



## Záznam o průběhu obhajoby disertační práce

Akademický rok: 2021/2022

**Jméno a příjmení studenta:** Mgr. Michal Šoltés, M.A.  
**Identifikační číslo studenta:** 17992208

**Typ studijního programu:** doktorský  
**Studijní program:** Ekonomie a ekonometrie  
**Studijní obor:** Ekonomie a ekonometrie  
**ID studia:** 521910

**Název práce:** Essays in Applied Economics  
**Pracoviště práce:** CERGE (23-CERGE)  
**Jazyk práce:** angličtina  
**Jazyk obhajoby:** čeština  
**Školitel:** doc. RNDr. Filip Matějka, M.A., Ph.D.  
**Oponent(i):** Francesco Drago Drago, Ph.D.

Christoph Engel, Dr., dr. h. c.

**Datum obhajoby:** 02.12.2021      **Místo obhajoby:** Praha

**Termín:** řádný

**Průběh obhajoby:** The Defense Committee Chair initiated the defense by verbal statements confirming (i) that a satisfactory number of Defense Committee Members were present, (ii) that the student Michal Šoltés fulfilled all the requirements as listed in the Study and Examination Code of Charles University including showing the appropriate documents.

At the beginning, the curriculum vitae of Student was presented. Following this presentation, Student started the presentation of the dissertation "Essays in Applied Economics", acquainting the Defense Committee with the main topics, methodologies, and findings of the dissertation. After reading the referees' (appointed by the Graduation Council) comments, an open discussion followed. During the discussion, Student satisfactorily answered all the questions from the audience.

V. Korovkin: Is it a mean of schooling?  
M. Šoltés answered the question.

V. Korovkin: The confidence interval is 95%, right?  
M. Šoltés answered the question.

V. Korovkin: Who is a sentencer?  
M. Šoltés answered the question.

V. Korovkin: This is super fascinating. Can you briefly outline what is going on in observational data, if you have it? ... You observe sort of discontinuity?

M. Šoltés answered the question.

V. Korovkin: You can plot those cut-off levels, maybe split by split. Do you have anything in the data, or you just don't have data for doing it?

M. Šoltés answered the question.

A. Menzel: Did I understand it correctly, b and c are not significantly different?

M. Šoltés answered the question.

V. Korovkin: Why linear, not log?

M. Šoltés answered the question.

A. Menzel: Can you repeat how people are allocated to the treatment and control groups?

M. Šoltés answered the question.

A. Menzel: So, the judge data is real data, from a real court? So they took data from one court for the treated, and another court for the control?

M. Šoltés answered the question.

A. Menzel: Which court was it?

M. Šoltés answered the question.

V. Korovkin: The whiskers are testing whether the bars are different from zero, but what are the p-values between bars? ... so, I was very curious that p-values are really large.

M. Šoltés answered the question.

V. Korovkin: Is it different from the first result?

M. Šoltés answered the question.

V. Korovkin: What is the variation, that is there? It is just zero or one variable, right? Like, 16% were convicted, right? I was thinking in a way, that maybe it is delta that we sort of care about, but it is large enough to make them worry about.

M. Šoltés answered the question.

A. Menzel introduction: I should briefly introduce the referee reports and give you the possibility to say something about them. You have written a response to the reports. Let me also say that both referees accepted your thesis and approved it for the defense. They are happy for you to defending it. Their comments are not severe, and there are a couple of suggestions of what to do. One thing I remember from reading it is about the first paper.

A. Menzel: Should we use education as a sign of valance?

M. Šoltés answered the question.

V. Korovkin: Can you sort of map your paper, how it relates and maybe refresh our memory to the Swedish paper?

M. Šoltés answered the question.

A. Menzel: Did you think about the valance is like what the party leaders think what is best for the constituencies. Will smarter candidates lead to better policy choices, or should we think about what the population would prefer? Population may think I don't want a PhD guy, he is not one of us. So, should we think about popularity or ability when discussing the valance?

M. Šoltés answered the question.

A. Menzel: Walk through your slides that you have prepared.

V. Korovkin: It is not a result of your experiment, right?

M. Šoltés answered the question.

A. Menzel: Can you disentangle severity and reference effect?

M. Šoltés answered the question.

A. Menzel: You say we find a negative reference effect, not a severity effect, yes? Does it mean that your full effect is positive?

M. Šoltés answered the question.

A. Menzel: Are there any questions?

Paola: just a quick one. I love the paper, all the three. The question about the last paper. When you are describing the information that you are giving the participant, you are telling them the share of people that were assigned to community service, right? But, do the participants have an idea of what are the other possible kinds of punishment, are they perceived as equal to community service? What should be the benchmark to perceive them that this disparity is really bad?

M. Šoltés answered the question.

Paola: I agree with that, but I am not sure that they worry about it, the disparity if they do not see the trade-off between the different option. That could be why you don't find the results that I would have expected. This could be kind of possible alternative explanation.

A. Menzel: any further questions? Ok, I would say Thank you for the presentation!

<b>Výsledek obhajoby:</b>	prospěl/a (P)	
<b>Předseda komise:</b>	Andreas Menzel, Ph.D. (přítomen)	.....
<b>Členové komise:</b>	doc. Paola Bertoli, M.A., M.Sc., D.Phil. (přítomen)	.....
	Vasily Korovkin, Ph.D. (přítomen)	.....