

**THE ABSENCE OF PRACTICAL CONTENT ON CAREER MANAGEMENT AND
LAW FIRM ADMINISTRATION IN LEGAL EDUCATION: A PRACTICAL
DISCIPLINE PROPOSAL TO STRENGTHEN YOUNG LAWYERS IN LIGHT OF
CONSTITUTIONAL PRINCIPLES**

**A AUSÊNCIA DE CONTEÚDOS PRÁTICOS SOBRE GESTÃO DE CARREIRA E
ADMINISTRAÇÃO DE ESCRITÓRIOS NA FORMAÇÃO JURÍDICA: PROPOSTA
DE DISCIPLINA PRÁTICA PARA FORTALECER O JOVEM ADVOGADO À LUZ
DOS PRINCÍPIOS CONSTITUCIONAIS**

**LA AUSENCIA DE CONTENIDOS PRÁCTICOS SOBRE GESTIÓN DE
CARRERA Y ADMINISTRACIÓN DE DESPACHOS JURÍDICOS EN LA
FORMACIÓN LEGAL: PROPUESTA DE ASIGNATURA PRÁCTICA PARA
FORTALECER AL JOVEN ABOGADO A LA LUZ DE LOS PRINCIPIOS
CONSTITUCIONALES**



<https://doi.org/10.56238/sevened2026.013-014>

Gabriel Santos Freitas¹, José Caldas Gois Júnior²

ABSTRACT

Brazilian legal education, historically structured on a dogmatic and excessively theoretical model, neglects practical content essential to professional management, law firm administration, and legal entrepreneurship. This gap compromises the autonomy of the young lawyer and weakens constitutional principles such as the valorization of human work, provided for in Article 1, Item IV, and Article 170 of the Federal Constitution, the social role of advocacy established in Article 133 of the Federal Constitution, and the educational duty to qualify for work, defined in Article 205. With a descriptive and qualitative approach, this study integrates bibliographic review and field research applied to young lawyers, identifying that the theoretical predominance of the undergraduate course, combined with the absence of practical content, composes the “triangle of insecurity,” responsible for professional insecurity, management difficulties, and early career evasion. Based on this diagnosis, the discipline of Legal Management and Entrepreneurship is proposed, focused on pricing, strategy, ethical marketing, and technology. It is concluded that this curricular integration is indispensable for the sustainability of the legal profession and for the realization of the constitutional principles of the profession.

Keywords: Legal Education. Advocacy. Professional Management. Constitutional Principles. Young Lawyer.

¹ Graduated in Law. Universidade CEUMA. E-mail: gabrielsantosf@hotmail.com

² Master’s degree in Public Law. Universidade CEUMA. E-mail: goisjr@cgadv.com.br

RESUMO

A formação jurídica brasileira, historicamente estruturada em um modelo dogmático e excessivamente teórico, negligencia conteúdos práticos essenciais à gestão profissional, à administração de escritórios e ao empreendedorismo jurídico. Essa lacuna compromete a autonomia do jovem advogado e fragiliza princípios constitucionais como a valorização do trabalho humano, prevista no artigo 1º, Inciso IV, e no artigo 170 da Constituição Federal, o papel social da advocacia estabelecido no artigo 133 da Constituição Federal e o dever educacional de qualificar para o trabalho, definido no artigo 205. Com abordagem descritiva e qualitativa, este estudo integra revisão bibliográfica e pesquisa de campo aplicada a jovens advogados, identificando que a predominância teórica da graduação, aliada à ausência de conteúdos práticos, compõe o “triângulo da insegurança”, responsável por insegurança profissional, dificuldades de gestão e evasão precoce da carreira. A partir desse diagnóstico, propõe-se a disciplina de Gestão e Empreendedorismo Jurídico, focada em precificação, estratégia, marketing ético e tecnologia. Conclui-se que essa integração curricular é indispensável à sustentabilidade da advocacia e à concretização dos princípios constitucionais da profissão.

Palavras-chave: Formação Jurídica. Advocacia. Gestão Profissional. Princípios Constitucionais. Jovem Advogado.

