Further Information on Participant Characteristics and Methods

Postdiction of Age-13 SAT-V for 54 Participants in Study 1

Fifty-four participants from Study 1 did not have age-13 SAT-V scores. However, they had age-18 SAT-V scores (which we obtained through their 5-year follow-up). Using Study of Mathematically Precocious Youth (SMPY) participants with complete age-13 and age-18 data, we built a regression equation to postdict age-13 SAT-V scores from age-18 SAT-V scores. Using this equation, age-13 SAT-V scores were postdicted for these 54 participants.

Predicting Six Participants' SOV Scores from Strong Interest Inventory Scores

Six participants in Study 2 did not have SOV assessments but did have Strong Interest Inventory (SII) assessments. Schmidt, Lubinski, and Benbow (1998) have shown that regression estimates based on the SII capture essentially all of the psychological information about individual differences assessed by the SOV. Therefore, we used these regression equations to estimate the SOV scale scores for these six participants.

Reference

Schmidt, D. B., Lubinski, D., & Benbow, C. P. (1998). Validity of assessing educational-vocational preference dimensions among intellectually talented 13-year-olds. *Journal of Counseling Psychology, 45,* 436–453. doi:10.1037/0022-0167.45.4.436

Dropping SOV-Political from Analysis

Because the SOV is an ipsative measure and its subscales are constrained to sum to 240, including any sixth scale in a multivariate analysis is redundant (and prevents the inversion of

the R-matrix). It is customary to drop the political subscale from the predictor set inasmuch as it is the least reliable.

Using the Discriminant Loadings Rather Than Standardized Discriminant Function Coefficients

The discriminant loadings were used as weights in computing the discriminant function scores for participants rather than the standardized coefficients because they are functionally equivalent, empirically interchangeable, and are easier to interpret psychologically (Achter et al., 1999; Wai et al., 2005).

Table S1a

Study 1 Scale Means and Standard Deviations (in Parentheses)

	Scale						
Group	SAT-M	SAT-V	SOV-T	SOV-E	SOV-A	SOV-S	SOV-R
STEM R1 Full Prof.	671.2 (107.6)	486.5 (72.7)	55.8 (7.0)	43.6 (8.4)	34.7 (8.2)	39.2 (6.3)	23.0 (11.2)
STEM Leaders	635.8 (114.3)	477.4 (87.0)	52.3 (7.6)	44.1 (7.1)	33.7 (7.0)	39.3 (7.0)	27.4 (11.1)
Humanities/Social Sciences Leaders	592.7 (93.6)	486.8 (82.7)	44.4 (6.8)	38.6 (6.8)	36.7 (5.0)	40.6 (8.1)	34.5 (13.7)
Other Leaders	581.2 (96.0)	464.1 (100.0)	45.7 (6.8)	41.5 (7.3)	35.9 (9.0)	41.5 (7.7)	31.6 (8.7)
Nonleader	563.8 (91.9)	446.3 (87.3)	44.9 (8.4)	40.1 (7.5)	37.0 (8.5)	40.9 (7.4)	34.7 (10.5)

Table S1b

Study 2 Scale Means and Standard Deviations (in Parentheses)

	Scale						
Group	GRE-Q	GRE-V	SOV-T	SOV-E	SOV-A	SOV-S	SOV-R
STEM R1 Full Prof.	756.7 (47.5)	641.3 (86.3)	50.7 (6.2)	38.1 (9.2)	43.6 (7.8)	40.4 (8.1)	28.2 (10.4)
STEM Leaders	748.3 (54.4)	631.0 (96.3)	48.9 (6.6)	37.6 (8.4)	43.1 (7.7)	40.0 (7.5)	31.3 (10.4)
Nonleader	739.9 (59.1)	614.9 (92.4)	46.8 (6.9)	39.0 (8.1)	42.4 (7.9)	40.2 (7.5)	33.7 (10.9)

Note: Mean score on each predictor for each major criterion grouping in Study 1 and Study 2. STEM = science, technology, engineering, and mathematics; SAT-M and -V are SAT-Math and Verbal, respectively; GRE-Q = Graduate Record Examinations – Quantitative, GRE-V = Grade Record Examinations – Verbal; SOV = Study of Values, -T = theoretical, -E = economic, -A = aesthetic, -S = social, -R = religious; Prof. = professor; R1 denotes universities classified as “highest research activity”.

