



**Bachelor Seminar**  
**WS 2021-2022**  
**in Applied Statistics and Econometrics**  
**Empirical Labor Economics**

**General Description**

The bachelor seminar serves as a preparation for the bachelor thesis, which is written directly after the seminar. During the processing period, students are expected to write an exposé of their bachelor thesis and to present it at the seminar. The aim of the seminar and of the bachelor thesis is to enable students to conduct an empirical analysis applying the statistical and econometric skills obtained throughout the bachelor program.

In the course of the seminar, students are expected

- to become familiar with the literature from the relevant field
- to precisely define the research question to be analysed in the bachelor thesis
- to prepare the data for the bachelor thesis
- to present first regression estimates
- to present an outlook for the bachelor thesis (i.e., students specify which further analysis they intend to carry out)

**Requirements**

While knowledge from the obligatory lectures *Statistik I*, *Statistik II*, and *Empirische Wirtschaftsforschung* is required, further statistical skills are not necessary. Instead, general interest in statistics and empirical economics and the willingness to conduct one's own empirical analysis as well as basic knowledge of Stata are essential.

**Please note that the seminar will be held in English.**

**Contact**

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## Topics Overview

Students are expected to investigate empirically the following topics, based on the cited references:

1. Gender differences in internal promotions
2. Overeducation and career mobility
3. Do immigrants participate less in on-the-job training?
4. The effect of household work on wages
5. Commuting and subjective well-being

## Detailed Topics and Literature

### 1. Gender differences in internal promotions

Only a small share of management positions in German firms is filled by women – a result of a lower probability of women getting promoted. There are different explanations for the lower career chances of women. Employers may discriminate against women, or the labor supply of women for leading positions may be lower. The topic analyzes determinants of promotions, thereby focusing on gender differences. Promotions cannot be identified directly in the GSOEP. Students will first analyze the employees' expectations of being promoted within the next two years using OLS regressions and focus on gender differences. In a second step, students use OLS or Probit regressions to analyze the probability of a significant wage increase within two years when staying in the same firm. It will be interesting to see differences between the gender gaps in the expectation of promotion and in realized promotions.

### Literature

Booth, A. L., Francesconi, M., & Frank, J. (2003). A sticky floors model of promotion, pay, and gender. *European Economic Review*, 47(2), 295-322.

### 2. Overeducation and career mobility

Overeducation refers to an education-job mismatch where the worker obtains a level of education in excess of that which is required for their particular job. Some previous studies showed that overeducated workers might change their jobs more frequently than their adequately matched counterparts. On the one hand, according to occupational mobility theory, labor market entrants may treat overeducation as an investment in exchange for work experience and training which provides greater promotional opportunities in the future. On the other hand, overeducation might be a signal of relative lower productivity and results in downward occupational mobility. In this topic, students study the relationship between overeducation and occupational mobility and are expected to use LPM regressions and Logit regressions to conduct the analysis.

### Literature

Rubb, S. (2013). Overeducation, undereducation and asymmetric information in occupational mobility. *Applied Economics*, 45(6), 741-751.

### 3. Do immigrants participate less in on-the-job training?

With large immigrant inflows to Germany, on-the-job training, which provides local-specific human capital, is essential to immigrants' labor market integration and success. However, workers with an immigration background might face unequal chances to attend training comparing with natives. The potential reasons could be that employers may expect the outcomes of training for immigrants to be lower than training for natives if employers believe that the language barriers will reduce the training outcomes or that immigrants may only stay temporarily in the host country.

This topic aims to detect differences in training participation between immigrants and natives and the potential reasons for this phenomenon. The estimation methods are OLS regressions or Logit regressions.

### Literature

Barrett, A., McGuinness, S., O'Brien, M., & O'Connell, P. (2013). Immigrants and employer-provided training. *Journal of Labor Research*, 34(1), 52-78.

#### 4. The effect of household work on wages

How much time individuals spend on household work may affect their wages. When employers decide on hiring workers, they might consider that higher household working hours could decrease an employee's effort in the workplace. The question then arises whether household work reduces a worker's wage. Previous studies also show that women spend significantly more time on household work than men worldwide. Household work might be a potential factor that causes gender differentials in wages. Therefore, it is also interesting to examine whether household work affects the wages of married men and women differently. Students are expected to use OLS and Fixed Effects regressions to investigate these issues.

#### Literature

Bryan, M. L., & Sevilla-Sanz, A. (2011). Does housework lower wages? Evidence for Britain. *Oxford Economic Papers*, 63(1), 187-210.

#### 5. Commuting and subjective well-being

The relationship between commuting and well-being is increasingly of interest to economists. Some studies find that commuting to work is a stress factor and, hence, lowers overall life satisfaction. Other studies find no evidence that commuting in general is associated with lower life satisfaction. Instead, it appears that longer commutes are only related to lower satisfaction with particular life domains, especially family life and leisure time. This topic uses more current SOEP data to examine the relation between commuting and several components of subjective well-being (e.g., satisfaction with family life, leisure, income, work, health). Students are expected to run pooled OLS and fixed effects regressions.

#### Literature

Stutzer, A. and Frey, B.S. (2008), Stress that Doesn't Pay: The Commuting Paradox. *Scandinavian Journal of Economics*, 110, 339-366.

## Organisation of the Seminar

You can apply for the seminar via Jogustine. Further information on the registration procedure and the registration period is provided by the *Studienbüro*. You will receive final admission to the seminar from the *Studienbüro*.

All topics will be assigned to groups of two or three students directly after the first meeting (Thursday, October 28<sup>th</sup>). Please send a transcript from Jogustine to [sekretariat.schank@uni-mainz.de](mailto:sekretariat.schank@uni-mainz.de) prior to the first meeting in order to inform us of which courses you have participated in.

Group members present their results jointly on Thursday, December 9<sup>th</sup>. However, note that each student writes her / his exposé independently. The bachelor thesis will be written in the eight weeks following the seminar.

### Time Schedule for the Bachelor Seminar and Bachelor Thesis

Events	Date	Time	
Introduction of the topics, topic assignment and beginning of the processing period	Thursday, October 28 <sup>th</sup> 2021	10:15- 11:45	HS IX (1-331) in building ReWi II (Altbau)
Deadline for exposés submission	Friday, December 3 <sup>rd</sup> 2021	until 12:00	Via e-mail to: <a href="mailto:sekretariat.schank@uni-mainz.de">sekretariat.schank@uni-mainz.de</a> .
Presentation of the exposés	Thursday, December 9 <sup>th</sup> 2021	9:00- 18:00	Großer Dekanatssaal 03- 150 in building ReWi I (Neubau)
Beginning of processing time of the bachelor thesis	Monday, December 13 <sup>th</sup> 2021	–	–
Deadline for bachelor thesis submission	Monday, February 7 <sup>th</sup> 2022	until 12:00	Official submission to the Studienbüro. Supplemen- tary material via e-mail to <a href="mailto:sekretariat.schank@uni-mainz.de">sekretariat.schank@uni-mainz.de</a>

The attendance of the introductory session (first session) and the presentation of the exposés are mandatory. In the case of non-attendance (without presenting valid reasons to the Exam Office), the seminar will not be passed. Depending on the Corona situation, the introductory session and the exposé presentation (as well as the meetings with the supervisor) might be held in digital mode via video conferences (MS Teams).