RESUMEN

La formación jurídica brasileña, históricamente estructurada en un modelo dogmático y excesivamente teórico, descuida contenidos prácticos esenciales para la gestión profesional, la administración de despachos jurídicos y el emprendimiento legal. Esta laguna compromete la autonomía del joven abogado y debilita principios constitucionales como la valorización del trabajo humano, prevista en el artículo 1, inciso IV, y en el artículo 170 de la Constitución Federal, el papel social de la abogacía establecido en el artículo 133 de la Constitución Federal y el deber educativo de capacitar para el trabajo, definido en el artículo 205. Con un enfoque descriptivo y cualitativo, este estudio integra revisión bibliográfica y una investigación de campo aplicada a jóvenes abogados, identificando que la predominancia teórica de la formación de grado, junto con la ausencia de contenidos prácticos, conforma el “triángulo de la inseguridad”, responsable de la inseguridad profesional, dificultades de gestión y abandono temprano de la carrera. A partir de este diagnóstico, se propone la asignatura “Gestión y Emprendimiento Jurídico”, enfocada en fijación de precios, estrategia, marketing ético y tecnología. Se concluye que esta integración curricular es indispensable para la sostenibilidad de la abogacía y la concreción de los principios constitucionales de la profesión.

Palabras clave: Formación Jurídica. Abogacía. Gestión Profesional. Principios Constitucionales. Joven Abogado.

1 INTRODUCTION

Brazilian legal education has historically been consolidated under an essentially dogmatic model, characterized by the centrality of law and doctrine, with a predominant emphasis on theoretical content and significant distancing from professional practices. Although this structure has met the demands of the nineteenth century, when Law was primarily linked to the training of staff for the State, it is insufficient in the face of the contemporary demands of the legal profession, which require management skills, strategic planning, market positioning and mastery of technologies applied to the legal environment. In the current context, advocacy demands not only technical knowledge, but practical skills that are indispensable for autonomous action.

The specialized literature evidences this structural deficiency. Recent studies, such as those by Ghirardi (2021), Feferbaum (2020) and Ferreira and Oliveira (2024), point to the obsolescence of legal education that still privileges content and neglects essential skills for the professional sustainability of lawyers. This insufficiency, in addition to representing a pedagogical problem, has direct repercussions on constitutional principles that guide education and professional practice. Article 133 of the Federal Constitution of 1988 establishes that the lawyer is indispensable to the administration of justice. Articles 1, item IV, and 170 provide for the valorization of human work as the foundation of the Republic and the economic order. Article 205 defines that education must qualify for work and for the exercise of citizenship. Thus, the absence of adequate training for professional management configures a fragility that transcends the academic sphere, affecting the very effectiveness of these constitutional commandments.

The field research carried out in this study confirms, in an empirical way, the distance between the training received and the real demands of the legal profession. The data collected reveal that young lawyers face insecurity to act alone, difficulties in attracting clients, lack of preparation for office management and significant challenges in pricing services and professional positioning. These elements make up the so-called triangle of insecurity, composed of the lack of practical preparation, professional insecurity and management weaknesses, factors directly associated with early evasion of the legal profession.

In view of this scenario, this work has as its general objective to analyze the impacts of the absence of practical content of management and legal entrepreneurship in the training of the Brazilian lawyer, proposing the creation of a practical discipline aimed at the development of administrative, strategic and technological skills necessary for the autonomous exercise of the profession. The study uses a descriptive and qualitative approach, integrating an updated literature review and analysis of empirical data collected

through a questionnaire applied to young lawyers, allowing us to understand the pedagogical and constitutional dimension of the problem. The research is structured in diagnosis, theoretical foundation and formulation of a curricular proposal, in order to contribute to the modernization of legal education and to the strengthening of young lawyers in the face of current demands.

