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Bourdieu's Forms of Capital and their Role in Recent Graduates' Success in IT or related areas in Portugal

Francisco Ferreira de Carvalho Hortas da Silva, 33652

Field Lab in CRM carried out under the supervision of:

Elizabete Cardoso

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Abstract

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This study attempts to understand how the different forms of capital, as defined by Bourdieu, can influence recent graduate success in IT areas, in Portugal. It follows two studies conducted on recent graduates from business areas, by Cardoso and Ambrósio. It is designed with a mixed methods approach, in which 15 interviews were conducted and 102 responses were obtained through an online survey. Economic capital showed the strongest relationship with perceived graduate success, followed by cultural and social capital. The SEM model demonstrated that Bourdieu’s forms of capital can explain 66.2% of the variations in perceived graduate success.

Keywords: Bourdieu, Capital, Success, Portugal

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1. Introduction

Landing.jobs was founded in 2014 and is a Portuguese Start-up. It consists in an online recruitment platform, focused on the IT job market, allowing IT professionals to visualize multiple job openings. It resulted from the current job market situation, in the field of Information Technologies in Portugal, as the demand has risen substantially and much faster than labour supply did, leaving companies with significant problems in recruiting the ideal candidates for the specific technologies that they work with. The situation is so complicated that companies are even willing to pay other firms, such as Landing.jobs, to help them find talented candidates. Landing.jobs' value proposition is its "human approach to recruitment" (Start-up Lisboa), trying to help candidates land their preferred job, focusing on their needs and giving feedback and tips, always providing an answer (Landing.jobs). They also attempt to directly contact the candidates, typically through a phone call, to talk about the recruitment process and to offer advice. This, together with the individual evaluation they conduct on each candidate, is what differentiates the company from its competitors, such as other job marketplaces, like LinkedIn or Indeed, and traditional recruitment companies, like Kelly Services or Randstad.

Landing.jobs' revenue comes from the companies trying to hire IT professionals and the start-up has 2 main pricing models: a subscription plan, in which companies pay a fixed fee every month to be able to post job openings and to recruit candidates and a pay-per-hire plan, in which companies pay a percentage of the employers' yearly wage when the recruitment process is successful. In both cases, it is important that Landing.jobs can attract, develop and retain the best possible candidates, as that will increase the willingness to pay from their clients and decrease marketing costs. This means devising a customer relationship management (CRM) strategy, but one informed by research on its key acquisition target: young IT graduates. This document was produced in the context of the CRM Field Lab and is devoted to its research

stream, concerned with identifying success drivers in IT talent and opportunities for Landing.jobs to step in in its development.

This work follows previous research on the impact of Bourdieu's forms of capital on success in recent graduates of business or related fields, such as Cardoso (2019) and Ambrósio (2019), and one of the objectives is to investigate if there are significant differences in the impact of the different forms of capital on success and the perception of being successful by recent graduates in the two fields of study. It starts with a literature review on Bourdieu's forms of capital and success types and drivers, followed by the presentation of the methodology for the research. After, the results are analysed and, finally, the main conclusions and implications of the study are presented.

2. Literature Review

Bourdieu defined capital as “accumulated labour”, which builds up over time and has a tendency to persist with its owner, also having the potential to generate profits and to be reproduced (Bourdieu 1986). In the case of human capital, agents accumulate it throughout their life, through interacting with others and from the experiences they are exposed to. The author considers the existence of three main forms of human capital: economic capital, related to the purchasing power of the individual, cultural capital, which is linked to the subject's knowledge and, finally, social capital, that is mainly constituted by “social obligations (‘connections’)”. This study aims at establishing a link between these different forms of human capital and recent IT graduate's success, attempting to measure the impact of each form of capital. The scope of the study also includes investigating how an IT graduate typically defines what it means to be successful.

2.1. Social Capital

Social capital can be defined as the “goodwill available to individuals or groups”, that has its source on the subjects' social relations. “Its effects flow from the information, influence and

solidarity it makes available to the actor” (Adler & Kwon 2002). Being social capital a type of human capital, that “exists in the relations among persons”, it is considered a resource, that has the ability to act as a facilitator of a certain action (Coleman 1988). Additionally, Lin (1999) considers the establishment and development of social networks an investment that has the potential to generate profits for the individuals. Unlike other forms of capital, social capital exists only in the relationship “between actors and among actors” (Coleman 1988). Therefore, the value of this type of capital does not belong exclusively to one entity, so, if one of the parts of the connection withdraws, the utility of that specific form of social capital is erased (Adler & Kwon 2002; Burt 1992).

There also appears to exist a relation between the level of cultural and social capital of a graduate, in the sense that those whose parents went to university and that belong to high or medium class, usually have facilitated access to social capital, through their relatives and friends (Verhaeghe, Van der Bracht, & Van de Putte 2015). As their parents went through higher education, not only would they manage, in principle, to find a better job than those that did not, in terms of income, position or size of the company, but they would also create connections with skilled peers that, in turn, would also be able to join large corporations and hold higher-ranked positions. Thus, during their careers, these parents can generate a significant number of quality connections that can help their descendants.

The way social capital can influence recent graduates comes in two main forms. On the one hand, investing in social networks “facilitates the flow of information”, and uncovers potential opportunities, that result from having social connections in certain strategic positions or hierarchies, and that would not be available otherwise (Lin 1999). Information can also be transferred to graduates in the form of knowledge on “how to play the game” (Bathmaker, Ingram, & Waller 2013) – which can be converted to embodied cultural capital – that can boost their chances of being successful in college and increase their employability. This contributes

to increase inequalities between middle and high-class graduates and lower-class ones, as a result of a significant difference in the level of access to information.

On the other hand, to “play the game” successfully, it is important that graduates complement their higher education studies with “additional activities including work experience and internships” (Bathmaker et al. 2013). This is becoming increasingly important, as, holding a degree, despite still being highly valuable, is gradually being seen as only a requirement to access the job market (Tomlinson 2008). This results from a large increase in the number of students from all backgrounds going to university – in 1978, in Portugal, there were 80,919 students at higher education, while, in 2018, there were 372,753, which is a very large increase in a small period of time (PORDATA 2018). While this allowed lower class students to continue their studies, it did little to eliminate inequalities. One explanation can be that this led to a phenomenon of “social congestion”, in the sense that even though the number of students in higher education increased, the demand for skilled workers did not increase in the same proportion, hence why holding a degree does not guarantee good job opportunities nowadays (Brown 2013). Those that have enough social capital can access resources that allow them to add work experience, typically in the form of unpaid or low-paid internships developing a competitive advantage in comparison with their peers. This also raises some ethical questions, regarding how fair it is for someone to be able to enrich their *Curriculum Vitae* (CV) using resources that are not typically available to lower class peers. Accordingly, some see these internship opportunities as a “force for perpetuating inequalities (...) and discrimination” (Hope & Figiel 2015), benefiting the “elites or key groups” in society (Ayios, Jeurissen, Manning, & Spence 2014). Abrahams (2017) mentions the irony of trying to promote a “ideology of meritocracy”, while also deeply encouraging students to network with their peers, professors and professionals, even though one could argue that there is merit involved in connecting with others and investing time in trying to develop one’s social network.

All in all, the body of literature in the matter seems to suggest that social capital does seem to have an impact in recent graduates success, by allowing them to develop their CV's through opportunities not available for everyone, which seems to positively impact their employability rate and starting salary, for example (Yan & Mao 2015).

2.2. Cultural Capital

Cultural capital is associated with the ownership of “knowledge, accomplishments and formal or informal qualifications” (Johnson 2017), as well as the possession and utilization of cultural goods (Caro, Sandoval-Hernández, & Lüdtke 2014). This type of capital closely affects employability, as, normally, accessing the job market is only possible for those that possess a certain level of education, training and cultural knowledge (Santos, Reis Neto, & Verwaal 2018).

Bourdieu (1986) considers the existence of three forms of cultural capital. The first, is the *embodied state*, that is accumulated in what is typically referred to as “culture” and knowledge. It consists in “long-lasting dispositions of the mind and body”, usually captured unconsciously by the subject, that can either be acquired “hereditarily” or through the contact with different cultural realities (Bourdieu 1986). Second, is the *objectified state* that is composed of physical goods with cultural value, that are transmissible, such as “books, encyclopaedias, instruments, machines” or “paintings and sculptures” (Cardoso 2019). This type of capital is closely related to the embodied type, as it takes a certain level of knowledge to properly utilize these objects (Bourdieu 1986). Finally, there is the *institutionalized state* that certifies one's knowledge in the embodied form, normally in the form of “official degrees and diplomas” from institutions that are commonly recognized by the society (Holt 1998). This type of cultural capital is an important objectification of the embodied form, as those that hold cultural capital that is not certified, will be constantly forced to prove themselves, as they “*are only what they do*” (Bourdieu 1984).

