

Pedigree How Elite Students Get Elite Jobs

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[Pedigree: How Elite Students Get Elite Jobs](#) Lauren A. Rivera Limited preview - 2015. [Pedigree: How Elite Students Get Elite Jobs](#) Lauren A. Rivera Limited preview - 2016. About the author (2015) Lauren A. Rivera is associate professor of management and organizations at Northwestern University's Kellogg School of Management.

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Looking at how firms define their applicant pools is the first step in understanding who gets hired into elite jobs. Sociologists traditionally distinguish between two methods of allocating high-status career opportunities. In a contest system, competition is open to all; success depends on demonstrated ability.

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Disproportionately, privileged kids attend elite schools and that that pedigree provides access to the highest paying entry-level jobs. The recruiting behavior and methods described of the elite consulting firms, investment banks, and b

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[Pedigree: How Elite Students Get Elite Jobs](#) By Paul Barrett on August 30, 2016 This is the title of a recent book by Lauren Rivera [1] [2] , who utilised ethnographic and interview information to detail how US elite professional service firms (EPS: think Wall Street) go about the process of hiring new graduate-entry employees.

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[Pedigree: How Elite Students Get Elite Jobs](#). 0. Sun 28th Jun 2015, 19.00 . Last week it was revealed that recruitment at the top companies in the UK is effectively based more on a "poshness test" than on qualifications or ability. As former Labour MP Alan Milburn commented, "inevitably that ends up excluding youngsters who have the right ...

Pedigree: How Elite Students Get Elite Jobs

Challenging our most cherished beliefs about college as a great equalizer and the job market as a level playing field, Pedigree exposes the class biases built into American notions about the best and the brightest, and shows how social status plays a significant role in determining who reaches the top of the economic ladder.

Pedigree: How Elite Students Get Elite Jobs | IndieBound.org

"Pedigree: How Elite Students Get Elite Jobs is an academic book with the requisite references to gender theory and Marxist concepts of inequality. But read it carefully and it becomes something far more useful--a guide on how to join the global elite.", Economist "Forget Hollywood. Forget the American Dream.

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Pedigree | Princeton University Press

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Sep 04, 2020 pedigree how elite students get elite jobs Posted By J. K. RowlingPublishing TEXT ID 4429d418 Online PDF Ebook Epub Library start your review of pedigree how elite students get elite jobs write a review mar 11 2020 mehrsa rated it it was amazing this book is fascinating and really confirms what i have seen in these spaces the book

Pedigree How Elite Students Get Elite Jobs [EBOOK]

We know that even among graduates from the same universities, students from the most elite backgrounds tend to get the highest-paying jobs.⁹But how and why does this happen? To answer this question, I turn to the gatekeepers who govern access to elite jobs and high incomes: employers.

Americans are taught to believe that upward mobility is possible for anyone who is willing to work hard, regardless of their social status, yet it is often those from affluent backgrounds who land the best jobs. Pedigree takes readers behind the closed doors of top-tier investment banks, consulting firms, and law firms to reveal the truth about who really gets hired for the nation's highest-paying entry-level jobs, who doesn't, and why. Drawing on scores of in-depth interviews as well as firsthand observation of hiring practices at some of America's most prestigious firms, Lauren Rivera shows how, at every step of the hiring process, the ways that employers define and evaluate merit are strongly skewed to favor

job applicants from economically privileged backgrounds. She reveals how decision makers draw from ideas about talent—what it is, what best signals it, and who does (and does not) have it—that are deeply rooted in social class. Displaying the "right stuff" that elite employers are looking for entails considerable amounts of economic, social, and cultural resources on the part of the applicants and their parents. Challenging our most cherished beliefs about college as a great equalizer and the job market as a level playing field, Pedigree exposes the class biases built into American notions about the best and the brightest, and shows how social status plays a significant role in determining who reaches the top of the economic ladder.

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In real life, Mitchell Stevens is a professor in bustling New York. But for a year and a half, he worked in the admissions office of a bucolic New England college that is known for its high academic standards, beautiful campus, and social conscience. Ambitious high schoolers and savvy guidance counselors know that admission here is highly competitive. But creating classes, Stevens finds, is a lot more complicated than most people imagine. Admissions officers love students but they work for the good of the school. They must bring each class in "on budget," burnish the statistics so crucial to institutional prestige, and take care of their colleagues in the athletic department and the development office. Stevens shows that the job cannot be done without "systematic preferencing," and racial affirmative action is the least of it. Kids have an edge if their parents can pay full tuition, if they attend high schools with exotic zip codes, if they are athletes--especially football players--and even if they are popular. With novelistic flair, sensitivity to history, and a keen eye for telling detail, Stevens explains how elite colleges and universities have assumed their central role in the production of the nation's most privileged classes. Creating a Class makes clear that, for better or worse, these schools now define the standards of youthful accomplishment in American culture more generally.