Table S2a

Study 1 Correlations, Means, and Standard Deviations

Scale	1	2	3	4	5	6	7
1. SOV-T	--						
2. SOV-E	.31	--					
3. SOV-A	-.28	-.35	--				
4. SOV-S	-.46	-.52	.01	--			
5. SOV-R	-.55	-.49	-.12	.26	--		
6. SAT-M	.38	.24	-.10	-.23	-.27	--	
7. SAT-V	.12	-.06	.24	-.06	-.10	.40	--
M	45.4	40.4	36.7	40.8	34.2	569.2	449.6
SD	8.4	7.5	8.4	7.4	10.6	94.8	88.2

Note: SOV-T, -E, -A, -S, and -R are Study of Values – Theoretical, Economic, Aesthetic, Social, and Religious, respectively. SAT-M and -V are SAT-Math and Verbal, respectively. M = Mean, SD = Standard Deviation. In magnitude, correlations ≥.076 are significant at $p < .05$, correlations ≥ .099 are significant at $p < .01$, and correlations ≥ .127 are significant at $p < .001$.

Table S2b

Study 2 Correlations, Means, and Standard Deviations

Scale	1	2	3	4	5	6	7
1. SOV-T	--						
2. SOV-E	-.01	--					
3. SOV-A	.00	-.35	--				
4. SOV-S	-.25	-.40	-.14	--			
5. SOV-R	-.44	-.37	-.26	.04	--		
6. GRE-Q	.11	.02	.04	-.05	-.12	--	
7. GRE-V	.17	-.18	.18	-.01	-.08	.41	--
M	47.2	38.7	42.5	40.1	33.2	741.7	618.2
SD	6.9	8.2	7.9	7.6	10.9	58.2	93.3

Note: SOV-T, -E, -A, -S, and -R are Study of Values – Theoretical, Economic, Aesthetic, Social, and Religious, respectively. GRE-Q and -V are Graduate Record Examinations-Quantitative and Verbal, respectively. M = Mean, SD = Standard Deviation. In magnitude, correlations ≥ .080 are significant at $p < .05$, correlations ≥ .105 are significant at $p < .01$, and correlations ≥ .134 are significant at $p < .001$.

Table S3a

Study 1 Means, Standard Deviations, and Sample Sizes for SES Constituents by Criterion Group

Group	SES Measure			
	Father's Education	Mother's Education	Father's Occupational Prestige	Mother's Occupational Prestige
STEM Leaders				
$\bar{X}$ (*SD*)	3.8 (1.2)	3.0 (1.0)	5.8 (1.5)	5.3 (1.1)
N	38	38	34	21
Humanities/Social Sciences				
$\bar{X}$ (*SD*)	4.3 (.8)	3.2 (.8)	6.7 (1.3)	5.5 (1.0)
N	11	11	10	7
Other Leaders				
$\bar{X}$ (*SD*)	3.9 (1.3)	3.2 (1.0)	6.3 (1.6)	5.8 (1.0)
N	33	32	32	15
Nonleader				
$\bar{X}$ (*SD*)	3.4 (1.2)	2.7 (.9)	5.9 (2.2)	5.1 (1.2)
N	585	584	545	236

Note: SES = socioeconomic status.

For Study 1, parents' occupational prestige reflects the occupation held when participants were in 7th grade, and this was coded according to the prestige scale given in Stevens & Hoisington (1987). This prestige scale was based on earlier work on occupational prestige in which occupations are scaled on a ladder with 9 rungs; more prestigious occupations are placed near the top of the ladder, and occupational prestige scores range from 1.0 to 9.0. Homemakers are not assigned a prestige value according to this classification, and many parents were homemakers.