Considering the importance of each type of cultural capital, Santos et al. (2018) concluded that embodied capital has a higher positive influence on individual job performance than institutionalized capital. This goes in line with Tomlinson (2008) that suggests that, while students still value higher education and consider that it opens up a lot of opportunities for them, it is gradually becoming a requirement to enter the job market and not a differentiating factor. Notwithstanding, students can boost their competitive edge over their peers through “a set of experiences related to acceptable social norms and postures in certain environments of its occupational field”, as a complement to their qualified skills (Santos et al. 2018).

Cultural capital's influence on recent graduate job success can be traced back to when people are at school. A certain level of cultural knowledge is needed to achieve academic excellence, which means that cultural capital could be responsible for creating inequalities between social classes. Evidence suggesting that cultural capital is heavily “transmitted from parents to their children” has been found, which, in turn, suggests a relation between cultural capital and social origins (A. Sullivan 2001). This vision is supported by Schomburg (2007), that found evidence suggesting a strong link between an individual's parents education and their own professional success. In Spain, professionals whose parents had gone to university earned, on average, more 17% as income than those whose parents had a lower level of education. Lamont & Lareau (1988) argue that, even though school tends to “reflect the experiences of the dominant class”, social origins and cultural capital would not necessarily be a differentiating factor in academic success, as the latter tends to be normally associated with ability, rather than cultural resources transmitted by the family. However, further studies, such as the work of Van De Werfhorst & Hofstede (2007), found, not only a strong relationship between one's social origin and the amount of cultural capital, but also that cultural knowledge positively affects school performance. Hence, those that have a better academic performance are more likely to join top tier universities, continuing to develop their cultural capital further, while developing

significant social relations with other top tier peers, which, all taken together, allow them better job opportunities than those that struggle to accumulate cultural capital.

2.3. Economic Capital

Economic Capital corresponds to the “command” one has “over economic resources” (Caro et al. 2014), “that are directly and immediately convertible into money” (Bourdieu 1986). The amount of economic capital one possesses is usually associated to social origins, parental background and their position in the hierarchical structure of the society. Also, studies have been able to find “a link between being raised wealthy” and becoming successful, in what has been described as the “rich-parents effect” (Cardoso 2019).

In relation to graduate success, the importance of economic capital comes especially from its convertibility into social or cultural capital, both of which, as analysed before, seem to have a positive impact on a given number of metrics typically associated with success. There are some resources that are not accessible directly with economic capital and that require social capital to access them, as the latter takes time establish. There is a cost involved with the investment in one’s social network, in the forms of “time, attention, care” or even gifts, that takes a given amount of economic capital and financial security (Bourdieu 1986). Cultural capital can also result from the economic resources owned by one’s family, in different forms. As Lehmann's (2012) study suggests, lower class students lack the financial resources and security to pursue extracurricular activities, such as volunteering or even unpaid internships, which undermines them at job interviews in comparison with upper class students.

2.4. Success

Career success is a concept that is hard to define, as different people, among the same job or not, can see success in several different ways (Poon, Briscoe, Abdul-Ghani, & Jones 2015). However, throughout the body of literature, several attempts at defining this concept have been made. A traditional definition of career success is achieving promotions “up the organizational

hierarchy” (S. E. Sullivan, Carden, & Martin 1998). However, studies have shown that the definition of success is often “individualistic” and “dynamic” (McDonald & Hite 2008). Hence, the traditional definition fails to account for several factors that can be more important for the individuals than being promoted, such as having work-life balance or the feeling of making a difference (Poon et al. 2015). Arthur, Khapova, & Wilderom (2005) suggest a broader definition of career success as “the accomplishment of desirable work-related outcomes at any point in a person’s work experiences over time”.

An important distinction present throughout the body of literature on this topic is between objective and subjective career success, as, even though one would expect these to be moderately correlated, the two are different in concept (Ng, Eby, Sorensen, & Feldman 2005). Objective success can be observed from an “external perspective” and features “more or less tangible indicators of an individual’s career situation” (Arthur et al. 2005), such as salary, social status or position in the organizational hierarchy (Nicholson & De Waal-Andrews 2005). Subjective success, on the other hand, focuses on intangible factors, beyond the objective ones, that cannot be directly measured, but that still affect one’s satisfaction with the state of their career (Shockley, Ureksoy, Rodopman, Poteat, & Dullaghan 2016). Contrary to objective success, that can be observed from an external perspective, subjective success depends on what individuals’ value and can come in the form of work-life balance, learning opportunities, workplace location, job security or meaningfulness of one’s work (Arthur et al. 2005; Shockley et al. 2016).

The existence of these two types of career success, objective and subjective, lead to the notion of perceived success. Some scholars consider perceived success to be conceptually the same as subjective success. I would argue that, if that is the case, someone’s perceived success would not consider objective success factors that can actually be the most important for that person. For this study, perceived success is defined as the notion that individuals have of how successful

their careers are (Cardoso 2019). This concept is of the utmost importance for this research, as the focus of universities and companies such as Landing.jobs should be aimed at improving the notion of self-success and not simply targeting general indicators of objective success, such as income.

Following this reasoning, one of the objectives of this study is to investigate how IT graduates typically define success, while also investigating whether they believe that they received enough career support from their universities. This two, taken together, can help Landing.jobs develop a strategy to help these IT graduates reach their career goals. Furthermore, the way the different forms of capital affect IT graduates' success will be analysed, to provide more information on how one's background can affect their career success and on how universities and Landing.jobs can help reduce the inequalities associated to it, as well as identifying talented candidates. The results obtained will be compared to previous studies, such as Cardoso (2019) and Ambrósio (2019) to check if there are significant differences between the two populations, business and IT graduates. Therefore, the research questions are as follows: RQ1 – How do IT graduates perceive the career support they had at their university?; RQ2 – How does one's background, in terms of cultural, social and economic capital, influence IT graduate's success?; RQ3 – How do IT graduates define and measure success?

3. Methodology

For the purpose of this paper, that is to investigate how IT graduates measure and define success and how their background, in terms of cultural, social and economic capital, as defined by Bourdieu (1986), can affect their future success, a mixed methods approach was chosen. This consists in a combination of both a qualitative and a quantitative analysis (Saunders, Lewis, & Thornhill 2009). The research design follows a sequential exploratory approach, with the qualitative study being conducted before the quantitative one, given the latter considers the insights uncovered by the first analysis. The target population are IT graduates with up to 5

years of professional experience. This is because this study focuses mainly on the impact of the various forms of human capital in recent graduates, and, by restricting the target profile, it is possible to control for other variables that might be associated with more years of experience. Also, graduates must be living in Portugal and graduated from a Portuguese university. This allows to control for differences among graduates from different countries, specifically among success drivers, that tend to vary substantially (Schomburg 2007). The guidelines for both approaches were based on Cardoso (2019) and Ambrósio (2019) and adapted to fit the purpose of this study and its target population.

For the qualitative approach, 15 semi-structured interviews were conducted. These are typically used as a method of exploratory research, in which the researcher has a “list of themes and questions to be covered”, but these can change depending on who is being interviewed (Saunders et al. 2009). For this study, the goal of the qualitative approach was to gain some understanding on this topic and to capture the interviewees perspectives in first person. This first stage is also critical to answer RQ1, as one can get a more in-depth explanation of how career services at IT universities function and how useful these are, and RQ3, as it can unveil the different career motivations and definitions of success among the participants, which is key for the design of the quantitative analysis. The interviews were held in Portuguese, to ensure a better communication during the interview itself, lasted around 45 minutes and were conducted through Skype. The answers were audio-recorded, translated into English and analysed in a content grid. The interview started with some general questions on the graduate’s current situation and graduation data, followed by 3 sets of questions regarding cultural capital, economic capital and social capital. After, the interviewees were asked about how the differences in capital among peers affected their university experience and how they evaluate their own success. Finally, some questions about how they typically engage in job searching were asked, being more focused on how Landing.jobs can develop services to fit their needs.

After an exploratory analysis of Landing.jobs' database, it was decided that the sample should have a similar distribution. Hence, 1/3 of the interviewees were from Instituto Superior Técnico, 20% from other universities in Lisbon, 27% from other universities in Porto and the remainder from other institutions. 2/3 of the interviewees were collected from Landing.jobs' database, while the others were obtained through convenience sampling, both being non-random.

