

Research Seminar: Personnel Economics (14202569)

Summer Semester 2023

1. Content and organisation

We will provide the students participating in the *Research Seminar: Personnel Economics* with a data set on employees in Germany. The students will independently analyse selected determinants or consequences of educational mismatch, that is, of a divergence between an employee's educational attainment and the requirements of the job. The course organisers will provide extensive guidance and advice. The students will survey the relevant literature, determine the precise question they will analyse empirically, independently undertake an empirical analysis, and write a research paper in which they summarise and interpret their findings in the light of other research contributions.

The list of possible topics includes:

- Gender differences in educational mismatch
- Educational mismatch and remuneration
- Satisfaction and educational mismatch

The independent empirical study of phenomena related to educational mismatch requires prior knowledge of basic concepts in econometrics and statistics and of suitable software packages, such as STATA or R.

Seminar participants can work individually or, preferably, in small groups. Each student/ group will focus on one particular aspect of educational mismatch. The research paper should have a length of around 10 pages if written individually and of about 15 (20) pages if written in a team of two (three), excluding tables etc..

The *Research Seminar: Personnel Economics*, taught jointly by Laszlo Goerke and Theresa Geißler, can be taken independently of the *Reading Course: Topics in Personnel Economics*.

However, the dates will be co-ordinated, and both courses together make up the module *Human Resource Management, Personnel Economics, and Organization B*.

2. Preliminary schedule

Please register in PORTA for the course, such that we have an idea about the number of participants. The organisation of the course will take place via Stud.IP. You will be registered automatically for the course in Stud.IP about a day after you have registered via PORTA. Weeks one and two of the semester are reserved for the 'Grundlagen-Modul' to Master-students who start their studies in the summer. Therefore, the *Research Seminar* will start in week 3.

Thursday, 04.05.2023, 09.00-12.00, Max-Weber-Raum, H 714, IAAEU (Campus II)
Introduction to the module and the *Reading Course* and *Research Seminar*.
Assignment of chapters & determination of presentation dates for the *Reading Course*.

Thursday, 11.05.2023, Max-Weber-Raum, H 714, IAAEU (Campus II)
09.00 – 10.45: *Reading Course*: see separate announcement
11.00 – 12.00: *Research Seminar*: Assignment of topics, questions

Tuesday, 06.06.2023, 09.00 – 12.00, Max-Weber-Raum, H 714, IAAEU (Campus II)
Geißler
Introduction to empirical analysis and to SOEP data

Thursday, 22.06.2023: 08.30 – 12.00, Max-Weber-Raum, H 714, IAAEU (Campus II)
Goerke & Geißler
Presentation by students: Important previous contributions

Wednesday, 28.06.2023: 8.30 – 12.00, Max-Weber-Raum, H 714, IAAEU (Campus II)
Goerke & Geißler
Discussion of data and empirical strategies

Thursday, 13.07.2023: 8.30 – 13.00, Max-Weber-Raum, H 714, IAAEU (Campus II)
Goerke & Geißler
Presentation of the paper's structure and discussion of first estimation results

Thursday, 20.07.2023: 09.00 – 12.00, Max-Weber-Raum, H 714, IAAEU (Campus II)
Goerke & Geißler
Questions and answers (paper preparation, estimation details, writing up)

Wednesday, 26.07.2023: 12.00: Deadline for handing in two printed copies of the research paper at the secretary's office, Frau Hermanns, C 324, Campus I

Please also send a PDF of the printed version to goerke@uni-trier.de and to geisslert@uni-trier.de.

3. Formalities and further information

The entire *Research Seminar* will take place in English.

The essay will have a weight of 60% for the final mark. The remaining 40% will result from the evaluation of the *Reading Course*. If a group of students writes the paper, the individual evaluations (marks) will be the same for all group members.

The topics will be allocated on the basis of the students' preferences. To be able to make this allocation, please send an e-mail to goerke@uni-trier.de until Tuesday, May 9, 2023. This e-mail should contain information about the preferred members of the group (if applicable), and the name(s) and student ID number(s). Please also provide a list of topic preferences running from 1 (first preference) to 3.

The information contained in this document will occasionally be updated. The date at the top of page 1 indicates the most recent version.

4. References

Gender Differences in educational mismatch

- Choi, Sun-Ki & Hur, Hyungjo (2020): Does job mismatch affect wage and job turnover differently by gender? In: *Education Economics* 28(3), S. 291–310.
- García-Mainar, Inmaculada; García-Martín, Guillermo & Montuenga, Víctor (2015): Overeducation and gender occupational differences in Spain. In: *Social Indicators Research* 124(3), S. 807–833.
- Santiago-Vela, Ana & Mergener, Alexandra (2022): Gender overeducation gap in the digital age. Can spatial flexibility through working from home close the gap? In: *Social Science Research* 106, Artikel 102727.

Educational mismatch and remuneration

- De Santis, Mariana; Gáname, Cecilia & Moncarz, Pedro (2022): The impact of overeducation on wages of recent economic sciences graduates. In: *Social Indicators Research* 163, S. 409–445.
- Korpi, Tomas & Tåhlin, Michael (2009): Educational Mismatch, wages, and wage growth. Overeducation in Sweden, 1974–2000. In: *Labour Economics* 16(2), S. 183–193.
- Pecoraro, Marco (2014): Is there still a wage penalty for being overeducated but well-matched in skills? A panel data analysis of a Swiss graduate cohort. In: *Labour* 28(3), S. 309–337.

Satisfaction and educational mismatch

Bedemariam, Rewina & Ramos, Jose (2021). Over-education and job satisfaction. The role of job insecurity and career enhancing strategies. *European Review of Applied Psychology*, 71(3), 100632.

Fleming, Christopher & Kler, Parvinder (2008). I'm too clever for this job. A bivariate probit analysis on overeducation and job satisfaction in Australia. *Applied Economics*, 40(9), S. 1123-1138.

Verhaest, Dieter & Verhofstadt, Elsy (2016). Overeducation and job satisfaction. The role of job demands and control. *International Journal of Manpower*, 37(3), 456-473.

We will make these contributions available in Stud.IP.