2 LEGAL EDUCATION AND THE CONSTITUTIONAL VALORIZATION OF ADVOCACY

Understanding the sustainability crisis in young lawyers requires an analysis that transits between the historical roots of higher education and the constitutional imperatives that govern the profession. This chapter is initially dedicated to diagnosing the Brazilian legal education model, showing how the dogmatic tradition and positivism have isolated Law from management competences. Next, it seeks to demonstrate that this pedagogical gap is not only a market problem, but directly affronts the constitutional principles of valuing human work and the social function of advocacy, compromising the dignity of professional practice.

2.1 THE MODEL OF LEGAL EDUCATION IN BRAZIL AND DOGMATIC PREDOMINANCE

It is not possible to dissociate the current deficiencies in the training of lawyers from the historical DNA of legal courses in Brazil. Going back to 1827, the year of the creation of the courses in Olinda and São Paulo, it is clear that the educational project of the Empire did not aim to train lawyers for the private market, but rather the ruling elite of the State. As Rodrigues (2000) points out, colleges were born as granaries of magistrates, politicians and bureaucrats, creating a culture where bachelor's degrees and the occupation of public positions were the pinnacle of success, relegating autonomous advocacy to a secondary plan.

The influence, often dogmatized, of Hans Kelsen's "Pure Theory of Law" (1998), served as a methodological justification for isolating Law from other sciences. In an attempt to guarantee the scientific autonomy of the area, legal education closed in on itself, treating management, economics and administration as impure elements or alien to the formation of the jurist. Thus, the false dichotomy was created that the lawyer must be a pure intellectual, for whom the notions of market and profit would be a kind of debasement of the profession.

The reflection of this in the classrooms was the consolidation of an excessively content-based pedagogical model. Teaching was based on the exegesis of the law and the repetition of doctrine, where the student is trained to believe that, for every social problem, there is a ready-made answer in the code. It is systematically ignored that the law firm is, above all, an organization that needs a strategy to survive.

However, the reality of the market imposed a checkmate on this traditional model. Contemporary law no longer supports the professional who only has technical knowledge, but is deprived of tools to define his market positioning and manage his career as an enterprise. The emerging profile of the legal profession requires professionalization and the adoption of corporate governance paradigms, demanding a vision that dogmatic teaching does not offer (Ferreira; Oliveira, 2024). Ghirardi (2021) is emphatic in diagnosing that teaching focused only on "law for law's sake" has become obsolete. For the author, the complexity of current relationships requires skills that Kelsenian positivism never foresaw, such as negotiation skills, team leadership, and business vision.

Although the Ministry of Education has tried to correct this course through CNE/CES Resolution No. 5 of 2018, which instituted the new National Curriculum Guidelines and required a more practical and interdisciplinary training, real change is moving at a slow pace. As Feferbaum (2020) observes, the institutional culture of colleges resists innovation. Many still operate under the logic of preparatory courses for competitive examinations, delivering to the market a contingent of young lawyers who are technically apt, but lacking basic managerial skills.

2.2 AUTONOMOUS ADVOCACY AND THE COMMITMENT TO THE PRINCIPLE OF VALUING WORK

The debate on the professional training of lawyers transcends pedagogical boundaries and enters the field of fundamental rights. The importance of advocacy is not merely corporate, but constitutional. Article 133 of the Federal Constitution of 1988 elevates the lawyer to the condition of indispensable to the administration of justice, guaranteeing him a *functional status* that ensures the full defense of citizens. This function, complemented by Law No. 8,906 of 1994 of the Statute of the Lawyers, which defines the profession as a public function endowed with a social function, according to its article 2, ParaFigure 1, imposes on the State and educational institutions the duty to ensure the minimum conditions for its dignified exercise.

It is on this basis that the principle of Valuing Human Work is based. This principle is, at the same time, one of the foundations of the Federative Republic of Brazil and one of the foundations of the Economic Order, as provided, respectively, in article 1, item IV, and in article 170 of the Federal Constitution. Valorization, in this context, is not restricted to formal protection against exploitation, but requires that work be carried out in conditions of sustainability and dignity. According to the lesson of José Afonso da Silva, the economic and social order must be aimed at "ensuring dignified existences for all", and the valorization of

work is an essential instrument for the achievement of the fundamental objectives of the country. In the same sense, Manoel Gonçalves Ferreira Filho (2000) reinforces that work is, above all, the means of personal fulfillment and sustenance of life, which is why it must be protected. For the self-employed lawyer, this dignity is, therefore, intrinsically linked to his ability to remain in the market, generating income compatible with his intellectual effort.