For the quantitative approach, a sample of 102 surveys, in which IT graduates were asked to respond to a set of questions in a given order, were collected (Saunders et al. 2009). The target population of the surveys were IT or related graduates between 21 and 32 years old, living and having studied in Portugal, with a maximum of 5 years of professional experience. Respondents were obtained by contacting all members of Landing.jobs' database that appeared to fit the target and also through online intercept. The surveys were built using Qualtrics and the main purpose of this stage was to test the statistical significance of insights that were previously obtained from the interviews, while also creating a model that allows to measure the impact of each type of human capital on perceived success. This model was created by aggregating sets of questions used to measure social, economic and cultural capital and also perceived success, using Structural Equation Modelling. This method is used to "explain the relationship among multiple variables" (J. F. Hair, Black, Babin, & Anderson 2014). The measurement of the constructs was considered formative, as the indicator variables were assumed to cause the latent variables, and not the opposite, and not being interchangeable (J. Hair, Hult, Ringle, & Sarstedt 2014). Since it is hard to measure concepts such as social capital and perceived success in a direct way, one uses several indicator measures (observed variables) in the data collection process, that, taken together, are able to explain the construct or latent variables that are social capital and perceived success, for example (Cardoso 2019; J. F. Hair et al. 2014). The indicators were measured in a 0 to 10 scale, being 10 the highest level of reliability. The results were analysed using SPSS and SmartPLS.

4. Results & Analysis

RQ1 - How do IT graduates perceive the career support they had at their university?: During the qualitative stage, when asked about how their university helped them get to where they are now in professional terms, most interviewees considered it played a significant and positive role. Nonetheless, 2 interviewees, that did 5-year degrees, considered that university might have had a negative impact, as the degree took too long to finish. Apart from Rafaela, that studied at a university in which computer engineering is relatively new, all considered that their universities provided them with good career support, organizing events such as careers fairs, workshops and, in some cases, courses in partnership with companies. Felipe, for example, got his first job precisely through a class in which he had to work with a consulting company. 7 mentioned that university was crucial in providing them with the foundations, tools and problem-solving skills to learn the programming languages they need for their every day job and to teach them how to think, which can explain why João and Igor were unhappy with their longer degrees, as they were being taught general knowledge when what they were probably looking for was specialization. However, it was almost unanimous that current programs are outdated and that universities are still teaching technologies that are not used anymore.

There is not a unanimous idea on the importance of institutionalized cultural capital in this field. Iván feels as if the importance of going to university has been gradually decreasing, as some companies tend to employ students straight out of high school. On the other hand, João, Fábio and Eduardo, all from IST (Instituto Superior Técnico), believe that the certificate was very important for the start of their careers, even though Eduardo believes that employers do not prefer IST students. Paulo (IST) thinks he would be in a very similar professional situation if he had gone to any other university and feels the same way as Eduardo, though he believes that IST provides its students with a “head start”. Even though it may not be as clear as in other fields of study, institutionalized capital seems to still be important for IT graduates, as it seems

like a common agreement that IST's students have more career support and companies make more efforts to be present at this university than others in Portugal. Nevertheless, the fact that 1/3 of the interviewees referred the importance of self-learning towards success, shows that the degree itself may not be enough, as many are working with technologies that they did not learn at university.

In the questionnaire, IT graduates were asked on how they would rate the quality of career support received from their university. Even though the results obtained were not as high as expected after the qualitative stage, it is still a positive result (mean=5.64; SD=3.24) and indicates that, in general, IT graduates feel that they receive a slightly above average support from their universities. Also, when asked about what they felt was lacking from their profile that prevented them from achieving greater success, the two main points were information on the job market (mean=5.74; SD=2.96) and knowing how to translate their university learnings into marketable skills (mean=6.54; SD=3.09), which represent two areas in which universities should direct their efforts and also a potential opportunity for Landing.jobs to provide a service for young IT students covering these topics. On the other hand, the lowest indicators in this question were achieving better grades (mean=2.91; SD=2.85) and studying at a university with better market reputation (mean=2.66; SD=2.78), which goes in line with the findings during the qualitative stage and with Tomlinson's (2008) idea that the degree is not enough anymore.

RQ2 - How does one's background, in terms of cultural, social and economic capital, influence IT graduate's success?: In general, during the qualitative study, the impact of the different forms of human capital on perceived success was unclear. There were graduates feeling successful, having a large amount of cultural capital, while there were some lacking cultural capital that still felt successful. The same happened with economic capital. The main insight from the interviews on this topic was related to social capital and its importance. In Ambrósio (2019), half of the interviewees mentioned using social capital to land their first job. Contrarily, in the

present research, only 3 out of the 15 interviewees mentioned using it and it was related to finding the opportunity, as it did not impact the recruitment process, going in line with Lin (1999) that mentions the importance of social connections to facilitate the flow of information. This could be explained by the current state of the IT job market in Portugal, as explained by Rafaela, as there is much more demand than supply, and companies have so many difficulties finding fitting employees that they do not resort to factors such as social connections. This idea was shared among other interviewees that mentioned receiving LinkedIn messages from potential employers almost every day. Interestingly, this is the opposite of what Brown (2013) described as “social congestion”.



FIG 1: Structural equation model

With the results from the questionnaire, the SEM Model was computed, featuring 4 latent variables, Economic, Social and Cultural Capital and Perceived Success, each with the respective indicators (Appendix 4). The model was designed with the objective of trying to explain variations in Perceived success using Bourdieu’s forms of capital, followed by a bootstrapping, to test the statistical significance of the constructs. The model was able to explain 66.2% of the variations. Economic capital had the highest path coefficient at 0.52, followed by cultural capital at 0.27 and, finally, social capital at 0.21. The two first showed statistical

significance for a 90% confidence level, while social capital did not ($p\text{-value}=0.125$), on the bootstrapping that was ran.

Regarding Cultural capital, they had a good amount of inherited capital, as parents' engagement in reading (mean=6.23; SD=3.03) and arts (mean=5.18; SD=3.07) showed a statistically significant correlation with feeling they had better formal education than their peers before university ($r=0.27$ and 0.33 , respectively, $p\text{-value}<0.05$) which, in turn, was moderately correlated with career satisfaction ($r=0.35$, $p\text{-value}<0.05$), going in line with Van De Werfhorst et al. (2007). There is also a significant correlation between parents' cultural capital and feeling that the values instilled by the parents prepared them better than their peers ($r=0.29$ for reading, $p\text{-value}<0.05$; $r=0.16$ for other cultural activities, $p\text{-value}=0.10$, not low enough to disregard), going in line with A. Sullivan's (2001) and Schomburg's (2007) findings that suggest that cultural capital is heavily transmitted from parents to their children. Music or drama, church and university clubs had low engagement overall, while summer schools had an even lower average. They did show, however, an average level of involvement in sports (mean=5.02; SD=3.56 for competitive; mean=5.77; SD=2.84 for recreational), even though, interestingly, only recreational sports showed a statistically significant correlation with feeling successful ($r=0.26$, $p\text{-value}<0.05$). Finally, as observed in RQ1, the importance of institutionalized cultural capital does not seem very high in this field of study, as illustrated by the low average obtained on the statement "studying at a university with better market reputation", when asked about what prevented them from having greater success (mean=2.66; SD=2.78). Nonetheless, judging by the interviews, going to university is still important, providing students with the foundations and contact with enterprises, even though this importance might be decreasing, as suggested by Iván.

After the qualitative stage, it was to be expected that social capital would demonstrate low significance, if any. The apparent situation in the labour market in this field is of a much higher

demand than supply, which, consequently, appears to decrease the importance of social capital, which goes in line with the fact that only 12.7% of the respondents mentioned using social capital to find their current job. This is a major difference in relation to Cardoso (2019) and Ambrósio's (2019) studies on business students. Overall, IT graduates demonstrated a lower level of social capital when compared to Ambrósio (2019) and they do not appear to rely much on universities career services to find a job (mean=3.71; SD=3.08) or to provide them with a mentor (mean=1.20; SD=2.27), and they do not show a tendency to keep in touch with professors (mean=2.48; SD=2.74). Having someone that provides advice on money issues, on problems at work and career advice all exhibited a significant correlation with career satisfaction ($r=0.44$, $r=0.22$ and $r=0.30$, respectively, $p\text{-value}<0.05$) and feeling happy with their life ($r=0.23$, $r=0.20$ and $r=0.22$, respectively, $p\text{-value}<0.05$). In general, the other indicators associated with social capital did not show significant correlations with success variables, which corroborates Rafaela's comments in the interview that indicated the low impact of this type of human capital.

