

PEER INFLUENCE AND THE CHOICE OF IT CAREERS

ONLINE APPENDIX

A.1 Study Group Cohort

While roommates may be the primary peer group with which the students interact (Jain and Kapoor 2015, Sacerdote 2001), study group members may also influence career choices. Before the academic year begins, ISB allocates each enrolled student to a study group. This study group is required to collaborate on coursework, particularly any group-based projects and assignments. This study group allocation is fixed for the duration of the core terms; in subsequent elective terms, students can select their own courses as well as their study groups.

The staff member who assigns students to these core study groups has access to only their demographic information. The allocation is based on two consecutive rules: a) each group can have either two women or none, and b) then the assignment is balanced in the number of engineers; each group has either four or five members. These assignment rules resulted in 90 study groups for classes graduating in 2008 and 2009, and 120 groups for classes graduating in 2010 and 2011. Note that the assignment process does not consider either the number of years of prior work experience (whether in IT or otherwise), or any academic attributes such as GMAT scores or undergraduate or graduate degrees from elite universities, which may be correlated with the student abilities. ISB also does not rely on any unobservable factors such as motivation, choice of major, or potential interaction with peers. Thus, the study group allocation can be regarded as statistically random on unobservable attributes.

To test whether this assignment is indeed random with respect to IT experience, we conduct randomization checks, in which we regress own IT experience of a student on the study group's IT experience. Table A.1 illustrates that for both men and women, study groups' IT experience is uncorrelated to own IT experience.

Table A.1: Randomization Check – Allocation to Study Group

	Overall	Male	Female
DV: IT Experience (Years)			
Mean Study Group IT Experience	-0.079 (0.0469)	-0.0528 (0.0534)	-0.145 (0.0766)
Controls	Yes	Yes	Yes
N	1998	1483	515
R-squared	0.002	0.007	0.001
Notes: *** p < 0.001, ** p < 0.01, * p < 0.05. Standard errors in parentheses. Source: ISB administrative records.			

In table A.3, as a robustness check, we replicated the main regression in Table 5 of the paper, while controlling for the study group's IT experience. We find that the coefficients for this variable are negative but insignificant. Regression coefficient estimates for interaction variables with IT peers in the study group were also insignificant; these results are available from the authors on request. It is possible that exchanges with roommates are more geared towards career goals and discussions and such discussions happen in elective terms, when the influence of core study group peers may be waning.

A.2 Social Connections and Friendships

Suppose that students have an alternate set of friends on whom they rely on not only for learning and knowledge gains but also for advice on careers. In such a case, the influence of peers described previously, that is, the peer groups to which the student has been randomly assigned by the administrative process, would be negligible (Carrell et al. 2013). To alleviate this concern, we examine whether there is any overlap between the administratively allocated peers and the students' self-reported closest friends.

At the end of each academic program, ISB conducts a survey with the graduating students about the efficacy of the program. This survey asks students to name up to five of their closest friends amongst their graduating class. The survey results are not shared with other students; hence we can assume that this question elicits true friendships and indicates the peers who have been most influential for a particular student. We use the results of this survey to create binary friendship cohorts between students '*i*' and '*j*'. We then specify variable $friends_{ijt}$ to indicate whether student '*i*' names student '*j*' \neq '*i*' in cohort '*t*' as a friend (=1) or not (=0). We then regress this variable on a number of explanatory variables that may affect this binary relationship, including being in the same study or housing group. We also include variables that may capture homophily; using shared demographic attributes such as same college, major, gender, citizenship, amongst other controls (see Jain and Langer (2019) for more details).

Table A.2 reports the results of this OLS regression and shows that the strongest determinant of friendship between students '*i*' and '*j*' is whether the pair are roommates ($\beta = 0.103$, $p < 0.01$) or part of the same study group ($\beta = 0.069$, $p < 0.01$). These results suggest

that the roommate and study group peers are deemed critical aspects of the students' peer network and can be considered to be the most influential.

