

Main Categories	Subcategories
Acquisition of research competences during medical studies	<ul style="list-style-type: none"> <li>low</li> <li>medium</li> <li>high</li> </ul>
Lack of research competences after and during the doctoral phase	<ul style="list-style-type: none"> <li>clinical experience</li> <li>knowledge of research literature</li> <li>methodical competence</li> <li>ability to manage and plan a research project</li> <li>scientific writing</li> <li>scientific English</li> <li>presenting research results</li> <li>writing grant proposals</li> <li>supervision of doctoral candidates</li> <li>social skills</li> <li>other</li> </ul>
Reasons for the lack of competences	<ul style="list-style-type: none"> <li>unrealistic at that time</li> <li>context of the doctoral project</li> <li>no opportunities</li> <li>own abilities</li> <li>learning opportunities were not taken despite being interested</li> <li>learning opportunities were not taken because of a lack of interest</li> <li>other</li> </ul>
New competences after the doctorate	<ul style="list-style-type: none"> <li>general increase in competences clinical experience</li> <li>knowledge of research literature</li> <li>methodical competence</li> <li>project planning</li> <li>scientific writing</li> </ul>

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	scientific English publication process presenting of research results writing grant proposals scientific thinking and reasoning social skills other
Which factors were important for the development of research competences	encouragement from the supervisor encouragement from other people exchange of thoughts and ideas with other scientists own motivation amount of own efforts seminars/courses other
Relevance of acquired competences for (future) career	rather irrelevant rather relevant highly relevant

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