The IT graduates evidenced a considerable amount of Economic capital, as, in general, they had a personal computer (mean=7.25; SD=2.94), both their parents worked (mean=7.60; SD=2.73) and they were financially well off (mean=6.34; SD=2.54) all while growing up. Regarding travelling abroad, the average was lower (mean=4.17; SD=3.42), but for those that went to private schools, it was higher at 5.68, compared to 3.68 of those that did not. This was to be expected, as private school students tend to have more available income to travel. Feeling well-off currently is highly correlated with feeling successful ($r=0.58$, $p\text{-value}<0.05$), which was predictable as salary seems to be important for IT graduates. Having a PC while growing up was also significantly correlated with feeling successful ($r=0.34$, $p\text{-value}<0.05$), career satisfaction ($r=0.43$, $p\text{-value}<0.05$) and engagement with the tasks assigned ($r=0.45$, $p\text{-value}<0.05$). This can be because it allows for experimentation at a young age and for the

development of computer skills. This likely represents a conversion of Economic capital into Objectified cultural capital which, in turn, can translate to Embodied cultural capital, which represents a potential “rich-parents effect” (Cardoso 2019).

RQ3 - How do IT graduates define and measure success?: In general, interviewees felt better or as good as their university’s colleagues, while some said they could not compare, as they only completed a bachelor’s, while most of their friends are still studying. However, they do not regret their decision of starting to work. When asked about what success meant to them, the most common answers were being recognized for the work they were doing and having a good work-life balance, which goes in line with Poon et al. (2015). Factors like achieving a good financial situation, getting to work with the technologies they enjoy, continuously learning and climbing the job hierarchy were also considered relevant by some interviewees when defining success.

In the survey, the respondents were asked to rate their current situation on a series of indicators associated with success, following the existing literature and the insights provided by the interviews. In general, recent IT graduates appear to feel successful, both in objective and subjective terms, as indicators such as considering themselves to be successful (mean=6.73; SD=2.27), feeling satisfied with their careers so far (mean=6.75; SD=2.33) and feeling positive about their future (mean=7.48; SD=2.01) all had relatively high averages. Also, the indicator with the lowest average was feeling they had achieved all their career goals so far (mean=5.11; SD=3.07), which was expected, as the study focuses on recent graduates. It was also interesting to verify that those that did an internship while studying had a higher average on feeling successful than those that did not (7.23 vs 6.36, p-value=0.054 on the ANOVA test). This goes in line with Bathmaker et al. (2013) in regards to the importance of internship opportunities and also with Tomlinson (2008), in the sense that graduates need to complement their CV with other activities than simply the degree. To try to understand what IT graduates define as “success”,

all indicators were correlated against “I feel consider myself to be successful”. Career satisfaction ($r=0.69$, $p\text{-value}<0.05$) and feeling positive about the future ($r=0.73$, $p\text{-value}<0.05$) were the 2 indicators that showed the highest correlation with feeling successful, meaning that professional achievements are important for the definition of success of IT graduates. Results for salary in comparison with the average person ($r=0.64$, $p\text{-value}<0.05$), feeling recognized for their work ($r=0.64$, $p\text{-value}<0.05$) and engagement with assigned tasks ($r=0.66$, $p\text{-value}<0.05$) also seem to support this idea. Nevertheless, personal satisfaction is also important, as evidenced by feeling happy with the life they have ($r=0.67$, $p\text{-value}<0.05$). Interestingly, the indicator with the lowest correlation was work-life balance ($r=0.40$, $p\text{-value}<0.05$), which was one of the most mentioned during the interviews, even though it was highly correlated with feeling happy ($r=0.51$, $p\text{-value}<0.05$). This might indicate that, even though it is important for these graduates and they want to achieve, there are other factors that are more related to feeling successful than work-life balance, following Ambrósio’s (2019) conclusion that it is not a top priority for recent graduates when measuring success.

5. Conclusion

This research was conducted in the course of a CRM Field Lab with the purpose of devising a strategy to attract, develop and retain IT talent. I will therefore start by outlining this study’s implications for Landing.jobs in that context, before summarizing links with literature and indicating potential limitations and further research avenues.

Managerial Implications: In general, IT graduates appreciate the career support they received from their universities. Nonetheless, they believe that their courses should be updated to teach current technologies and would also like to have the possibility of some specialization, which is something that universities should try to address. Moreover, they feel they lacked some knowledge on the job market and how they can use their learned skills at their employers. Universities can offer workshops and talks to help close this gap, but Landing.jobs can also

take this as an opportunity to get close to IT students at a younger age and provide them with the information they need. It was also shown that those that had done an internship had the tendency to feel more successful and Landing.jobs can intervene in this area as well, facilitating internships for IT students. This would ultimately create an earlier relationship between the company and its future clients, resulting in increased brand awareness. Given that Economic capital is the most relevant type of capital, as suggested by this study, it is important that Landing.jobs begins to capture data on the financial background of their candidates. This could be, for example, annual income of the household, if both parents worked while growing up and, especially, at what age they got their first Personal computer. Furthermore, as parents' cultural capital seems to be related to career satisfaction, capturing the academic qualifications of one's parents could also be useful for the company. Finally, given the importance of Economic capital, it is important that universities help those with financial needs. If a student does not have a computer, for example, the university could lend him or her one and offer extra help, so that apprentice does not get left behind.

Academic Implications: This study adds value to the existing body of literature on how Bourdieu's forms of capital affect success for recent graduates, in the sense that previous studies by Cardoso and Ambrósio focused only on business or related graduates. Since this study focused on IT or related graduates in Portugal, it allowed for a direct comparison with Ambrósio's (2019). The SEM model computed explained 66.2% of the variations on perceived success. Out of the three forms of human capital used as latent variables, Economic capital was the one that evidenced a greater impact on perceived success, with a path coefficient of 0.52 and a p-value of 0 on the bootstrapping, indicating a potential "rich-parents effect". I believe this is related to owning a personal computer while growing up, which allows experimentation and development of computer skills earlier, and this variable did show a statistically significant correlation with feeling successful ($r=0.34$). Cultural capital had a path coefficient of 0.27 and

p-value of 0.068, which potentially indicates that cultural experiences not related to technology do not impact success significantly. However, in the objectified form it appears to be important, as possessing a PC showed a statistically significant correlation with feeling successful ($r=0.34$) and career satisfaction ($r=0.43$), even though this variable was included in the model as an indicator of Economic capital. Finally, Social capital had the lowest path coefficient (0.21) and a p-value of 0.125. This was expected after the qualitative stage, as the interviewees rarely mentioned the use of social capital, suggesting that there is an unevenness between demand and supply in the labour market and that companies do not usually resort to social connections. On average, IT graduates showed high levels of perceived success, both from an objective and subjective perspectives, associating success to career satisfaction, salary or recognition for their work, but also to feeling happy with their life.

Limitations: Respondents to the survey included both users and non-users of Landing.jobs to achieve a large enough sample, but the data does not allow comparing ones against the others, so we cannot confirm nor refute how their answers might differ. Also, 1/3 of the respondents were from IST, which limited the diversity of the study, even though it seems like an accurate representation of the company's database. Regarding the interviews, potential interviewer error is present, as there were 3 different interrogators conducting these.

Further Research: It would be interesting to see this study replicated for other areas of study to see how Bourdieu's forms of human capital affect graduates from fields other than business or IT, especially as the present study uncovered significant differences between the two populations. It would also be relevant to conduct a similar study on older graduates, as the existing literature on the topic focuses on recent graduates only. Therefore, if such a study was conducted, one would be able to investigate potential generational differences or how the impact of each type of human capital changes over time.

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7. Appendix

Appendix 1 – Interview Guidelines [Based on Cardoso (2019) and Ambrósio (2019)]

WARM UP

Good morning / good afternoon / good evening. My name is Francisco/Maria/Filipa and I'm a master's student at Nova SBE/IMS, currently researching the effects of human capital on management, finance or economics graduates' early career success and self-perceived success. To carry out this research, I'm conducting interviews such as this one, in which I ask several questions. There are no right or wrong answers to these questions. You are free to say absolutely everything that comes to your mind.

For the purpose of analysing these interviews, I will record them in audio format. When I transcribe them, though, all data will be anonymised, meaning no one will be able to track any answers to you. That being said, I'll ask one introductory question to register your consent.

