emotional Stability (NEO PI)	.91					
Extraversion (NEO PI)	.39	.87				
Openness (NEO PI)	-.01	.39	.90			
Agreeableness (NEO PI)	.20	.46	.33	.70		
Conscientiousness (NEO PI)	.43	.25	-.10	.07	.86	
Investigative interests (SDS)	.07	.13	.26	.13	-.10	--
Artistic interests (SDS)	-.11	.21	.60	.20	-.26	--
<i>N</i> = 91						

*Note.* ES = Emotional Stability; Ex = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness; Int = Interest scale alpha coefficients; NEO PI-R = NEO Personality Inventory-Revised; UNIACT = Unisex Edition of ACT Interest Inventory; IPIP NEO = International Personality Item Pool equivalent of the NEO PI-R; SDS = Self Directed Search; SDS/BZO95 = Dutch adaptation of Self Directed Search; SII = Strong Interest Inventory; IPIP Big Five = International Personality Item Pool Big Five markers; COPS-P = Career Occupational Preference System Interest Inventory; ACL = Adjective Check List Big Five Markers; NEO FFI = NEO Five-Factor Inventory; AIST-R = Revised General Interest Structure Test; PSI = Personal Style Inventory for College Students; NEO PI = NEO Personality Inventory; Values on the diagonals are alpha coefficients.

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