Table A.2: Determinants of Friendship

	Coefficient	(Std Error)
Roommate	0.103***	(0.00145)
Study group	0.070***	(0.00113)
Student Village (SV) Section	0.001***	(0.000207)
	0.009***	(0.000279)
Both have masters	0.0007	(0.000515)
Same college	0.003***	(0.000351)
Same major	-0.00007	(0.000194)
Same function	0.0009***	(0.00026)
Difference in GMAT scores	-0.00008	(0.000097)
Difference in experience	-0.0001	(0.00014)
Difference in income	-0.0002*	(0.0001)
Both single	0.00056**	(0.00021)
Both female	0.00063	(0.00036)
Difference in age	-0.0006***	(0.0001)
Both Indian citizens	-0.0001	(0.0004)
Observations	626112	
R-squared	0.018	

Notes: *** p < 0.01, ** p < 0.05, * p < 0.10. Standard errors in parentheses. Source: ISB survey and administrative records.

We reached out to several members of the ISB class cohorts analyzed in the data (now in leading executive roles in India and outside) and conducted in-depth interviews with them to understand the nature of peer effects. Overwhelmingly, these discussions revealed that many of the students considered their study and residential group members as some of their closest friends while at ISB. Many indicated that they were still friends with their roommates and study group peers even after a decade since graduating from ISB.

A.3 Robustness and Falsification Checks

Table A.3: Effect of IT Roommates and Study Group Peers on Probability of an IT Offer and of Accepting the IT Offer

	IT offer		IT offer accepted	
	(1)	(2)	(3)	(4)
No IT experience	-0.3690*** (0.0181)	-0.3692*** (0.0180)	-0.3297*** (0.0159)	-0.3302*** (0.0158)
Low IT experience	0.2026 (0.1435)	0.2092 (0.1433)	0.2723* (0.1261)	0.2792* (0.1254)
Roommates' IT experience	-0.0274** (0.0086)	-0.0545*** (0.0135)	-0.0327*** (0.0075)	-0.0767*** (0.0118)
No IT experience * Roommates' IT experience		0.0437* (0.0171)		0.0713*** (0.0150)
Low IT experience * Roommates' IT experience		0.3601 (0.2175)		0.4038* (0.1904)
Female	-0.0566** (0.0194)	-0.0546** (0.0194)	-0.0358* (0.0170)	-0.0329 (0.0169)
GMAT	0.0300** (0.0096)	0.0292** (0.0096)	0.0304*** (0.0084)	0.0294*** (0.0084)
Core GPA	-0.0214* (0.0098)	-0.0198* (0.0098)	-0.0270** (0.0086)	-0.0246** (0.0086)
Work experience (years)	0.0125 (0.0103)	0.0112 (0.0102)	0.0123 (0.0090)	0.0104 (0.0090)
Log of Pre-program earnings (INR)	-0.0037 (0.0087)	-0.0046 (0.0087)	-0.0017 (0.0076)	-0.0030 (0.0076)
Marital Status (Single)	-0.0698** (0.0217)	-0.0720*** (0.0217)	-0.0292 (0.0191)	-0.0324 (0.0190)
Study Group's IT Experience	-0.0096 (0.0083)	-0.0098 (0.0083)	-0.0018 (0.0073)	-0.0026 (0.0073)
Log of Offer Value (INR)			0.0299*** (0.0084)	0.0268** (0.0084)
Demographic controls and year fixed effects	Yes	Yes	Yes	Yes
N	1490	1490	1490	1490

Notes: Columns 1 and 3 show the estimation coefficients for the OLS regression for outcomes a) IT job offer being made to a particular student and b) an IT job offer being accepted. Columns 2 and 4 also incorporate the interaction effects for those students with no or low IT experience and roommates' IT experience.

*** p < 0.001, ** p < 0.01, * p < 0.05. Standard errors in parentheses.

Source: ISB administrative record.