It so happens that the dogmatic teaching model, analyzed in the previous topic, acts as a systemic obstacle to the realization of this fundamental principle. By training professionals who master the legal technique, but find themselves disarmed of tools to define their market positioning and manage their career as an enterprise, the college creates a vulnerable professional. The imminent risk of bankruptcy of the firm, the inability to price fees fairly, and the difficulty in attracting clients erode the sustainability and, consequently, the dignity of the performance. It is at this point that the management vision becomes indispensable. Ferreira and Oliveira (2024) highlight that the modernization of the legal profession necessarily involves the adoption of corporate governance paradigms for efficient and sustainable management. In the same sense, Massicano (2022) advocates that success in contemporary law depends not only on legal knowledge, but on the application of ethical *marketing* and management strategies, with business vision being a precondition for dignified survival in the market.

In this sense, the gap in managerial training, a legacy of the dogmatic model, acts as a factor of constitutional weakening. When the inability to manage one's own business forces the lawyer to abandon autonomous law, society loses an essential agent for justice. The principle of valuing work is directly compromised, as academic training fails to qualify the professional for the dignified exercise of his function, going against the constitutional mandate of education itself, contained in article 205 of the Federal Constitution.

In short, the financial sustainability and managerial excellence of the law firm are not accessories, but material conditions for the lawyer to fulfill his constitutional role. The lack of preparation for management implies a systemic failure that compromises professional autonomy and, consequently, the social function provided for in article 133, justifying the curricular intervention proposed in this study as a measure of legal policy and rescue of professional dignity.

3 METHOD AND TECHNIQUES OF DATA COLLECTION AND ANALYSIS

The present study adopts a methodological design that seeks to reconcile theoretical knowledge with the empirical universe of young lawyers, thus being characterized by a

descriptive and qualitative approach. To carry it out, the research was based on two central axes: the bibliographic review and the field research.

Data collection occurred through the application of an electronic questionnaire directed to young lawyers, containing closed and open questions. The instrument sought to identify the main difficulties faced at the beginning of the career, such as attracting clients, financial management and technical insecurity, and the professionals' perception of the sufficiency of the university education received.

The data analysis was carried out in an interpretative way, correlating the training gaps with the constitutional principles of valuing work and the social function of advocacy, an essential procedure to validate the central thesis of this work.