Table S3b

Study 2 Means, Standard Deviations, and Sample Sizes for SES Constituents by Criterion Group

Group	SES Measure				
	Father's Education	Mother's Education	Father's Occ. Prestige	Mother's Occ. Prestige	Number of Books in Home
STEM Leaders					
$\bar{X}$ (*SD*)	3.8 (1.1)	2.9 (.9)	6.1 (1.4)	5.3 (.9)	4.8 (1.0)
N	121	122	103	86	124
Nonleaders					
$\bar{X}$ (*SD*)	3.4 (1.2)	2.8 (.9)	5.8 (1.5)	5.1 (1.2)	4.6 (1.1)
N	470	473	390	317	478

Note: SES = socioeconomic status, Occ. = occupational. The above indicators were available on participants' in Study 1 and Study 2 from SMPY's data bank. For Study 1, Parents' educational level was the level of education at the time participants were in 7th grade. This was coded as 1: less than high school, 2: high school, 3: bachelor's, 4: master's, 5: doctorate. Number of books in the home was only available for participants in Study 2. This was coded as 1: none or very few (0-10), 2: a few (11-25), 3: one bookcase full (26-100), 4: two bookcases full (101-250), 5: three or four bookcases full (251-500), 6: library (501+).

Reference

Stevens, G., & Hoisington, E. (1987). Occupational prestige and the 1980 US labor force. *Social Science Research*, *16*(1), 74-105.

Univariate and Multivariate Analyses of Constituents Used to Assess Eminence in Study 1 and Study 2

As requested by a reviewer, Tables S4a and S4b contain Pearson correlations between the predictors, constituents used to assess eminence, and background/status variables with meaningful sample sizes. The numbers of articles, patents, books, H-Index, grant amount, and grant number were count variables with variances far greater than means and excessive zeros (so these correlations need to be interpreted with caution). Occupational prestige was assessed by averaging the Recognition and Achievement scores from O-NET's work values, following the same procedure utilized by Spengler, Damian, and Roberts (2018).

Reference

Spengler, M., Damian, R. I., & Roberts, B. W. (2018). How you behave in school predicts life success above and beyond family background, broad traits, and cognitive ability. *Journal of Personality and Social Psychology*. 114(4), 620-636.

Table S4a

Study 1 Pearson Correlations between Predictors, Constituents Used to Assess Eminence, and Background/Status (below Diagonal) and Confidence Intervals (above Diagonal)