Table A.4: Effect of IT Roommates and IS Core Course Grade on Probability of an IT Offer and of Accepting the IT Offer

	IT Offer		IT Offer Accepted		
	(1)	(2)	(3)	(4)	(5)
No IT experience	-0.3723*** (0.0181)	-0.3726*** (0.0181)	-0.3318*** (0.0159)	-0.3324*** (0.0158)	-1.2971*** (0.1513)
Low IT experience	0.1988 (0.1436)	0.2055 (0.1434)	0.2702* (0.1263)	0.2770* (0.1255)	0.5940*** (0.1337)
Roommates' IT experience	-0.0276** (0.0086)	-0.0546*** (0.0135)	-0.0327*** (0.0075)	-0.0769*** (0.0119)	-0.1648*** (0.0180)
No IT experience * Roommates' IT experience		0.0434* (0.0171)		0.0715*** (0.0150)	0.0951*** (0.0153)
Low IT experience * Roommates' IT experience		0.3718 (0.2176)		0.4088* (0.1904)	0.9180*** (0.2044)
Female	-0.0562** (0.0195)	-0.0543** (0.0194)	-0.0357* (0.0171)	-0.0328 (0.0170)	-0.2406*** (0.0365)
GMAT	0.0303** (0.0096)	0.0295** (0.0096)	0.0304*** (0.0084)	0.0295*** (0.0084)	0.1381*** (0.0189)
Core GPA	-0.0239 (0.0128)	-0.0221 (0.0128)	-0.0261* (0.0112)	-0.0236* (0.0112)	-0.1049*** (0.0168)
Work experience (years)	0.0124 (0.0103)	0.0111 (0.0103)	0.0122 (0.0090)	0.0103 (0.0090)	0.0484*** (0.0107)
Log of Pre-program earnings (INR)	-0.0031 (0.0087)	-0.0039 (0.0087)	-0.0013 (0.0076)	-0.0026 (0.0076)	-0.0193* (0.0080)
Marital Status (Single)	-0.0723*** (0.0218)	-0.0745*** (0.0218)	-0.0306 (0.0192)	-0.0340 (0.0190)	-0.2716*** (0.0416)
IS core course grade	0.0027 (0.0114)	0.0024 (0.0114)	-0.0016 (0.0101)	-0.0019 (0.0100)	0.0244* (0.0107)
Log of Offer Value (INR)			0.0298*** (0.0084)	0.0267** (0.0084)	0.0235** (0.0083)
Inverse Mills Ratio					0.9127*** (0.1424)
Constant	0.4761*** (0.0491)	0.4810*** (0.0491)	0.3508*** (0.0432)	0.3595*** (0.0430)	-0.4682*** (0.1360)
Demographic controls and year fixed effects	Yes	Yes	Yes	Yes	Yes
N	1490	1490	1490	1490	1490

Note: Columns 1 and 3 show the estimation coefficients for the OLS regression for outcomes a) IT job offer being made to a particular student and b) an IT job offer being accepted. Columns 2 and 4 also incorporate the interaction effects for those students with no or low IT experience and roommates' IT experience. Column 5 shows the results from a Nested (Heckman Selection Model) where IT_Offer generated is the first stage and IT_Offer_Accepted is the second stage.

*** p < 0.001, ** p < 0.01, * p < 0.05. Standard errors in parentheses.

Source: ISB administrative records. 508 observations were dropped as these students lived in a studio.

