

The themes pertaining to the first research question outline eight career shock themes, four of which originated from the family domain. These themes were categorized in terms of the types of transitions that they are most associated with. Examination outcomes emerged as a new type of career shock relevant to the Indian context. We also showcase how different career shocks are likely to be salient at different career stages. Finally, prevailing socio-cultural norms introduced gender-based differences.

The themes pertaining to the second research question illustrated the impact of structural economic changes on notions of career success among Indian MBA graduates. The dimensions of career success deemed meaningful by the different age cohorts were different. The older cohort moved to non-corporate organizations in a bid to give back to society. While some in the younger cohort searched for opportunities for achievement and upward mobility, others were more concerned about work-life balance to manage other life roles better. The differential salience led to different career choices. Learning and development emerged as a key dimension of career success relevant to both cohorts. Entrepreneurship was a new career path for MBA graduates with its own set of enablers and challenges.

The thesis contributes to a more contextual, cultural, and international understanding of careers. Specifically, the value of career shocks to emphasize specific structural factors that influence career development processes in the Indian context was highlighted. Indian MBAs' perceptions of the changes to the broader structure of opportunities available to them and the trade-offs involved in managing one's career were showcased. The research identifies implications for individuals, organizations and educational institutions. Employees and managers could gain from communicating more explicitly at the workplace as well as evaluating opportunities more holistically. We highlight the need for multinational corporations to customize their organizational systems and processes for the Indian context. Finally, as management schools are being considered as safe spaces for experimentation for one's professional identity (Petriglieri and Petriglieri, 2010), I delineate how educational institutions can help their students to cope with the challenges of career management. I finally conclude with the limitations of the study and avenues for future research.

REFERENCES

- Akkermans, J., Seibert, S.E. and Mol, S.T. (2018), " Tales of the unexpected: Integrating career shocks in the contemporary careers literature", *Journal of Vocational Behavior*, Vol. 44 No. 1, pp. 1–10.
- Arthur, M.B. and Rousseau, D.M. (1996), " Introduction: The boundaryless career as a new employment principle", in Arthur, M.B. and Rousseau, D.M. (Eds.), *The Boundaryless Career: A New Employment Principle*, Oxford University Press, New York, pp. 3–20.

- Baruch, Y. and Vardi, Y. (2016), "A Fresh Look at the Dark Side of Contemporary Careers: Toward a Realistic Discourse", *Journal of Career Assessment*, Vol. 27 No. 2, pp. 355–372.
- Braun, V. and Clarke, V. (2006), "Using Thematic Analysis in Psychology", *Qualitative Research in Psychology*, Vol. 4 No. 1, pp. 77–101.