	Predictors							Criteria								Background/Status				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. SOV-T	--	(.24, .38)	(-.35, -.21)	(-.52, -.40)	(-.60, -.50)	(.31, .44)	(.04, .19)	(.04, .19)	(.02, .17)	(-.04, .11)	(.11, .26)	(-.01, .14)	(-.04, .11)	(-.17, .41)	(.06, .22)	(-.55, -.44)	(.02, .17)	(.01, .16)	(-.11, .05)	(-.12, .12)
2. SOV-E	.31	--	(-.41, -.28)	(-.57, -.46)	(-.54, -.43)	(.16, .31)	(-.13, .02)	(-.05, .10)	(.01, .16)	(-.14, .01)	(-.04, .11)	(-.07, .08)	(-.08, .07)	(-.26, .33)	(.05, .22)	(-.48, -.36)	(.01, .16)	(-.03, .13)	(-.04, .11)	(-.13, .11)
3. SOV-A	-.28	-.35	--	(-.06, .09)	(-.19, -.04)	(-.17, -.02)	(.17, .31)	(-.12, .03)	(-.13, .02)	(-.11, .05)	(-.13, .02)	(-.14, .01)	(-.15, .00)	(-.44, .14)	(-.21, -.04)	(.34, .47)	(.06, .21)	(.12, .26)	(.00, .16)	(.07, .30)
4. SOV-S	-.46	-.52	.01	--	(.19, .33)	(-.30, -.16)	(-.13, .02)	(-.09, .06)	(-.09, .07)	(-.04, .11)	(-.06, .09)	(-.11, .04)	(-.09, .06)	(-.21, .38)	(-.22, -.06)	(.38, .50)	(-.17, -.02)	(-.14, .01)	(-.07, .09)	(-.15, .09)
5. SOV-R	-.55	-.49	-.12	.26	--	(-.33, -.19)	(-.17, -.03)	(-.20, -.05)	(-.14, .01)	(-.09, .06)	(-.24, -.09)	(-.09, .06)	(-.06, .09)	(-.34, .26)	(-.21, -.05)	(.19, .33)	(-.32, -.18)	(-.32, -.18)	(-.14, .01)	(-.32, -.09)
6. SAT-M	.38	.24	-.10	-.23	-.27	--	(.33, .46)	(.05, .20)	(.02, .17)	(.02, .17)	(.14, .28)	(-.01, .14)	(-.06, .09)	(-.27, .33)	(.05, .21)	(-.43, -.29)	(.14, .29)	(.15, .29)	(.04, .19)	(-.02, .22)
7. SAT-V	.12	-.06	.24	-.06	-.10	.40	--	(.02, .17)	(-.01, .14)	(-.01, .14)	(.04, .19)	(-.06, .09)	(-.06, .09)	(-.36, .23)	(-.05, .11)	(-.06, .09)	(.08, .23)	(.11, .26)	(.00, .16)	(-.04, .19)
8. Articles	.11	.02	-.05	-.01	-.13	.12	.09	--	(.03, .18)	(.46, .57)	(.71, .78)	(.38, .50)	(.20, .34)	(-.01, .54)	(-.04, .12)	(-.18, -.03)	(.01, .16)	(.00, .15)	(-.08, .07)	(-.05, .19)
9. Patents	.10	.08	-.06	-.01	-.06	.09	.06	.10	--	(-.06, .10)	(.22, .36)	(-.08, .08)	(-.07, .08)	(-.21, .38)	(-.06, .11)	(-.18, -.03)	(-.06, .09)	(-.08, .08)	(-.10, .06)	(-.15, .09)
10. Books	.03	-.06	-.03	.03	-.02	.10	.07	.52	.02	--	(.50, .61)	(.23, .37)	(.08, .23)	(-.06, .50)	(-.07, .09)	(-.16, -.01)	(.04, .19)	(-.05, .10)	(-.08, .07)	(-.01, .22)
11. H-Index	.19	.04	-.06	.01	-.16	.21	.11	.75	.29	.56	--	(.52, .62)	(.31, .44)	(.11, .62)	(-.02, .15)	(-.21, -.06)	(.05, .20)	(.03, .18)	(-.05, .11)	(.00, .23)
12. Grant Amount	.07	.01	-.07	-.03	-.02	.07	.02	.44	.00	.30	.58	--	(.67, .75)	(-.11, .46)	(-.07, .10)	(-.14, .01)	(-.09, .06)	(-.10, .05)	(-.09, .07)	(-.10, .14)
13. Grant Number	.03	.00	-.07	-.01	.01	.01	.01	.27	.00	.15	.37	.71	--	(-.09, .48)	(-.05, .11)	(-.12, .03)	(-.11, .04)	(-.11, .04)	(-.11, .05)	(-.09, .14)
14. Carnegie Classification	.13	.03	-.16	.09	-.04	.03	-.07	.28	.09	.24	.40	.19	.22	--	(-.25, .34)	(-.56, -.02)	(-.39, .20)	(-.30, .29)	(-.37, .25)	(-.38, .40)
15. Occupational Prestige	.14	.14	-.13	-.14	-.13	.13	.03	.04	.02	.01	.07	.02	.03	.05	--	(-.25, -.08)	(.06, .23)	(-.01, .16)	(.04, .21)	(-.01, .24)
16. Gender	-.50	-.42	.40	.44	.26	-.36	.02	-.10	-.11	-.09	-.13	-.07	-.05	-.32	-.17	--	(-.16, -.01)	(-.09, .06)	(-.07, .09)	(-.07, .16)
17. Father's Education	.10	.09	.14	-.09	-.25	.22	.16	.08	.01	.11	.13	-.01	-.03	-.10	.15	-.09	--	(.46, .57)	(.36, .49)	(.16, .38)