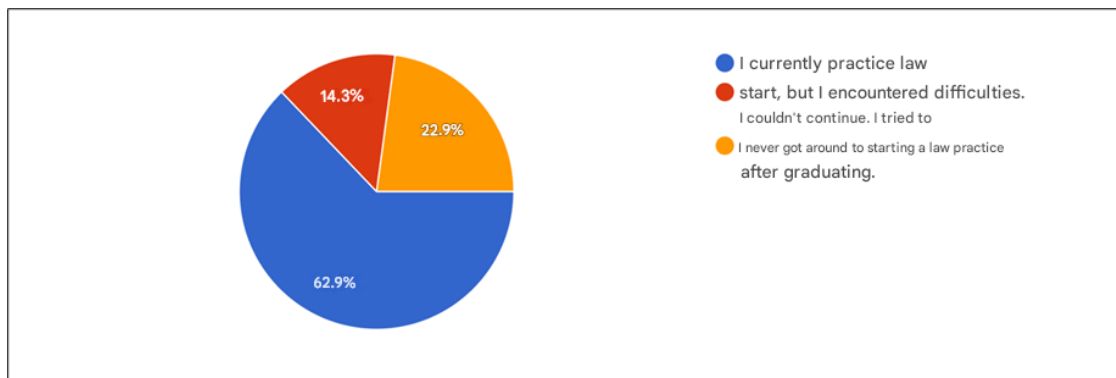
4 DIAGNOSIS: REAL CHALLENGES OF YOUNG LAWYERS

This chapter is dedicated to the analysis of the data obtained through field research, essentially qualitative and descriptive, carried out with young lawyers and bachelors working in the legal market. The results collected through the questionnaire unequivocally confirm the existence of a deep gap between traditional legal training and the real demands of the autonomous practice of law. The sample, composed of 35 respondents, shows a predominance of graduates from Ceuma University, the UNDB University Center and the Federal University of Maranhão, revealing institutional diversity, although with a prevalence of private education.

Of the participants, 62.9 percent said they currently practice law, while 37.1 percent declared they do not work in the area. Among these, 22.9 percent reported never having started a legal career and 14.3 percent said they had tried to start, but gave up due to the difficulties encountered. This expressive number reinforces the thesis that the transition between graduation and the beginning of professional activity remains fragile, marked by the absence of practical preparation, insecurity and insufficient institutional or curricular support.

Figure 1

Which of these alternatives best describes your current situation in the legal profession?



Source: Survey data (Google Forms, 2025).

4.1 THE CONFIRMATION OF DOGMATIC PREDOMINANCE IN EDUCATION

The first stage of the analysis sought to quantify the perception of young professionals about the preparation received in the undergraduate course. When asked if the legal training adequately prepared them for the autonomous practice of law, most indicated a significant deficiency. Although the percentages vary, the pattern is unequivocal. Training remains predominantly theoretical and insufficient, far from the concrete needs of contemporary advocacy.

This diagnosis is reinforced by the answers to Question 5, which investigated the students' contact with content related to professional management, office administration and legal entrepreneurship. The vast majority stated that they had not had any contact with such disciplines or activities. This absence confirms the maintenance of the dogmatic model addressed in Topic 2.1, characterized by excessive emphasis on theory and neglect of practical, managerial and entrepreneurial skills indispensable to the autonomous exercise of the profession.

Thus, it can be seen that the Higher Education Institutions represented in the sample form individuals able to understand the Law, but not to survive from advocacy.

4.2 THE TRIANGLE OF INSECURITY AND THE REAL CHALLENGES

The mismatch between academic training and professional reality is manifested concretely in the difficulties faced by young lawyers. Question 3 revealed a set of recurrent weaknesses, here called the triangle of insecurity, composed of three central and interdependent elements.

4.2.1 Lack of practical preparation and insecurity

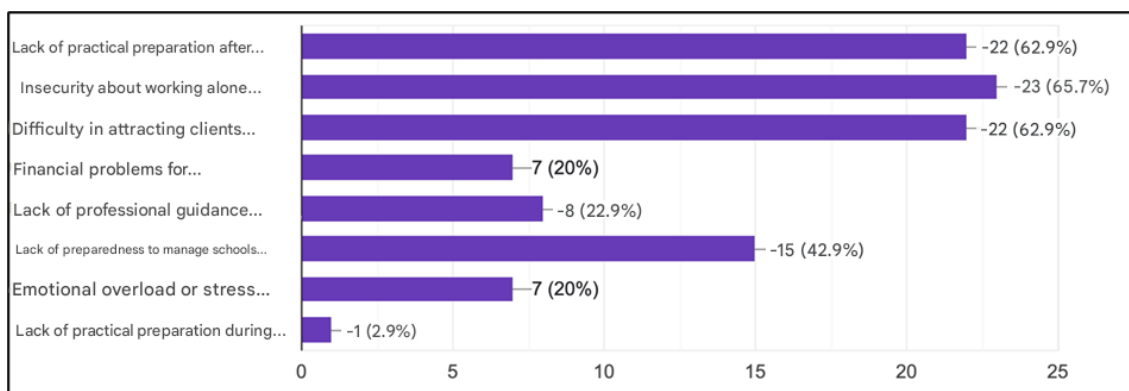
The lack of practical preparation after graduation and the insecurity to work alone were the most cited difficulties. The analysis of the answers shows 22 mentions for lack of practical preparation and 23 mentions for professional insecurity. These data show that the theoretical domain does not confer, by itself, the self-confidence necessary for the practice of law, an activity that requires adequate experience, experience and training, as provided for in article 133 of the Federal Constitution.