Table A.5: Shuffled networks

	IT Offer		IT Offer Accepted	
	(1)	(2)	(3)	(4)
No IT experience	-0.3435*** (0.0194)	-0.3598*** (0.0211)	-0.3050*** (0.0180)	-0.3217*** (0.0196)
Low IT experience	0.1922 (0.1601)	0.2090 (0.1603)	0.2598 (0.1483)	0.2836 (0.1484)
IT experience (roommates)	-0.0122 (0.0089)	-0.0132 (0.0136)	-0.0140 (0.0083)	-0.0254 (0.0326)
No IT experience * Roommates IT experience		0.0066 (0.0178)		0.0231 (0.0165)
Low IT experience * Roommates IT experience		0.0019 (0.0124)		0.0032 (0.0115)
Female	-0.0452* (0.0210)	-0.0459* (0.0211)	-0.0260 (0.0194)	-0.0259 (0.0195)
GMAT	0.0259* (0.0101)	0.0275** (0.0101)	0.0243** (0.0094)	0.0256** (0.0094)
Core GPA	-0.0178 (0.0101)	-0.0186 (0.0102)	-0.0228* (0.0094)	-0.0211* (0.0095)
Work experience (years)	0.0196 (0.0105)	0.0138 (0.0107)	0.0201* (0.0097)	0.0174 (0.0099)
Log of Pre-program earnings (INR)	-0.0088 (0.0089)	-0.0098 (0.0089)	-0.0083 (0.0083)	-0.0092 (0.0083)
Marital Status (Single)	-0.0768*** (0.0232)	-0.0799*** (0.0234)	-0.0396 (0.0215)	-0.0414 (0.0217)
Log of Offer Value (INR)			0.0338*** (0.0095)	0.0355*** (0.0097)
Constant	0.5429*** (0.0507)	0.5503*** (0.0519)	0.4235*** (0.0470)	0.4411*** (0.0481)
Demographic controls and year fixed effects	Yes	Yes	Yes	Yes
N	1490	1490	1490	1490

Note: Columns 1 and 3 show the estimation coefficients for the OLS regression for outcomes a) IT job offer being made to a particular student and b) an IT job offer being accepted for shuffled networks. Columns 2 and 4 also incorporate the interaction effects for those students with no IT experience and study group and roommates' IT experience.

Notes: *** p < 0.001, ** p < 0.01, * p < 0.05. Standard errors in parentheses.

Source: ISB administrative records. 508 observations were dropped as these students lived in a studio.

A.3 Thematic Analysis of Interviews

In addition to relying on archival data, we conducted in-depth interviews with several graduates of the focal school. These interviews gave us more insight into the student life at ISB and the influence of IT peers. Several themes emerged, which we describe below; these responses have been edited for brevity and removing any identifiable information.

Theme: Why join business school

Respondent 1 (Female): *"I went through that journey, I realized that I wanted to be part of the decision making of, what these products are like, what features they have, what does the customers want, and I didn't have a say in that, because I was on the engineering side. And I really started getting an interest in that side of things, the business side of things in the decision making, and actually figuring out what the products look like. So, I was like, Okay, I know, I said, I would never do this, but I want to go to the business side, but I still want to stay with technology. I find a way to kind of merge these two, I think I would be happy. Yeah, I think it would take me to the next level of my career. And that's why I decided to do an MBA."*

Respondent 2 (Male): *"I originally was an electronics engineer. I never worked in electronics, obviously. Like, I guess a lot of people in India got into software. Got lucky that I got into a product company. I used to work for BMC Software in Pune. And so, I spent two and a half years there. ...**I was never great at coding, I was okay. And I at least had enough self-awareness to realize that I was not great at it.** And what I liked was talking to customers, working with them to solve their issues and things like that. So, when I looked at what options was there, from a growth perspective, talk to my manager had some*

Theme: Why join business school

good supporting managers. And it essentially, they were like, Okay, you would probably do well as a product manager. But then the problem was BMC is a very old school software company. So, the only way to become a product manager while at BMC, was to have like eight to 10 years of works exp. right after that you can apply that thing. And the shortcut was you go do an MBA, and then maybe we'll look at hiring people."