18. Mother's Education	.08	.05	.19	-.07	-.25	.22	.18	.07	.00	.03	.11	-.02	-.04	.00	.07	-.02	.51	--	(.18, .32)	(.36, .55)
19. Father's Occupational Prestige	-.03	.04	.08	.01	-.07	.11	.08	-.01	-.02	-.01	.03	-.01	-.03	-.07	.13	.01	.42	.25	--	(.16, .38)
20. Mother's Occupational Prestige	.00	-.01	.18	-.03	-.21	.10	.08	.07	-.03	.11	.11	.02	.03	.01	.12	.04	.27	.46	.27	--

Note: Pearson correlations are below the diagonal; 95% confidence intervals calculated using Fisher z-transformation are above the diagonal. Gender was coded: female = 2, male = 1. The Carnegie Classification of universities was scored as less than moderate research activity = 0, moderate research activity (R3) = 1, higher research activity (R2) = 2, and highest research activity (R1) = 3. All correlations use the full sample size (677 observations) except those involving Carnegie Classification (n = 44), occupational prestige (n = 552), father's education (n = 667), mother's education (n = 665), father's occupational prestige (n = 621), and mother's occupational prestige (n = 279); these last few measures had missing data. SOV-T, -E, -A, -S, and -R are Study of Values – Theoretical, Economic, Aesthetic, Social, and Religious, respectively. SAT-M and -V are SAT-Math and Verbal, respectively.

Table S4b

Study 2 Pearson Correlations between Predictors, Constituents Used to Assess Eminence, and Background/Status (below Diagonal) and Confidence Intervals (above Diagonal)