F1. Do you consent to recording this interview?

- Yes
- No (finish the interview)

Thank you very much! Let's get started:

CURRENT SITUATION AND GRADUATION DATA

1. Can you tell me what program did you graduate from? (University of Msc; field of study)
2. And what made you choose that program and uni?
3. In what year did you graduate? (2014-2019 only)
4. Can you tell me about what you currently do, professionally?
5. How long have you been in this position? And how long have you been working full time?
6. Can you tell me about the recruitment process that got you your first job? (take your time)
7. How about your university friends and colleagues that graduated at the same time – did all of them find jobs through regular recruitment processes? Or did they mostly use their contacts to find a position?

CULTURAL CAPITAL

The next set of questions focus a bit on your background before university:

8. What sort of schools did you go to for your primary and secondary education?
9. Did you enrol in any cultural activities in those schools or outside of them? What activities were these? (music? Drama? Plastic arts? Relation to ethnicity?)
10. How about sports – did you practice any sports growing up? What kind? (individual vs collective; federated vs non-fed)
11. During the summer, did you take part of any organised activities? What kind? (domestic vs abroad)
12. Which ethnicities are represented in your family (parents and grandparents only)?
13. Were any of them not originally born in this country? Can you tell me about their nationalities?

14. How do you feel your ethnical heritage influenced your education?
15. Can you tell me the highest level of formal education any of your grandparents achieved?
16. Can you tell me about your parents' education as well?

ECONOMIC CAPITAL

17. Financially speaking, from your perspective, how comfortable was your family when you were growing up?
18. [IF NOT DISCLOSED YET] Did both your parents work?
19. What is/was their professional occupation?
20. Did you work while studying?
 - a. Why did you decide to work?
 - b. What challenges and advantages did it bring you?

SOCIAL CAPITAL

21. Were you a member of any group / community / society, growing up? (scouts, rotary, sports, church, etc)
22. Was your family affiliated with any such groups / communities / societies?
23. Are you currently affiliated with any professional networks related to your line of work?
24. Which ones? Why did you choose those?
25. Do you use professional networks on social media, like LinkedIn? Which ones?

THE UNI EXPERIENCE

26. Now that we have talked about cultural capital and see it as the various types of education you may have gotten from your family, the school you went to, and the activities you had growing up. When you got to the university, did you feel you came in with more or less cultural capital than your peers?
27. Do you feel that difference affected you in any way, like in terms of grades, connecting to colleagues or staff, or by any other means?
28. Do you recall cases of colleagues for whom the difference in cultural capital made a difference, either for better or worse? Can you tell me about that?
29. Now going back to financial resources: did you feel constrained in terms of how much money you could spend while at university? (Going out with friends, travelling or any other things)
30. [ONLY IF "YES" IN PREVIOUS QUESTION] Do you feel that lack of money held you back in any significant way, i.e in things that could benefit your future? (Study Trips, paid conferences, erasmus)
31. Thinking about your friends and colleagues, do you recall seeing anyone held back from professional and personal development due to lack of money? Can you tell me about that?
32. Were you part of any groups or societies at your university?
 - a. Which ones?
 - b. Why did you join?
 - c. Can you tell me about your role in that / those groups / societies?

33. In what ways do you feel belonging to those groups or societies provided you with opportunities for professional and / or personal development?

EVALUATION OF OWN SUCCESS

34. Reflecting on your own experience, how do you think the university helped you to get where you are now, professionally? (Mentoring? Company Presentations? CV Workshops? Etc)

35. Comparing with people you know from other universities and studying different subjects, do you believe that they receive more career support than you did? Do you think you lacked career support?

36. Do you also feel the university helped you shape your personal self? In what ways?

37. How do you compare where you are – in terms of job and life in general – to the rest of your colleagues? Better or worse? In what ways?

38. To which extent do you feel you have accomplished the goals you had when you graduated, in terms of...

d. Earnings?

e. Work life balance?

f. Being happy?

g. Having a meaningful life?

h. Being successful?

39. And what does success mean to you?

40. In your opinion, what contributes to success?

41. And how much of that do you think is directly related to the education, training and opportunities provided by a graduate's university?

42. Based on your own experience and knowledge of how the world works so far, what do you think universities can do more to enhance their alumni's chances of being more successful, both as a person and as a professional?

JOB SEARCH (This section was not analysed for this academic piece, but it was part of the overall project)

43. Imagine you had to go job hunting right now. How would you start?

If from Landing.jobs database:

44. Could you describe your experience with Landing.jobs?

45. Have you used other recruitment platforms? Which ones?

If not from Landing.jobs database:

44. Do you know Landing.jobs?

45. Have you used any recruitment platforms? Which ones?

46. What do you think of the idea of a premium service that would include CV Reviews, help writing cover letters and preparing interviews, while also identifying potential employers and opportunities for you?
47. How much do you think this service would cost on a monthly basis?
48. Would you be willing to pay that amount? If not, how much?
49. When you are not looking for a job, what kind of career management news and information do you look for? Training? Networking events?
50. Which websites do you use for that purpose?
51. Concerning your career, have you thought about where you'd like to be in 10 years or something? Do you set long term goals for yourself? If so, have you considered coaching to support your career development towards those goals?
52. What kind of features would you consider useful in a professional counselling service?

It has been very interesting to listen to you sharing your experience and views on this subject – and incredibly helpful for the purpose of my research. Thank You!!!

Appendix 2 – Content Grid Analysis Excerpt

Q/I	Questions	9		10	
Fictitious Name		Miguel		Luís	
University		Faculdade de Ciências Universidade de Lisboa		Instituto Superior de Engenharia de Coimbra	
		Answers	Comments (if needed)	Answers	Comments (if needed)
39	And what does success mean to you?	Managing to do everything and without being criticized. I want to be recognized for doing my job without making mistakes. Also, salary is important and the position in the job hierarchy, specially when one is a lot of time at the company	Recognition, salary, climb career hierarchy	Work-life balance and being satisfied with ourselves	Work-life balance and satisfaction
40	In your opinion, what contributes to success?	The way you perform. If you are a high-performer you will climb	Performance	You need to be a leader and have the ability to listen to others. Having a good leader within my company is also important. I think my current leader is outstanding, he will help us with anything. I've had bosses that would make mistakes and blame me in front of the clients	Leadership skills and having a mentor
41	And how much of that do you think is directly related to the education, training and opportunities provided by a graduate's university?	Performance is very much impacted. I know some people that studied different courses than computer engineering. But others, sometimes fail to have the same performance as us, as they can't find simple solutions for problems. Performance then influences the rest	University provides us with the tools to have a superior performance	I think there's not much universities can do, it depends more on one's background. Regarding technical skills, we can all make it. But the personal component is key, and I don't think there's much that universities can do. There's people that grow up with no social or cultural capital, but that manage to study, but once they get to a company, it is hard for them, as they can't communicate or be a leader	Universities can't do much to help one succeed
	Based on your own experience and knowledge of how the world works so far, what do you think universities can do	I think other courses should be having some introduction to programming courses. Software development is not done only by engineers. For IT, I think they focus too much on mathematics. Having more practical classes could be better for problem-solving. In terms of careers, I think universities could provide some basic	Update programs, focus on practical learning	They should probably fire some of their teachers, because many don't deserve to be	Please teachers

Appendix 3 – Questionnaire Guide [Based on Cardoso (2019) and Ambrósio (2019)]

Welcome! This questionnaire is about the effects of different types of capital on early graduate success, with the goal of better understanding the current needs of an IT professional. This is a joint study between Landing.jobs, NOVA SBE and NOVA IMS. You will be presented with different types of questions about these topics. Please be assured that your responses will be kept completely confidential. This questionnaire should take you around 9 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any

reason, and without any prejudice. If you have any further questions, please feel free to email me at 33652@novasbe.pt. By clicking the button below, you acknowledge that your participation in the study is voluntary and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

At the end of the survey, you will be given the possibility to enter a 15€ Amazon voucher raffle. To do so, you will be redirected to another survey in which you will be asked to provide your email. The answers to this survey are completely anonymous and it will be impossible to link them to your email.

- ☐ I consent - begin the study (1)
- ☐ I do not consent - I do not wish to participate (2)

Skip To: End of Survey If Welcome! This questionnaire is about the effects of different types of capital on earl... = I do not consent - I do not wish to participate



Q03 What is your age?

Skip To: Q85 If What is your age? > 32

Skip To: Q85 If What is your age? < 21



Q04 In which country are you currently living?