Respondent 4 (Male): *"... before ISB, I was with Infosys into the technology consulting side. And I was in the US, you know, consulting with financial customers. Before being in the US, I was there in the UK. So that also was for the same financial decline. And this was for almost close to close to about eight years that I was with Infosys back then. Through that time, I worked with them in India, UK, US, like I said, and the whole idea was that I was meeting with customers, I was, in fact, you know, talking to a lot of a lot of the clients who were, who had a lot more experience than me, and they were in management positions. And they could not, we could not understand that the jargons that they would use, we were unable to understand why they were making certain decisions and things like that."*

Respondent 4 (Male): *"One of the things that I was thinking was that maybe I should switch from technology into something else, maybe marketing, maybe even into management consulting and all of that. But, you know, through various conversations, I realized that, you know, when you have when you have close to nine or 10 years of experience, or even if it's like eight years of experience, you're valued for the transferable skills that you bring to the table. It's not, of course, you have the option, or you have the choice that you can switch across verticals. But at the same time, you're probably competing against people with much lesser experience or people who are in a specific*

Theme: Why join business school

*experience in that that field. So, you tend to be at a disadvantage. And, and given that, you know, there are people with experience in that specific field, why would the market give you a chance to come into those roles? So, I learned pretty quickly that it doesn't really make sense to look at roles outside of the technology space. But rather, using that experience, it's beneficial, both for the organization, as well as, from a personal point of view, to be able to contribute in the within the technology space, in areas that I'm strong in. So essentially, that you know, it can help it can help both the organization. So that was the thinking behind that, that moving or moving to target as well. It was it was a technology rule. And this was within the XXX Division. But prior to coming to ISB, I was leading a small team. But when I joined XXX, the team size grew enormously, and the responses or responsibilities also increased quite significantly, so they're expecting you to handle the delivery of large technology the three-year roadmap for them. So, it was quite a significant jump in that sense. But that's the good part. The good part was that, **because we had conversations with other peers within while I was there at ISB. So, it did help me understand, you know, what kind of requirements would companies like XXX would expect offers. So that that helped quite a bit.**"*

Respondent 5 (Female): *"I completed my master's, and I was working in the Bay Area as a transportation engineer. And we were working on California High Speed Rail and some other projects. Mostly I was working on California based projects and some Washington based projects. And then I had always intended to come back to India. But my background became complicated, because there was not enough transportation work going on in India and not enough roles that I could take up then. And I thought that an MBA route, just like I*

Theme: Why join business school

had moved to the US with going to college, I could come back and go to college. And then that was the initial thought process. And so hence, I applied to ISB. And I get through. And then of course, I realized once I came to ISB, that there is much more that it offers, then just the route to come back to India.”

Respondent 7 (Male): *“I would say that I enjoyed it (being a software engineer). Because of it being my first job and very new and everything. Over time, I realized that I was liking more of the analytical problem-solving part of it, **as opposed to the core coding** and other things. And that led me to actually apply for ISB to get some sort of change or a **jump to move from coding to management** and other allied roles in technology or beyond technology.”*

Respondent 8 (Female): *“So, I think my engineering stream happened by accident, even though I knew that I never really wanted to become an engineer at the bottom. But I...didn't come to that realization consciously for a very long time. **Doing engineering that I realize, no, this is not my thing**....I knew I didn't want to do a master's in a technical field. And that's when MBA was another option because I thought...that would bring me towards a more generalist field... I always had the idea that after MBA, you know, if nothing I would work for marketing and technology firm.”*

Respondent 9 (Male): *“It was just because **I hated engineering, I hated what I was doing**, and an MBA look like a sure shoot way of changing that, changing my profile, changing my trajectory... I wanted to change my field, doing something on the business management side. I wasn't very good technically. So, I thought I should move out of that profile into something else. So yeah, I think an MBA in that respect, works well, if you aren't*

Theme: Why join business school

sure what you want to do that one year of break, you get exposed to people from so many different backgrounds, all that helps in making up your mind about what are the various opportunities available? And what would excite you the most!"

Theme: Influence of peers (in study groups, roommates, job market learning process)

Respondent 1 (Female): "It's like people who didn't come from a tech background, but they were interested, let's say marketing, we definitely had those conversations. I think we were spending so much time together. Like our conversations would like to keep switching between just fun conversations, partying versus doing assignments versus Okay, where are we going? Because I think everyone was like, super wired..."