	Predictors							Criteria								Background/Status					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. SOV-T		(-.09, .07)	(-.08, .08)	(-.32, -.17)	(-.50, -.37)	(.03, .19)	(.09, .24)	(.07, .22)	(-.09, .07)	(-.11, .05)	(.08, .23)	(-.04, .12)	(.00, .16)	(-.20, .13)	(-.04, .13)	(-.27, -.11)	(-.11, .05)	(-.04, .12)	(-.11, .07)	(.00, .19)	(-.08, .08)
2. SOV-E	-.01		(-.42, -.28)	(-.47, -.33)	(-.43, -.30)	(-.07, .09)	(-.24, -.09)	(-.10 .06)	(-.03, .13)	(-.09, .07)	(-.14, .02)	(-.13, .03)	(-.19, -.03)	(.00, .32)	(-.13, .04)	(-.24, -.08)	(-.17, -.01)	(-.19, -.03)	(-.20, -.02)	(-.12, .08)	(-.20, -.04)
3. SOV-A	.00	-.35		(-.21, -.06)	(-.33, -.18)	(-.04, .12)	(.10, .26)	(-.06, .10)	(-.07, .09)	(-.06, .09)	(-.02, .14)	(-.01, .15)	(-.02, .13)	(-.25, .08)	(-.09, .08)	(.03, .19)	(.01, .17)	(.02, .18)	(.09, .26)	(-.06, .14)	(.06, .22)
4. SOV-S	-.25	-.40	-.14		(-.04, .12)	(-.11, .05)	(-.10, .06)	(-.10, .06)	(-.17, -.02)	(-.07, .09)	(-.08, .07)	(-.07, .09)	(-.03, .13)	(-.25, .07)	(-.06, .11)	(.18, .33)	(-.01, .15)	(-.04, .12)	(-.09, .09)	(-.15, .04)	(-.10, .06)
5. SOV-R	-.44	-.37	-.26	.04		(-.20, -.05)	(-.15, .00)	(-.19, -.03)	(-.08, .08)	(-.07, .08)	(-.20, -.05)	(-.15, .01)	(-.08, .08)	(-.23, .09)	(-.13, .04)	(.07, .22)	(-.11, .05)	(-.12, .04)	(-.13, .05)	(-.15, .05)	(-.05, .11)
6. GRE-Q	.11	.01	.04	-.03	-.13		(.32, .46)	(.03, .19)	(-.07, .09)	(-.06, .10)	(.02, .18)	(-.01, .15)	(-.06, .10)	(.00, .32)	(-.04, .14)	(-.19 -.03)	(.02, .18)	(.03, .19)	(.08, .25)	(-.07, .12)	(.03, .19)
7. GRE-V	.17	-.17	.18	-.02	-.08	.39		(.01, .17)	(-.11, .05)	(-.05, .11)	(.00, .16)	(-.05, .11)	(-.11, .04)	(-.08, .24)	(.00, .17)	(-.11, .05)	(.09, .24)	(.15, .30)	(.15, .32)	(.00, .20)	(.27, .41)
8. Articles	.15	-.02	.02	-.02	-.11	.11	.09		(.09, .24)	(.00, .16)	(.74, .81)	(.29, .43)	(.26, .40)	(.25, .53)	(-.03, .14)	(-.19, -.03)	(-.01, .15)	(-.04, .12)	(-.09, .08)	(-.01, .18)	(-.03, .13)
9. Patents	-.01	.05	.01	-.10	.00	.01	-.03	.17		(-.06, .10)	(.25, .39)	(-.05, .11)	(-.03, .12)	(.02, .34)	(-.10, .08)	(-.18, -.02)	(-.05, .11)	(-.09, .07)	(-.13, .04)	(-.13, .06)	(-.11, .05)
10. Books	-.03	-.01	.02	.01	.00	.02	.03	.08	.02		(.09, .24)	(-.04, .12)	(-.01, .15)	(.05, .36)	(-.13, .05)	(-.08, .08)	(-.03, .13)	(-.07, .09)	(-.07, .10)	(-.11, .08)	(-.09, .07)
11. H-Index	.16	-.06	.06	.00	-.13	.10	.08	.78	.32	.17		(.41, .54)	(.39, .52)	(.38, .62)	(-.02, .15)	(-.26, -.10)	(.00, .16)	(-.05, .11)	(-.07, .11)	(-.07, .12)	(-.05, .11)
12. Grant Amount	.04	-.05	.07	.01	-.07	.07	.03	.36	.03	.04	.48		(.47, .59)	(.17, .46)	(.01, .18)	(-.18, -.02)	(-.02, .14)	(-.04, .12)	(-.02, .16)	(-.01, .19)	(-.07, .09)
13. Grant Number	.08	-.11	.06	.05	.00	.02	-.04	.33	.05	.07	.46	.53		(.23, .51)	(.00, .17)	(-.18, -.02)	(.01, .17)	(-.08, .08)	(-.06, .12)	(-.09, .11)	(-.12, .04)
14. Carnegie Classification	-.03	.16	-.09	-.10	-.08	.16	.08	.40	.18	.21	.51	.32	.38		(-.15, .18)	(-.20, .12)	(-.11, .22)	(-.09, .23)	(-.16, .20)	(-.04, .33)	(-.17, .15)
15. Occupational Prestige	.04	-.05	-.01	.03	-.05	.05	.09	.05	-.01	-.04	.07	.10	.08	.01		(-.15, .02)	(.01, .19)	(-.03, .15)	(-.02, .16)	(-.05, .16)	(-.03, .14)
16. Gender	-.19	-.16	.11	.25	.15	-.11	-.03	-.11	-.10	.00	-.18	-.10	-.10	-.04	-.07		(-.11, .05)	(-.04, .12)	(-.12, .06)	(-.10, .09)	(-.03, .13)
17. Father's Education	-.03	-.09	.09	.07	-.03	.10	.17	.07	.03	.05	.08	.06	.10	.05	.10	-.03		(.46, .58)	(.67, .76)	(.15, .34)	(.32, .45)