4.2.2 Management and customer acquisition

The difficulty in attracting customers was also significant, with 22 occurrences, followed by the lack of preparation to manage the office and demands, recorded in 15 responses. These numbers demonstrate that the main obstacles faced by young lawyers are not restricted to the legal sphere. These are failures in managerial, administrative and strategic training, which are fundamental for the maintenance and sustainability of professional activity.

Figure 2

If you faced difficulties in practicing law or gave up, what were the main reasons?



Source: Survey data (Google Forms, 2025).

4.2.3 Final consequence: evasion and professional fragility

The analysis of the answers shows a direct correlation between these training gaps and the evasion of the legal profession in the first years. Most recognize that the absence of practical preparation contributes significantly to the abandonment of the profession, whether due to insecurity, financial difficulties or lack of professional guidance.

The triangle of insecurity is, therefore, the main responsible for the loss of young professionals at the beginning of their legal careers. Legal training, centered on content, has

not produced lawyers capable of autonomous practice, but only individuals with theoretical mastery.

4.3 THE WEAKENING OF CONSTITUTIONAL PRINCIPLES AND THE DEMAND FOR CHANGE

The most relevant point of the research is the empirical validation of the constitutional thesis defended in this study. When asked whether the lack of practical preparation compromises the principles of valuing work, professional dignity and adequate qualification for the practice of law, provided for in articles 1, IV, 170 and 205 of the Federal Constitution, the vast majority answered in the affirmative. For young lawyers, insufficient training directly compromises these principles, revealing a structural and generalized problem.

Question 6 reinforces this conclusion by indicating that about 60 percent of the respondents defend the inclusion of mandatory disciplines focused on career management and office administration in law courses. Thus, the curricular reformulation is not seen as an optional innovation, but as an academic and constitutional requirement.

The qualitative answers to Question 10 complement this diagnosis by presenting suggestions that point to a more practical education that is integrated with the professional reality. Among the most representative contributions, the following stand out:

- The need to rebuild the way legal practice is offered, ensuring continuous monitoring and professional guidance throughout graduation.
- The request for more practical classes that prepare the student for the daily life of law, and not just for theoretical assessments.
- The defense of legal practices that contribute directly to the lawyer's daily life and bring the student closer to the forensic reality.
- The recommendation for universities to unite theory and practice, developing communication, strategy and effective preparation skills for the legal market.
- The proposal to include a mandatory discipline focused on office management, client acquisition and professional organization, in order to guarantee autonomy to the young lawyer.

The convergence of the data demonstrates that the proposal presented in Chapter 5, regarding the creation of a practical discipline focused on management and legal career, is not an isolated suggestion, but a necessary and urgent response to the contemporary demands of young lawyers.

5 COURSE PROPOSAL: LEGAL MANAGEMENT AND ENTREPRENEURSHIP

In view of the alarming diagnosis revealed by the field research, where managerial insecurity and lack of practical preparation were identified as vectors of precariousness of young lawyers, this chapter presents a proposal for curricular intervention. The objective is not to transform the Law course into an Administration course, but to provide, within the legal grid, the instrumental skills necessary for the lawyer to be able to exercise his public function with autonomy and sustainability, as required by the principle of valuing work.