▼ Afghanistan (1) ... Zimbabwe (1357)

Skip To: Q07 If In which country are you currently living? != Portugal

Q05 Did you attend 3rd level education (Bachelors or Masters) in Portugal?

- ☐ Yes (1)
- ☐ No (2)

Q06 Which university did you graduate from?

- ☐ Instituto Superior Técnico (2)
- ☐ Universidade de Aveiro (11)
- ☐ Universidade de Coimbra (6)
- ☐ Universidade Europeia (5)
- ☐ Universidade de Lisboa, Faculdade de Ciências (8)
- ☐ Universidade Lusíada (4)
- ☐ Universidade NOVA de Lisboa (7)
- ☐ Universidade do Porto (3)
- ☐ Instituto Politécnico do Cávado e do Ave (10)
- ☐ Instituto Politécnico de Setúbal (9)
- ☐ Instituto Superior de Engenharia de Coimbra (12)
- ☐ Instituto Superior de Engenharia de Lisboa (14)
- ☐ Instituto Superior de Engenharia do Porto (13)
- ☐ Other (16)

Q07 What area did you study?

- ☐ Computer Engineering or related (1)
- ☐ Computer Science or related (2)
- ☐ Information Systems or Technologies or related (3)
- ☐ Data Science or related (4)
- ☐ Science (6)
- ☐ Arts (7)
- ☐ Other (8) _____

Skip To: Q85 If What area did you study? = Science

Skip To: Q85 If What area did you study? = Arts

Q08 Thank you! Let's get started!

When did you graduate from your last tech-related program (bachelors or masters)?

- ☐ 2014 (7)
- ☐ 2015 (1)
- ☐ 2016 (2)
- ☐ 2017 (3)
- ☐ 2018 (5)
- ☐ 2019 (6)
- ☐ Another year (4)

Skip To: Q85 If Thank you! Let's get started! When did you graduate from your last tech-related program (bachelor... = Another year



Q09 How many years of total full time professional experience do you have?

Skip To: Q85 If How many years of total full time professional experience do you have? > 5

Q10 Alright! Moving on to your current situation.

Which type of degree was your last?

☐ Bachelors (1)

☐ Masters (2)

☐ Other (3)

Skip To: Q85 If Alright! Moving on to your current situation. Which type of degree was your last? = Other

Page Break

Q11 Are you currently employed, either part-time or full-time?

☐ Yes (1)

☐ No (2)

Skip To: Q17 If Are you currently employed, either part-time or full-time? = No



Q12 In which country are you currently working?

▼ Portugal (138) ... Zimbabwe (1357)

Q13 Which of the following most resembles the industry you're working in or your line of work?

▼ Accountancy, banking and finance (1) ... Transport and logistics (24)

Q14 How many people report to you in your current position?

- ☐ None (1)
- ☐ One (2)
- ☐ More than one (3)

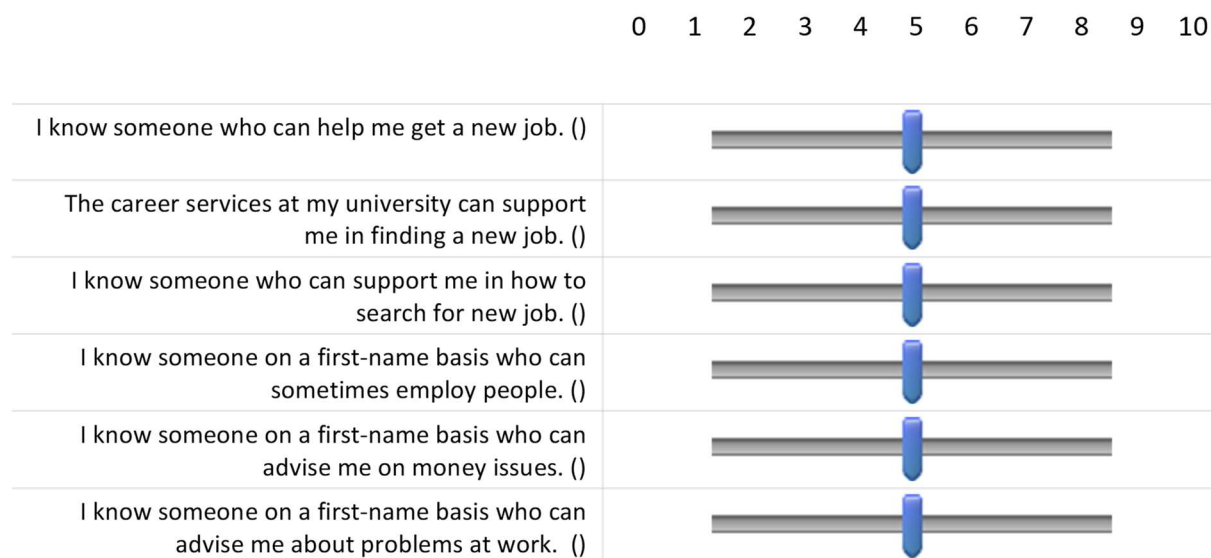


Q15 How long have you been in this position? (in number of months, e.g. 3)

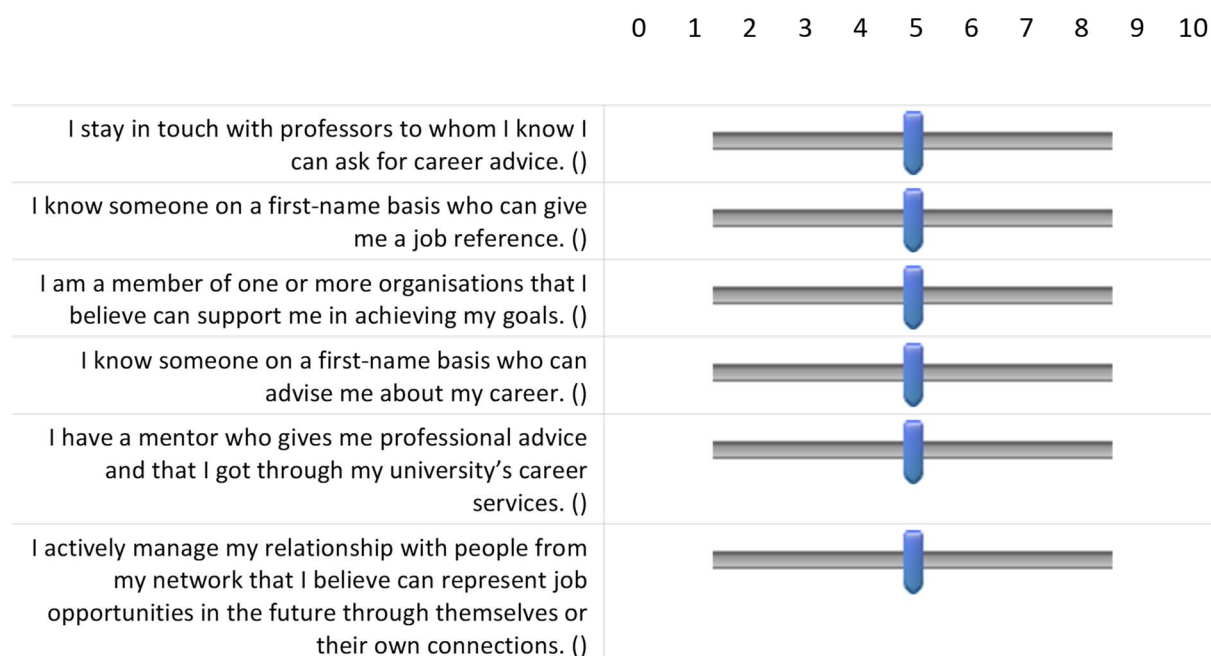
Q16 Which of the following best describes how you got your current job?

- ☐ I applied to a job opportunity posted by the Career Services of my university (1)
- ☐ Someone I knew in this company told me about this opportunity (2)
- ☐ I applied to a job opportunity I found online (3)
- ☐ The opportunity stemmed from an internship I did there (4)
- ☐ A head-hunting company contacted me about it (5)
- ☐ Through a Career Fair or other type of networking event (6)
- ☐ I was contacted by the company and invited to the recruitment process (8)

Q17 This section is about **Social Capital**, meaning questions focusing on your social network.
To which extent do you agree with the following sentences, from 0 – Completely disagree to 10 – Completely agree:



Q18 Now consider these sentences. To which extent do you agree with them, from 0 – Completely disagree to 10 – Completely agree:



Q19 This section is about **Cultural Capital**, focusing on aspects related to your formal and informal education.

Q20

Did you go to private schools for most of your pre-university education?