18. Mother's Education	.04	-.11	.10	.04	-.04	.11	.22	.04	-.01	.01	.03	.04	.00	.07	.06	.04	.53	--	(.35, .49)	(.45, .59)	(.31, .45)
19. Father's Occupational Prestige	-.02	-.11	.18	.00	-.04	.17	.23	.00	-.04	.01	.02	.07	.03	.02	.07	-.03	.72	.42	--	(.12, .32)	(.31, .46)
20. Mother's Occupational Prestige	.09	-.02	.04	-.06	-.05	.02	.10	.09	-.04	-.01	.03	.09	.01	.15	.05	-.01	.24	.52	.22	--	(.10, .28)
21. Books in Childhood Home	.00	-.12	.14	-.02	.03	.11	.34	.05	-.03	-.01	.03	.01	-.04	-.01	.06	.05	.39	.38	.39	.19	--

Note: Pearson correlations are below the diagonal; 95% confidence intervals calculated using Fisher z-transformation are above the diagonal. Gender was coded: female = 2, male = 1. Books in Childhood Home was coded as: 1 = none or very few (0-10), 2 = a few (11-25), 3 = one bookcase full (26-100), 4 = two bookcases full (101-250), 5 = three or four bookcases full (251-500), and 6 = library (501+). The Carnegie Classification of universities was scored as less than moderate research activity = 0, moderate research activity (R3) = 1, higher research activity (R2) = 2, and highest research activity (R1) = 3. All correlations use the full sample size (605 observations) except those involving Carnegie Classification (n = 146), occupational prestige (n = 518), father's education (n = 591), mother's education (n = 595), father's occupational prestige (n = 493), mother's occupational prestige (n = 403), and number of books in childhood home (n = 602); these last few measures had missing data. SOV-T, -E, -A, -S, and -R are Study of Values – Theoretical, Economic, Aesthetic, Social, and Religious, respectively. GRE-Q and GRE-V are Graduate Record Examinations-Quantitative and Verbal, respectively.

Tables S4c and S4d provide models containing each predictor variable for four constituents used to assess eminence with conditional variances far greater than means; thus, negative binomial models were used with standardized predictor variables as inputs. Coefficients are shown for each criterion. The coefficients represent the change in the log of the number of outcomes associated with a one standard deviation increase in the predictor, holding all other predictors constant. Grant number and grant amount are not included because so few participants earned grants and the negative binomial models did not converge.

Table S4c

Study 1 Individual Predictors of Eminence Outcomes: Negative Binomial Models

	Criterion			
	Articles	Patents	Books	H-Index
Intercept	1.45	-.77	-2.41	.51
SOV-T	.02	.42	-.39	.34
SOV-E	-1.09	.65	-1.16	-.40
SOV-A	-.91	-.34	-.67	-.37
SOV-S	-.61	.44	-.44	-.03
SOV-R	-1.17	-.25	-.82	-.44
SAT-M	.34	.50	.52	.38
SAT-V	.23	.03	.18	.10

Note: SOV-T, -E, -A, -S, and -R are Study of Values – Theoretical, Economic, Aesthetic, Social, and Religious, respectively.

Table S4d

Study 2 Individual Predictors of Eminence Outcomes: Negative Binomial Models

	Criterion			
	Articles	Patents	Books	H-Index
Intercept	2.85	.94	-1.56	2.03
SOV-T	.15	-.14	-.25	.11
SOV-E	-.18	-.05	-.07	-.21
SOV-A	-.12	-.06	.10	-.06
SOV-S	-.06	-.37	.05	-.06
SOV-R	-.23	-.11	-.06	-.20
GRE-Q	.24	.10	.11	.10
GRE-V	.04	-.15	.22	.00

Note: SOV-T, -E, -A, -S, and -R are Study of Values – Theoretical, Economic, Aesthetic, Social, and Religious, respectively. GRE-Q and GRE-V are Graduate Record Examinations Quantitative and Verbal subscales, respectively.