5.1 THEMATIC AXES AND ESSENTIAL CONTENTS

Considering the shortcomings identified in the diagnosis (Chapter 4), it is proposed that the practical discipline contemplates three fundamental axes, currently neglected by the traditional dogmatic curriculum:

- **Financial Management and Pricing:** Legal education must abandon abstraction and train the student for the economic reality of the office. The content should cover technical methods for calculating fees, based on the analysis of fixed and variable costs and the technical hour of work, avoiding the arbitrary pricing that leads to the debasement of the profession. Mastering these tools is vital to ensure the financial health and longevity of the firm.
- **Strategic Planning and Legal Marketing:** In a saturated market, the young lawyer needs to know how to position himself. This axis focuses on the definition of niches of action, building authority and advertising strategies. It is essential that all content is aligned with the ethical limits of the profession, with emphasis on the rules of Provision No. 205/2021 of the Federal Council of the OAB, which modernized the rules for advertising in the legal profession.
- **Technology, Artificial Intelligence and Jurimetrics:** Advocacy 4.0 requires more than the passive use of computers. This module should promote the lawyer's "digital literacy" by addressing:
 - **Generative AI in Management:** The ethical use of Artificial Intelligence tools for optimizing administrative routines, assisted drafting of contracts, and automation of primary customer service (chatbots), increasing production efficiency.
 - **Strategic Jurimetrics:** The use of statistical data analysis applied to Law to predict trial trends and define procedural strategies based on data (*data-driven law*), and not only on intuition, adding value to legal advice.
 - **Data Protection:** Practical implementation of the LGPD in the internal structure of the firm.

5.2 ACTIVE TEACHING METHODOLOGIES

In order for the discipline to be effective and break with the banking and expository model criticized by Ghirardi (2021), the proposal is based on the use of an ecosystem of active methodologies, placing the student as the protagonist of problem solving:

- *Flipped Classroom*: Management theory (marketing laws, accounting concepts) is previously made available in a virtual environment. The time in the classroom is dedicated exclusively to practical application and debates, optimizing the workload for the development of real skills.
- *Office Simulation and Business Plan*: As a course completion work, the student must develop a Business Plan for a fictitious office. The activity involves everything from the definition of the visual identity and partners, to the cash flow projection for the first 12 months.
- *Gamification*: The use of game elements in management activities. Example: simulation of a competitive market where "offices" (groups of students) compete for fictitious clients, dealing with limited budget and ethical dilemmas. The team that maintains financial sustainability respecting the OAB Code of Ethics wins.
- *Legal Design and Visual Law Workshops*: Training for the preparation of legal documents (contracts and fee proposals) focused on user experience. The goal is to teach the student to communicate value and clarity to the client, abandoning the excessive "legalese" that drives the contractor away.
- *Real Case Studies (Problem-Based Learning)*: The classroom becomes a laboratory of professional experience, analyzing common crises, such as customer defaults or image management on social networks.

5.3 CASE STUDY AND BENCHMARK: THE INNOVATIVE MODEL OF FGV SAO PAULO LAW SCHOOL

The feasibility and urgency of the curricular proposal presented in this work find empirical support in successful experiences of institutions that have already broken with the scientific isolation of Law. The most emblematic example on the national scene is that of the São Paulo Law School of the Getulio Vargas Foundation (FGV Direito SP).

Unlike the traditional model criticized by Ghirardi (2021), which isolates the legal phenomenon from other applied social sciences, the curriculum of this institution integrates, from the first semesters, legal knowledge with management skills. According to the institution's pedagogical matrix, the student is not limited to dogmatic study, but has contact with disciplines that dialogue directly with Administration and Economics.

This approach confirms Feferbaum's (2020) diagnosis that contemporary education requires the development of competencies that go beyond knowledge of the law ("law for the sake of law"). In practice, passive teaching gives way to participatory methods, such as the *Case Method* and Practice Clinics. In these activities, the student is challenged to act not only as an interpreter of the norm, but as a strategic manager, evaluating risks and costs — exactly the competencies whose absence was pointed out as critical by the young lawyers in the field research of this work.

The existence of this model demonstrates that the insertion of management and legal entrepreneurship content is not an academic utopia, but a market need already implemented by cutting-edge institutions. The proposal of this work, therefore, seeks to democratize access to this type of training, suggesting that such content is not the privilege of a few elite schools, but tools accessible to all students to ensure their professional survival.

5.4 FEASIBILITY AND IMPACT ON PROFESSIONAL ENHANCEMENT

The implementation of this discipline is feasible and recommended preferably in the last semesters of the course (9th or 10th period), when the student already has a legal basis and turns his attention to the job market.

