

Skills and knowledge that doctoral studies should aim to acquire

Area	Skill	Detailed description	What is such a skill useful for?	Main activities
"science and research"	choose a topic and formulate questions	the ability to independently search for suitable topics for solution, their structuring and finding of specific problem areas	part of the work of a scientist is the (relatively) independent choice of appropriate topics to address – these should be relevant, topical, and reasonably intellectually challenging and have the potential to yield something useful for further research or application	dissertations; public
		the ability to ask a specific useful question within the problem area – to identify the relevant legal problem or problems within the topic, to ask appropriate questions and to set the aim of the thesis accordingly (which is usually to answer the question)	solely writing about a topic is pointless in itself; analysis is not an end in itself, but a tool; it is always necessary to focus on a (useful) question that the thesis will answer; this question is ideally a simulation (or realistic reflection) of the questions that the graduate will encounter (in line with the graduate's profile)	
	choose an appropriate method	the ability to choose an appropriate method to address the question (is it a question answerable by doctrinal methods, or will some empirical methods be needed?) and the ability to apply it	to be able to draw conclusions that can be relied upon and built upon	
	find relevant sources	the ability to find relevant literature and case law , soft law, or practical knowledge; find sources from related legal and non-legal fields, if relevant; advanced work with electronic information systems	when solving any (legal) problem, it is useful to first ascertain the current state of knowledge in the given area; it is necessary to do a thorough search so that one does not unnecessarily invent what has already been invented, while at the same time not forgetting to include and deal with what one would not have thought of oneself or what argues for opposite conclusions	
	meaningfully work and process the sources	ability to understand even the most complex texts ; extract relevant knowledge from them and apply it (i.e. find information relevant to the topic, fully understand it, assimilate it, connect it to each other, transform it into useful outputs to achieve the set goal)	legal issues are often complex and need to be understood if we useful conclusions are to be reached; there is usually a lot of relevant information (too much) and it needs to be sorted out and, moreover, linked; all this cannot be done formally without citing the sources	
		ability to work with a large number of documents and knowledge at once; ability not to get lost in the amount of knowledge and not to get overwhelmed		
		ability to distinguish relevant from irrelevant, essential from irrelevant, prioritise resources according to importance		
		ability to cite correctly – both in terms of content (e.g. not to misinterpret, not to manipulate, not to plagiarize, of course) and form (to comply with citation standards)	adherence to scientific ethics; clarity of sources for the reader	
	structuring and systematization of the whole issue, organizing ideas , finding and arranging connections	it is necessary to be able to understand complex material, usually to structure it analytically, otherwise it is ungraspable and unsolvable		

appropriately structure a topic	choosing the appropriate structure of the text of the publication (dissertation) or presentation, i.e., choosing the structure in which the material will be best discussed in the specified scope (not all parts of the material will fit into the final text; often the structuring of the material itself offers several approaches – from general to specific, by individual components, chronologically, or by subjects, according to frequency of occurrence, complexity, etc.), it is usually necessary to choose an appropriate approach that predetermines the structure of the text, so that it is not just a chaotic layering of (albeit interesting) ideas	it is necessary to choose in which structure the matter will be best dealt with in the given scope (not all parts of the matter will fit into the final text; often the structuring of the matter itself offers several approaches - from general to specific, or chronologically, or by subjects, by frequency of occurrence, by complexity, etc.), it is necessary to choose one suitable approach that will determine the structure of the text
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mastery of legal interpretation and application	legitimate, constitutionally compliant interpretation of legal norms and legal actions; correct subsumption under relevant norms; value-oriented evaluation; application of legal principles, correct work with case law...	the very nature of the legal profession at the application level	
excellent ability of legal argumentation	critically passive – to evaluate published arguments and critically assess their legal legitimacy and persuasiveness ; to draw one's own opinion on the basis of this, what conclusions to reach and why; it is not enough to piece together what someone has written; to distinguish between <i>de lege lata</i> and <i>de lege ferenda</i> arguments	one of the main legal skills that all legal professions need to master; it is necessary to think critically about arguments already made and to be able to evaluate them, but also to be able to make arguments of one's own	
	active – the ability to bring your own , additional arguments to those already published		
Anchoring in reality and inference of applicable recommendations	the ability to understand the law in terms of real application , to be able to give practical examples when the topic offers space for this		
	the ability to find and choose useful solutions where relevant to the topic, e.g. appropriate contractual instruments and their design; or appropriate procedural procedures; the ability to evaluate the usefulness and advantageousness of different options from the perspective of the parties concerned (creditor-debtor)	it is important to think about the practical effectiveness and usefulness of different options; it is important for practice to create or choose favourable options, not just to know some options (although even that is a good start)	
superior writing skills	clear, lucid, precise written expression beyond the level of the Master's degree ; professional level of expression; grammar and stylistics of the relevant professional 'genre'; ability to express oneself concisely and succinctly within a limited scope	the primary means of communicating scientific output is written text; without mastery of the relevant skills, success in legal science is unlikely it is also an advantage to be able to express yourself concisely and succinctly	
Oral presentation and performance	professional quality, yet engaging and engaging oral presentations of results at conferences		conferences; discussion meetings; trips abroad
	Persuasive oral expression and a generally sophisticated manner	another means of communication is oral presentations, especially at conferences and discussion meetings; this is also very useful in a scientific environment for sharing knowledge and professional development, as well as for presenting one's own results	
	ability to seek out and participate in professional debates		
Knowledge of scientific environment	at a basic level: understand the rules of publishing and science evaluation ; learn how to "walk the walk"		specific course
	at a basic level: obtaining funding for scientific activities (knowledge of the grant system, subsidies, commercial research, etc.)	a PhD graduate must be a "young scientist", that should be familiar with the scientific environment and should be prepared to survive or thrive in it	specific course