An all-too-popular explanation for why black students aren't doing better in school is their own use of the "acting white" slur to ridicule fellow blacks for taking advanced classes, doing schoolwork, and striving to earn high grades. Carefully reconsidering how and why black students have come to equate school success with whiteness, Integration Interrupted argues that when students understand race to be connected with achievement, it is a powerful lesson conveyed by schools, not their peers. Drawing on over ten years of ethnographic research, Karolyn Tyson shows how equating school success with "acting white" arose in the aftermath of Brown v. Board of Education through the practice of curriculum tracking, which separates students for instruction, ostensibly by ability and prior achievement. Only in very specific circumstances, when black students are drastically underrepresented in advanced and gifted classes, do anxieties about "the burden of acting white" emerge. Racialized tracking continues to define the typical American secondary school, but it goes unremarked, except by the young people who experience its costs and consequences daily. The rich narratives in Integration Interrupted throw light on the complex relationships underlying school behaviors and convincingly demonstrate that the problem lies not with students, but instead with how we organize our schools.

Today 4.7 million Americans have been unemployed for more than six months. In France more than ten percent of the working population is without work. In Israel it's above seven percent. And in Greece and Spain, that number approaches thirty percent. Across the developed world, the experience of unemployment has become frighteningly common—and so are the seemingly endless tactics that job seekers employ in their quest for new work. Flawed System/Flawed Self delves beneath these staggering numbers to explore the world of job searching and unemployment across class and nation. Through in-depth interviews and observations at job-search support organizations, Ofer Sharone reveals how different labor-market institutions give rise to job-search games like Israel's résumé-based "spec games"—which are focused on presenting one's skills to fit the job—and the "chemistry games" more common in the United States in which job seekers concentrate on presenting the person behind the résumé. By closely examining the specific day-to-day activities and

strategies of searching for a job, Sharone develops a theory of the mechanisms that connect objective social structures and subjective experiences in this challenging environment and shows how these different structures can lead to very different experiences of unemployment.

In an era of skyrocketing tuition and concern over whether college is “worth it,” *Paying for the Party* is an indispensable contribution to the dialogue assessing the state of American higher education. A powerful exposé of unmet obligations and misplaced priorities, it explains in detail why so many leave college with so little to show for it.

Attending Hamburger University, Robin Leidner observes how McDonald's trains the managers of its fast-food restaurants to standardize every aspect of service and product. Learning how to sell life insurance at a large midwestern firm, she is coached on exactly what to say, how to stand, when to make eye contact, and how to build up Positive Mental Attitude by chanting "I feel happy! I feel terrific!" Leidner's fascinating report from the frontlines of two major American corporations uncovers the methods and consequences of regulating workers' language, looks, attitudes, ideas, and demeanor. Her study reveals the complex and often unexpected results that come with the routinization of service work. Some McDonald's workers resent the constraints of prescribed uniforms and rigid scripts, while others appreciate how routines simplify their jobs and give them psychological protection against unpleasant customers. *Combined Insurance* goes further than McDonald's in attempting to standardize the workers' very selves, instilling in them adroit maneuvers to overcome customer resistance. The routinization of service work has both poignant and preposterous consequences. It tends to undermine shared understandings about individuality and social obligations, sharpening the tension between the belief in personal autonomy and the domination of a powerful corporate culture. Richly anecdotal and accessibly written, Leidner's book charts new territory in the sociology of work. With service sector work becoming increasingly important in American business, her timely study is particularly welcome.

Politicians continually tell us that anyone can get ahead. But is that really true? This important best-selling book takes readers behind the closed doors of elite employers to reveal how class affects who gets to the top. Friedman and Laurison show that a powerful ‘class pay gap’ exists in Britain’s elite occupations. Even when those from working-class backgrounds make it into prestigious jobs, they earn, on average, 16% less than colleagues from privileged backgrounds. But why is this the case? . Drawing on 175 interviews across four case studies - television, accountancy, architecture, and acting - they explore the complex barriers facing the upwardly mobile. This is a rich, ambitious book that demands we take seriously not just the glass but also the class ceiling.

An NPR Favorite Book of the Year Winner of the Critics’ Choice Book Award, American Educational Studies Association Winner of the Mirra Komarovsky Book Award Winner of the CEP–Mildred García Award for Exemplary Scholarship “Eye-opening...Brings home the pain and reality of on-campus poverty and puts the blame squarely on elite institutions.” —Washington Post “Jack’s investigation redirects attention from the matter of access to the matter of inclusion...His book challenges universities to support the diversity they indulge in advertising.” —New Yorker “The lesson is plain—simply admitting low-income students is just the start of a university’s obligations. Once they’re on campus, colleges must show them that they are full-fledged citizen.” —David Kirp, *American Prospect* “This book should be studied closely by anyone interested in improving diversity and inclusion in higher education and provides a moving call to action for us all.” —Raj Chetty, Harvard University The Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In this bracing exposé, Anthony Jack shows that many students’ struggles continue long after they’ve settled in their dorms. Admission, they quickly learn, is not the same as acceptance. This powerfully argued book documents how university policies and campus culture can exacerbate preexisting inequalities and reveals why some students are harder hit than others.

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