This curricular update directly meets the constitutional command of Article 205 of the Federal Constitution, which establishes as the objective of education the "preparation for the exercise of citizenship and its qualification for work". By equipping the student with management techniques and artificial intelligence, the university fills the gap pointed out in the field research, reduces the insecurity of the recent graduate and promotes a more dignified insertion in the market.

Ultimately, training the lawyer to manage his office is to strengthen the administration of justice itself. A financially stable and managerially competent lawyer has the necessary independence to perform his social function without submitting to the debasement of fees, thus materializing the principle of valuing human work.

6 FINAL CONSIDERATIONS

The present study aimed to analyze the impacts of the absence of practical content on management and legal entrepreneurship on the training of Brazilian lawyers, identifying how this gap compromises professional autonomy, career sustainability and the effectiveness of constitutional principles that guide the practice of law. The analysis carried out allowed us to verify that the legal education model still remains strongly anchored in dogmatic and

theoretical bases, reproducing a format that is insufficient for the contemporary demands of autonomous advocacy.

The literature review showed that traditional legal training neglects financial management skills, pricing, strategic planning, office administration, ethical client acquisition and use of technologies. Such skills are indispensable for professional practice today, especially in a scenario marked by growing competitiveness and the need to adapt to technological and market transformations. This educational insufficiency violates, directly and indirectly, constitutional principles such as the valorization of human work, provided for in Article 1, Item IV, and in Article 170 of the Federal Constitution, the educational duty of qualification for work, established in Article 205, and the social function of advocacy itself, recognized in Article 133 as an essential activity for the administration of justice.

The empirical diagnosis obtained through field research confirmed the existence of structural weaknesses faced by young professionals, especially the lack of practical preparation, the insecurity to work alone, the management difficulties and the inability to position themselves in the market. These factors make up the so-called triangle of insecurity, responsible for high rates of evasion from the legal profession in the first years of one's career. The survey also showed that most respondents recognize the need to include managerial content in undergraduate courses as an indispensable measure to strengthen the autonomy and professional dignity of young lawyers.

In view of this scenario, this work presented a proposal for a practical discipline of Legal Management and Entrepreneurship, structured in the axes of pricing, ethical marketing, strategic planning, technology, artificial intelligence and jurimetrics, associated with the use of active methodologies. This proposal seeks to respond to the identified gaps, offering a viable path to modernize legal education, ensure greater security in professional entry and promote a more sustainable law practice aligned with constitutional and social needs.

It is recommended that future studies analyze the practical implementation of this discipline in higher education institutions and evaluate its impact on the reduction of professional dropout, financial autonomy and the performance of graduates. The transformation of Brazilian legal education requires institutional commitment and academic policies aimed at strengthening young lawyers. The curricular update proposed in this work represents an important step towards the achievement of these objectives and for the improvement of legal education in the country.

REFERENCES

Brasil. (1988). Constituição da República Federativa do Brasil de 1988. Senado Federal.

Brasil. (1994). Lei nº 8.906, de 4 de julho de 1994. Dispõe sobre o Estatuto da Advocacia e a Ordem dos Advogados do Brasil (OAB). Diário Oficial da União.

Brasil. (2018). Resolução CNE/CES nº 5, de 17 de dezembro de 2018. Institui as Diretrizes Curriculares Nacionais do Curso de Graduação em Direito. Diário Oficial da União.

Ferberbaum, M. (2020). Metodologias ativas, currículo por competências e a formação do futuro profissional do direito no Brasil. *Revista de Ensino do Direito da Escola de Direito de São Paulo*, 1(1), 1–20.

Ferreira, A. D. B., & Oliveira, S. R. M. (2024). Modernização da advocacia: Desafios e oportunidades na era da tecnologia e profissionalização. *Interfaces Científicas*, 10(1), 9–22.

Ferreira Filho, M. G. (2000). *Curso de direito constitucional* (27ª ed.). