

Prespecification of Analyses for Student Informational Intervention
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1. Introduction

In this document, we describe the analysis plan for the study on how information on a job's work/life balance affects students' beliefs about a job's non-wage amenities as well as their no intentions concerning career choice and job choice. We may conduct additional analyses of the data; when analyses were not prespecified, we will state this in the paper.

2. Informational Intervention

We will conduct a survey-based informational intervention among UCLA undergraduate students.

There are two conditions:

1. Control: Students receive a message concerning the pros and cons of working in management consulting.
2. Treatment: Students receive the same message as the control group, but with additional information about the drawbacks of work/life balance challenges in management consulting.

3. Primary Analyses

Estimation of the effect of work/life balance information on beliefs about non-wage amenities:

We will estimate regressions of the following form:

$$Hours_i = \alpha + \beta Treat_i + \epsilon_i \quad (1)$$

$$PartTimeAvailability_i = \alpha + \beta Treat_i + \epsilon_i \quad (2)$$

$$AttendSession_i = \alpha + \beta Treat_i + \epsilon_i \quad (3)$$

$$PreferBig4_i = \alpha + \beta Treat_i + \epsilon_i \quad (4)$$

where $Hours_i$ is student i's answer to the question "In your first year as a management consultant, how many hours per week do you think you will work (on average)?" and $PartTimeAvailability_i$ is student i's answer to the question "Consider the top management consulting firm in the US. What fraction of their management consultants do you think worked part-time in 2024?" $AttendSession_i$ is student i's answer to the question "What is the percent

chance (chances out of 100) that you will attend [a workshop on how to break into management consulting]? And $PreferBig4_i$ is a student's answer to the question "What is the percent chance (or chances out of 100) that you will choose the Big 4 consulting job instead of the small, specialized consulting job?"

Controls: We will estimate specifications with and without controls for demographic characteristics (gender, expected year of graduation, and major). We will check for robustness to focusing only on students who pass the attention check.

Heterogeneity by student gender

We will estimate equations (1)-(4) separately for male and female students.

Data Processing

Restriction on hours: We will drop observations where the student's response to the average number of hours per week is less than 10.

4. Secondary Analyses

We will also check whether there is an effect on student's filling out an application to attend the information session.

We will estimate equations (1)-(4) separately by pre-existing interest/knowledge of the career path.

5. Power Calculations

With 80% power, we can detect a 3 hour change in beliefs about hours worked per week with 434 students, given a pilot mean in the control group of 52.3 hours. We can detect an 8 percentage point change in the percent chance of attending the information session, given the pilot mean in the control group of 48.4 percent.