Field	knowledge of the field	Deep understanding of the basic concepts of the field ; assimilation of the necessary knowledge relevant to scientific work in the field ; mastery of special industry skills and procedures	in addition to writing the dissertation, the doctoral study also involves acquiring knowledge in the field that exceeds the level of the master's study - at least in a common basis and in selected areas; without a deep understanding of the field, it is impossible to do even top scientific work; this is a prevention against so-called "fachidiocracy" and an effort to ensure that students' dissertations are built on a sufficiently broad basis and do not lack the necessary overlaps	Specific course
		where relevant, linking knowledge of related legal fields, being aware of the context		
		ability to understand law in terms of real application , to be able to give practical examples, to understand the application of law as concrete cases/stories; not just to accumulate knowledge about the law but to think about its application		

Pedagogy	acquiring of pedagogical skills	pedagogical skills - to be able to explain even complex issues in an understandable, yet engaging way; to choose the appropriate content, structure and form of teaching; to find suitable examples; to be able to engage students in discussion, to lead discussion; to deal with questions; to be able to motivate and enthuse students; to be able to verify understanding of the topic ... + many more	the standard profile of a PhD graduate also includes the ability to participate to some extent in university teaching; he/she should be able to participate in academic life not only in its scientific part but also in teaching; but undoubtedly to a different extent for different students (not every PhD graduate has to be prepared for teaching)	pedagogical skills development
Cross-cutting	further typical skills for the academic environment	a high level of proficiency in the foreign language(s) necessary (a) to communicate with foreign colleagues in the field (usually spoken and written English); (b) to obtain relevant information within the field (often reading in another relevant language in addition to English)		self-study
		be able to provide quality feedback (written and verbal)	the way to professional growth (not only) in the academic environment is, among other things, to provide (and obtain) feedback; without it, professional growth is less effective, often insufficient	discussion meetings, conferences
		scientific socialisation (networking for, e.g., acquiring of sources, case law, publishing, consulting, teaching, etc.)	it is often useful not to be isolated, but to have contacts - especially for research activities, but also for teaching activities	conferences, research stays, projects
		independent management of a abroad research internship or other form of internationalisation	it depends on the form of internationalisation chosen - but the purpose can usually be to gain knowledge of the way of working in a scientific workplace from which an example can be taken; to gain experience in a more advanced (or simply different) environment and possibly transfer innovations to the home workplace; to gain the possibility of consulting on professional or pedagogical topics; to gain access to resources that would otherwise be unavailable	Internship or other internationalisation
		(to manage effective participation in scientific teams, where relevant)	not necessary, only complementary - many valuable results have been produced by purely individual work; however, for some types of research this is not possible without teamwork - then it is necessary	projects; joint publications
		stress management in an academic environment	the academic environment (like many others) is full of stressful situations for which a graduate should be prepared or at least aware of	All activities with deadlines
		scheduling work over a very long period of time; independent planning of larger projects , including dissertation; time management	many scientific activities are long-term (even multi-year) and it is necessary to be able to plan effectively over time, otherwise the outputs can never be achieved	creation and implementation of semester ISP content

	the ability to learn from one's mistakes ; to repeatedly review one's own conclusions and be prepared to change them in the light of more convincing arguments	academia should be a model in society for open-mindedness, ready to change one's mind, not to defend it stubbornly without convincing arguments	conferences, discussion meetings
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