☐ Yes (1)

☐ No (2)

Q21 Were two or more languages spoken in your home while you were growing up?

☐ Yes (1)

☐ No (2)

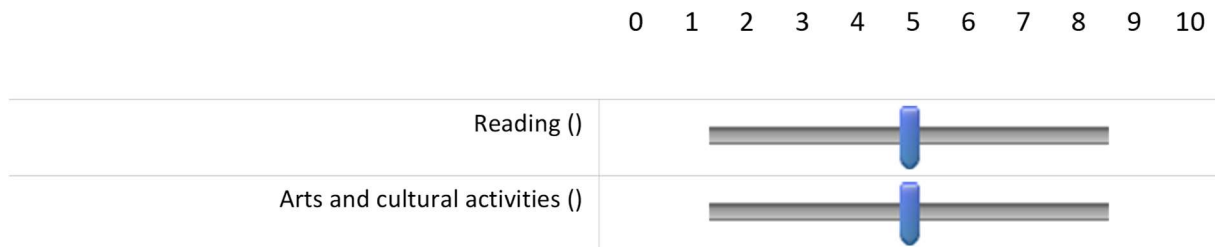
Q22 What was the highest level of education attained by your **mother**?

- ☐ Doctorate (1)
 - ☐ Masters (2)
 - ☐ Bachelors (3)
 - ☐ High school (4)
 - ☐ Did not complete high school (5)
 - ☐ Primary school (6)
 - ☐ Did not complete primary school (7)
-

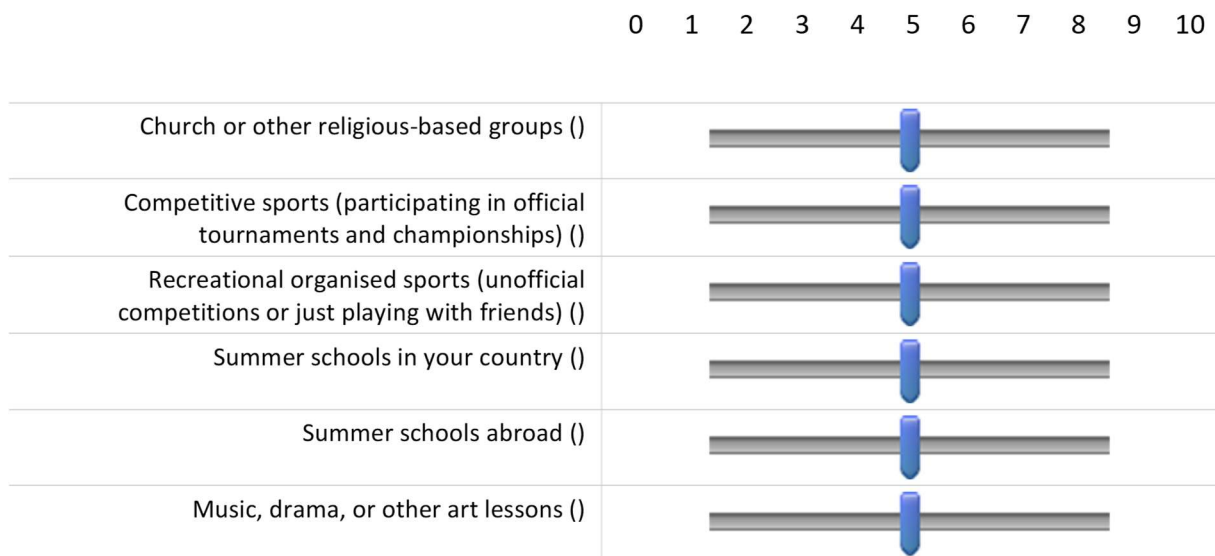
Q23 What was the highest level of education attained by your **father**?

- ☐ Doctorate (1)
 - ☐ Masters (2)
 - ☐ Bachelors (3)
 - ☐ High school (4)
 - ☐ Did not complete high school (5)
 - ☐ Primary school (6)
 - ☐ Did not complete primary school (7)
-

Q24 How would you rate your parents' engagement in the following activities while you were growing up, from 0 – not engaged at all, to 10 – very much engaged?



Q25 How involved were you with each of the following activities **before university**, from 0 – not involved at all, to 10 – very much involved?



Q26 How involved were you with each of the following activities **during your time at university**, from 0 – not involved at all, to 10 – very much involved?

0 1 2 3 4 5 6 7 8 9 10

Social clubs or societies (e.g. Horse Riding Club or Gourmet Society) ()	
Professional clubs or societies (e.g. Consulting Club or Investments Society) ()	

Q27 To which extent do you agree with the following sentences, from 0 – Completely disagree to 10 – Completely agree:

0 1 2 3 4 5 6 7 8 9 10

I feel that my formal education before university prepared me better for my degree than most of my colleagues. ()	
I feel that the values instilled by my parents before university prepared me better for my degree than most of my colleagues. ()	
I think the way people are raised can prevent them from performing well at job interviews. ()	

Page Break

Q28 Well done! Now these questions have to do with **your opinion about success and what might improve it.**

Q29 To which extent do you agree with each of the following sentences, from 0 – completely disagree to 10 – completely agree?

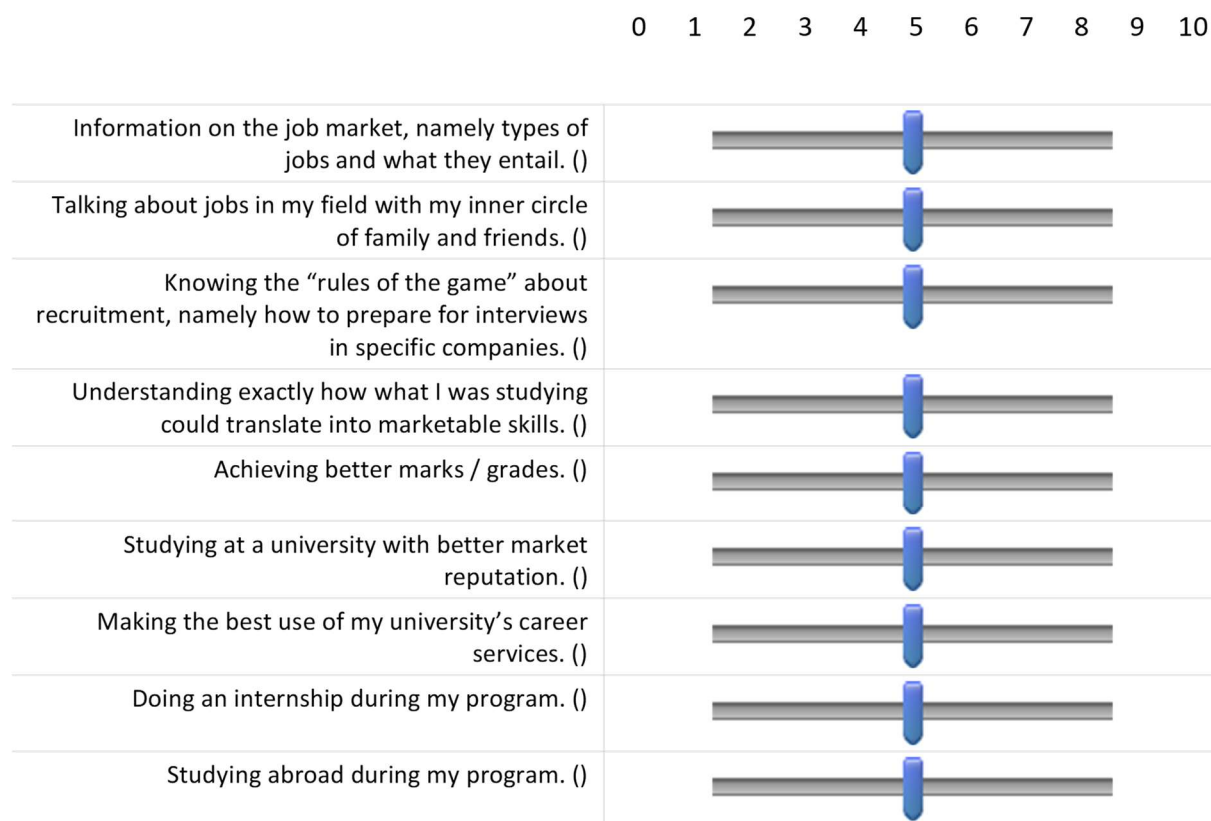
		0	1	2	3	4	5	6	7	8	9	10
		Not Applicable										
I am satisfied with my career so far. ()												
I feel I am currently enjoying more success than the colleagues that graduated with me. ()												
I feel positive about my future. ()												
I have achieved all the career related goals I had defined for me so far. ()												
I feel recognized for what I accomplish at my job. ()												
I am able to have a better performance at my job in comparison with my peers. ()												

Q30 To which extent do you agree with each of the following sentences, from 0 – completely disagree to 10 – completely agree?