Respondent 1 (Female): "I have something to add for the study groups like my theory on why they may not be so influential. I think if you end up with like a really good study group you might get lucky, but I think in a lot of situations, because the study group is always under high stress situations, right? We are always have these assignment deadlines. And there's always tension on like, this guy's not doing their part. It always happens. So, I feel like with the study group, like for me, I was, I continue to stay in touch with like, one or two of them. But with the remaining couple, I like I never wanted to talk to them again. Because just like the situations were like, I was like, they're not doing their part, I have to do the extra work. And I think that happens in every study group. And so that relationship kind of sours. So, you don't like to forget about influencing, like, you get to a point where you don't even want to talk."

Theme: Influence of peers (in study groups, roommates, job market learning process)

Respondent 2 (Male): *"I would say mine would be my study group. Okay. I know people have mixed experiences and got long, some didn't get long and so on. But in our case, we actually all got along with maybe one exception, so the study group was pretty close. Most of the time, so they were the people you would hand out 90% of the time that well, maybe not 90, maybe less. But yeah, the inner circle [for me] was the study Group."*

Respondent 3 (Male): *"...there was a lot of exchange on not only, you know, at a macro level, first about careers and professional paths available in the US, the industry in the US, in the financial services sector, and advisory. And then also, a couple of industries that I worked in, closely allied to the consulting work I was doing was in manufacturing and in health care, hospital systems. So just an understanding of basically both the scale and scope of operations in these industries. So, there was a lot of exchange and a lot of curiosity on those topics, from group mates, and also basically, related to workplace cultures and things like that."*

Respondent 4 (Male): *"Okay, so two parts in that question, one is about sharing my own experience with the group. And the second is the study groups, the study groups effect or their, their influence on me. So, I'll answer the first one. So yes, I did share quite a bit of that in various ways. One was, I was also part of the business technology club, the BTC, which, which was one of the one of the professional clubs that we had back then. So as part of the business technology clubs, so there were some sessions that were held where we were, we used to talk about, you know, what are our experiences, what kind of, you know, experiences did we bring by virtue of being in a certain area of technology, or by virtue of having*

Theme: Influence of peers (in study groups, roommates, job market learning process)

worked in different places or different regions within the world? So yes, there were, you know, formal settings like that, where we did share, share our experiences. And outside of that, there were also informal ways in which we used to advise guide coach or talk to other folks as well. For example, there were a couple of people who would reach out to me and say, hey, I know you worked in Infosys, you were on the technology consulting side, can you help me? and understand how should I look at my career, I have less experience than you but I see that you know, you were in the same boat, and things like so. So, we used to have those informal sessions also outside of what we used to talk to them in the Business Technology club. So, both ways, yes, we did share quite a bit of that. And similarly, we are used to also not just the study peer group, the study peer group was a big influence we used to spend quite a lot of time with all the folks and there were four of them in our in my group (Person 1, Person 2, Person 3, and Person 4). So, there's, there's like four people and four of them came from different backgrounds. One of them had come from the Navy one was a doctor, one come from a completely manufacturing sector. So, their experiences were pretty useful for us as well. Because you know, we could we could share, share, you know, how the management style was, what kinds of things would come and what kind of you know, work culture. There's a lot of work atmospheres that they were they were involved in. So those kinds of discussions really helped us understand that, you know, what, okay, this is how it's similar or dissimilar across technology, versus non technology kind of backgrounds. So yes, we used to have that. And it also gave us a sense of appreciation of each profession to, it's very different. And for after having worked for eight years in the technology sector, in the

Theme: Influence of peers (in study groups, roommates, job market learning process)

consulting space, you become like a fish in the pond, your network, or your circle of people that you look at, is very, very small. So, in that sense, it just broadens your horizon as well. So that did have quite a bit of influence about from the study group as well."

