

Evidence-based Human Resource Development

WS24/25

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| Institute: | Professorship of Human Resource Education and Development |
| Lecturer: | Prof. Dr. Samuel Mühlemann |
| Assistant: | M.Ed. Mahdi Gholami |
| Weekly hours: | 4 SWS |
| Credits | 6 ECTS |
| Examination: | 30min Presentation (50%), 1h Written exam (50%) |
| Prerequisites: | Successful completion of an introductory econometrics course |
| Course Material: | Will be available on Moodle |

Course Description & Main Objectives

This course on Human Resource Development is designed to equip participants with the skills necessary to strategically align training initiatives with organizational goals through strategic training and development based on sound empirical evidence. It emphasizes the importance of needs assessment to identify gaps in knowledge and skills among employees. Participants will learn how to create effective learning plans tailored to meet specific needs within their organization. A key focus will be on learning transfer, ensuring that the knowledge gained during training is applied effectively in the workplace. The course will also explore innovative technology-based training methods that can enhance learning experiences. An integral part of this program is building individual capabilities, which aims at personal growth alongside professional development. Furthermore, it addresses team learning and development to foster collaborative skills essential for today's team-oriented work environments. Lastly, it covers strategies for developing leaders, preparing individuals for leadership roles and succession planning within their organizations.

All relevant information about the course is available on Moodle:

Evidence-based Human Resource Development



Link: <https://moodle.lmu.de/course/view.php?id=9998#section-9>

Password: HRD@WS2425

Lectures Overview/ Course Outline

Kick-off session

In this session we introduce the main concepts of human resource development:

- 1) Strategic training and development
- 2) Needs assessment
- 3) Designing a learning plan
- 4) Learning transfer
- 5) Technology-based training methods
- 6) Building individual capabilities
- 7) Team learning and development
- 8) Developing leaders

Date: Friday 25.10.24, 8h15-12h

Presentation sessions

The presentation sessions, thematically intertwined with the core principles of human resource development, serve to enhance comprehension for course participants. They do this by meticulously examining a specific, recent scientific contribution and connecting it to the overarching concepts.

Each student presents a paper and critically assess the main results (25min). Following the presentation there will be a class discussion to link to findings of each paper to the broader context of the background literature (20min).

Presentation session 1: Friday, 24 January 2025, 8h15-14h (6 papers)

Presentation session 2: Monday, 27 January 2025, 8h15-12h (4 papers)

Presentation session 3: Friday, 31 January 2025, 8h15-14h (6 papers)

Presentation session 4: Monday, 3 February 2025, 8h15-12h (4 papers)

Literature

BACKGROUND LITERATURE

Ford, J. K. (2020). *Learning in Organizations. An Evidence-based Approach*. Routledge.

Noe, R.A. (2019). *Employee Training and Development*. McGraw Hill. 8th Ed.

PAPERS FOR PRESENTATIONS

1. Adhvaryu, A., Kala, N., & Nyshadham, A. (2023). Returns to on-the-job soft skills training. *Journal of Political Economy*, 131(8), 2165-2208.
2. Babcock, P., Bedard, K., Charness, G., Hartman, J., & Royer, H. (2015). Letting down the team? Social effects of team incentives. *Journal of the European Economic Association*, 13(5), 841-870.
3. Bacher-Hicks, A., Chin, M. J., Kane, T. J., & Staiger, D. O. (2019). An experimental evaluation of three teacher quality measures: Value-added, classroom observations, and student surveys. *Economics of Education Review*, 73, 101919.
4. Briole, S., Gurgand, M., Maurin, É., McNally, S., Ruiz-Valenzuela, J., & Santín, D. (2022). The Making of Civic Virtues: A School-Based Experiment in Three Countries. IZA Discussion Paper No. 15141. <https://docs.iza.org/dp15141.pdf>
5. Brunello, G., Rückert, D., Weiss, C., & Wruuck, P. (2023). Advanced digital technologies and investment in employee training: Complements or substitutes? IZA Discussion Papers No. 15936. <https://docs.iza.org/dp15936.pdf>
6. Carter, S. P., Greenberg, K., & Walker, M. S. (2017). The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy. *Economics of Education Review*, 56, 118-132.
7. Cilliers, J., Fleisch, B., Kotze, J., Mohohlwane, N., Taylor, S., & Thulare, T. (2022). Can virtual replace in-person coaching? Experimental evidence on teacher professional development and student learning. *Journal of Development Economics*, 155, 102815.
8. Di Giacomo, G., & Lerch, B. (2023). Automation and Human Capital Adjustment: The Effect of Robots on College Enrollment. *Journal of Human Resources* (forthcoming), DOI: <https://doi.org/10.3368/jhr.1222-12684R1>
9. Falck, O., Heimisch-Roecker, A., & Wiederhold, S. (2021). *Returns to ICT skills*. *Research policy*, 50(7), 104064.
10. Fryer, R. G. (2017). Management and student achievement: Evidence from a randomized field experiment. NBER Working Paper No. 23437. National Bureau of Economic Research.

11. Hanushek, E. A., Piopiunik, M., & Wiederhold, S. (2019). The value of smarter teachers: International evidence on teacher cognitive skills and student performance. *Journal of Human Resources*, 54(4), 857-899.
12. Heß, P., Janssen, S., & Leber, U. (2023). The effect of automation technology on workers' training participation. *Economics of Education Review*, 96, 102438.
13. Kampkötter, P., Harbring, C., & Sliwka, D. (2018). Job rotation and employee performance—evidence from a longitudinal study in the financial services industry. *The International Journal of Human Resource Management*, 29(10), 1709-1735.
14. Lukesch, V., & Zwick, T. (2020). Does tertiary vocational education beat academic education? A matching analysis of young men's earnings developments. *Empirical Research in Vocational Education and Training*, 12, 1-26.
15. Matthies, E., Thomä, J., & Bizer, K. (2023). A hidden source of innovation? Revisiting the impact of initial vocational training on technological innovation. *Journal of Vocational Education & Training*, 1-21.
16. McNally, S., Schmidt, L., & Valero, A. (2024). Do management practices matter in further education? *Economica* 1-30.
17. Muralidharan, K., Singh, A., & Ganimian, A. J. (2019). Disrupting education? Experimental evidence on technology-aided instruction in India. *American Economic Review*, 109(4), 1426-60.
18. Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. E. (2020). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data. *American Economic Journal: Economic Policy*, 12(1), 359-388.
19. Resnjanskij, S., Ruhose, J., Wiederhold, S., Woessmann, L., & Wedel, K. (2024). Can Mentoring Alleviate Family Disadvantage in Adolescence? A Field Experiment to Improve Labor Market Prospects. *Journal of Political Economy*, 132(3).
20. Schweri, J., Aepli, M., & Kuhn, A. (2021). The costs of standardized apprenticeship curricula for training firms. *Empirical Research in Vocational Education and Training*, 13(1), 1-28.