Not Applicable



Q31 Looking back on your overall experience and considering where you are at **now**, what do you think was **lacking in your profile** that may have prevented you from greater success? Rate each factor from 0 – not lacking at all, to 10 – lacking very significantly.



Page Break

Q32 This bit is about **economic well-being when you were growing up and now**.

Q33 Too which extent do you agree with the following sentence, from 0 – Completely disagree to 10 – Completely agree:

0 1 2 3 4 5 6 7 8 9 10

When I was growing up, my parents made sure everyone in the family always had a computer they could work or otherwise use. ()	
When I was growing up, I traveled abroad with my family for vacation every year. ()	
Both my parents worked during the whole time I was growing up. ()	
My family was financially well off when I was growing up. ()	
I consider myself to be well off currently. ()	

Q34 Nearly done! About **job search**

Q35 How would you rate the quality of the career support you received from your university on a scale of 0 to 10?

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)

Questions 36 to 42 were not considered for this academic piece, but were part of the survey.

Q36 Imagine a company that identifies potential employers and opportunities for people looking for a job.

Now consider that it provided a service of CV and cover letter drafting and review, advice and help in preparing for interviews and tips for the mock/tech assessments, as well as identifying potential employers and opportunities. Which payment method do you think would make the most sense for the service described?

- ☐ Monthly fee (2)
- ☐ Fixed fee (14)
- ☐ Percentage of next wage (in case you end up finding a new job) (17)

Display This Question:

If Imagine a company that identifies potential employers and opportunities for people looking for a... = Monthly fee



Q37 How much do you think this service would cost per month, in euros? (if you believe it costs 10€, for example, just write 10)

Display This Question:

If Imagine a company that identifies potential employers and opportunities for people looking for a... = Fixed fee



Q38 How much do you think this service would cost, in euros? (if you believe it costs 10€, for example, just write 10)

Display This Question:

If Imagine a company that identifies potential employers and opportunities for people looking for a... = Percentage of next wage (in case you end up finding a new job)



Q39 Which percentage do you think this service would cost? (if you believe it would be 10%, just write 10)

Q40 For that amount, how likely would you be to hire that service if you were looking for a new job?

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)

Page Break

Q41 Tell us how you search and find information.

Where do you usually go to keep up to date with the **news**?

- ☐ TV (1)
- ☐ Newspaper (2)
- ☐ Radio (3)
- ☐ Online Newspaper (4)
- ☐ Blogs/Online Communities (5)
- ☐ Social Media (6)
- ☐ Other internet media (eg: Buzzfeed news, google news, etc.) (7)



Q42 And finally, if you had 100 minutes to spend on **Social Media**, how much time would you spend on each of the following channels?

Twitter : _____ (1)
Facebook : _____ (2)
Instagram : _____ (3)
Reddit : _____ (4)
LinkedIn : _____ (5)
Youtube : _____ (6)
Tumblr : _____ (7)
Quora : _____ (8)
VK : _____ (9)
Total : _____

Page Break

Q43 This is it – final section! Just the last questions to help characterise this study's sample!

Did you do an internship or placement while at university?

☐ Yes (1)

☐ No (2)

Display This Question:

If This is it – final section! Just the last questions to help characterise this study's sample! Did... = Yes

Q44 Was your first job in the same company where you had had your internship?

☐ Yes (1)

☐ No (2)



Q45 What country are you a national from?

▼ Portugal (138) ... Zimbabwe (1357)

Q46 Which interval within the following includes your approximate annual income, in euros?

- ☐ 0 (1)
- ☐ < 5 000€ (2)
- ☐ 5 001 to 10 000€ (3)
- ☐ 10 001 to 15 000€ (4)
- ☐ 15 001 to 20 000€ (5)
- ☐ 20 001 to 25 000€ (6)
- ☐ 25 001 to 30 000€ (7)
- ☐ 30 001 to 35 000€ (8)
- ☐ 35 001 to 40 000€ (9)
- ☐ 40 001 to 45 000€ (10)
- ☐ > 45 000€ (11)

Page Break

Q85 Do you want to provide your email, anonymously, to participate in the raffle of a 15€ Amazon voucher? You will be redirected to another link and it will be impossible to link the answers you gave to your email.

- ☐ Yes (1)
 - ☐ No (2)
-

Appendix 4 – Construct list and Indicators [Based on Cardoso (2019) and Ambrósio (2019)]

Construct	Indicators
Social Capital	“To which extent do you agree with the following sentences, from 0 – Completely disagree to 10 – Completely agree:” ▪ SC_1. I know someone who can help me get a new job. ▪ SC_2. The career services at my university can support me in finding a new job. ▪ SC_3. I know someone who can support me in how to search for new job. ▪ SC_4. I know someone on a first-name basis who can sometimes employ people. ▪ SC_5. I know someone on a first-name basis who can advise me on money issues. ▪ SC_6. I know someone on a first-name basis who can advise me about problems at work. ▪ SC_7. I stay in touch with professors to whom I know I can ask for career advice. ▪ SC_8. I know someone on a first-name basis who can give me a job reference. ▪ SC_9. I am a member of one or more organisations that I believe can support me in achieving my goals. ▪ SC_10. I know someone on a first-name basis who can advise me about my career. ▪ SC_11. I have a mentor who gives me professional advice and that I got through my university’s career services. ▪ SC_12. I actively manage my relationship with people from my network that I believe can represent job opportunities in the future through themselves or their own connections.
Economic Capital	“To which extent do you agree with the following sentences, from 0 – Completely disagree to 10 – Completely agree:” ▪ EC_1. When I was growing up, my parents made sure everyone in the family always had a computer they could work or otherwise use. ▪ EC_2. When I was growing up, I travelled abroad with my family for vacation every year. ▪ EC_3. Both my parents worked during the whole time I was growing up. ▪ EC_4. My family was financially well off when I was growing up. ▪ EC_5. I consider myself to be well off currently.
Cultural Capital	“How would you rate your parents’ engagement in the following activities while you were growing up, from 0 – not engaged at all, to 10 – very much engaged?” ▪ CC_5. Reading ▪ CC_6. Arts & Cultural Activities “How involved were you with each of the following activities before university, from 0 – not involved at all, to 10 – very much involved?” ▪ CC_7. Church or other religious-based groups ▪ CC_8. Competitive sports (participating in official tournaments and championships) ▪ CC_9. Recreational organised sports (unofficial competitions or just playing with friends) ▪ CC_10. Summer schools in your country ▪ CC_11. Summer schools abroad ▪ CC_12. Music, drama, or other art lessons “How involved were you with each of the following activities during your time at university, from 0 – not involved at all, to 10 – very much involved?” ▪ CC_13. Social clubs or societies (e.g. Sports Teams or Students Union) ▪ CC_14. Professional clubs or societies (e.g. Consulting Club or Investments Society) “To which extent do you agree with the following sentences, from 0 – Completely disagree to 10 – Completely agree:” ▪ CC_15. I feel that my formal education before university prepared me better for my degree than most of my colleagues. ▪ CC_16. I feel that the values instilled by my parents before university prepared me better for my degree than most of my colleagues. ▪ CC_17. I think the way people are raised can prevent them from performing well at job interviews.
Perceived success	“To which extent do you agree with the following sentences, from 0 – Completely disagree to 10 – Completely agree:” ▪ Suc_1. I am satisfied with my career so far. ▪ Suc_2. I feel I am currently enjoying more success than the colleagues that graduated with me. ▪ Suc_3. I feel positive about my future. ▪ Suc_4. I have achieved all the career related goals I had defined for me so far. ▪ Suc_5. I feel recognized for what I accomplish at my job. ▪ Suc_6. I am able to have a better performance at my job in comparison with my peers. ▪ Suc_7. I think I am earning more money than the average person in my situation. ▪ Suc_8. I have a good work-life balance. ▪ Suc_9. I have a meaningful job where I feel I make a difference in my organisation or in society. ▪ Suc_10. I feel happy with the life I have. ▪ Suc_11. I have a lot of learning opportunities in my job. ▪ Suc_12. I consider myself to be successful ▪ Suc_13. I feel engaged with the tasks I have to perform at my current job.