Respondent 4 (Male): *"[the doctor] wanted to switch because he was, he was in a profession, where the number of times he used to have to rush to an emergency are the kind of scenes that you would see in a hospital, where were pretty stressful for him. There were thoughts like that, we would always think about, you know, switching careers or switching, you know, profession from one industry vertical to the other, or maybe not completely changed. But eventually, what has happened is, I see that the guy from Navy is now more than two into a technology company. He moved into Google. And he's working in technology products. One of the doctors has continued his journey in the same medical field, though, he had a short stint in terms of, you know, setting up his own practice and his own hospital and things like that. But he still continues in the medical field. And the other study group member, he is into, he continues with the manufacturing sector, DuPont is into manufacturing, glass and all of that, so but he's moved into a different unit within that, so he's more into sales now. So, select that the one of them, the German changed quite a bit from being in the Navy, or to being into the technology sector. For the others, it has been just a slight shift within the same vertical, but maybe slightly different kind of role or a different unit."*

Theme: Gender differences

Theme: Gender differences

Respondent 3 (Male): *“My sister, you know, who first of all made a radically different career choice in so she was an attorney, she was a lawyer. Before she came into ISB, and now she’s in HR, and she’s an executive coach. So she made a big shift. poster has been my wife was a technology consultant before she came in, and she continued in tech after she graduated, so she stayed pretty. What year did she graduate? She was what 2014 in 2015, graduating? Sorry, 2013 and 2014. So in terms of, you know, women, you know, I don’t you know, particularly I did not first of all, the you know, the also the sample size was small at ISB. So, it’s difficult to, for me it is to have, series caught a trend, but I did see that in women, you know, in in some cases I somehow, I went this is basically again, not an exact science, but my observation was women was somewhat more open. I felt to me doing things that are different from the areas from where they came in. Then, I guess, the guys for I mean, I felt like, guys were more a little more conservative in their career choices than then majority of them, if we look at proportion with respect to the population, I guess, it could be variety, it could be related to other factors as well, it could be, because, you know, that was also a time when, you know, most girls would graduate probably get married, and then maybe prioritize their husbands careers over their own. There could be other factors at play, but, and therefore, basically, you got to have fungibility of skill sets, and you end up doing multiple things. Because every time you move, or for your husband’s career, you may not have the same type of opportunities unless you’re in a specific sector like technology.”*

Theme: Job market process/job acceptance

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Respondent 2 (Male): *"The non tech, at least in the study group, they were not really [as much] interested in tech. To be fair, they both just wanted to get into general management, project management kind of close. This they did, I guess, in their own way. So, keeping them aside, the rest of us did discuss we attended, obviously, the talks, sometimes not everyone attended, and then you filled in the others. So, there were obviously discussions around what companies are good for what kind of roles someone would do the research and come back in terms of what had they hired in previous years? And what kind of profiles do they hire and things like that, right. So, we would share that information with each other. And even with friends and my quad mates, for example, two of them were CS. So again, they were not really interested in tech [because they already knew so much]. But funnily enough, one of them is now a product manager with Yahoo in Sunnyvale. So funny how things turned out kind of like he ended up in audit advisory from CA, which made sense. But then he joined, I think, Yahoo in a finance function. And then he's been there ever since. And he's kind of switch tracks a couple of times. So now he is a product manager. And I'm like, the CA in my quad is now a PM, who would have thought kind of thing."*

Respondent 7 (Male): *"The other reason, you know, for login, this extra information, totally unrelated, but I'll just tell you, so what I felt quickly, very quickly, people realized was closer to your market, or during the first few failures, that if you're coming from an IT background, other firms don't view you in a very appealing manner. IT firms would definitely want you because suddenly you have gained this jump in your experience. So, students realized it. So, if you got an offer from IT firm, you kind of realize that this is what I'm going to get. Whereas the non-IT people might join IT because of a reason. Like, it won't*

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be the reason as simple as Oh, because I'm not going to get an offer. I'm not appealing to the other firms. So, I think they will definitely as you're saying, there must be some mechanism, why they gravitated to technical, but technical people why they went to it, I think there it is more about very quickly, many of my peers realized ISB didn't totally wash away our past. And other firms don't view us as very well rounded."

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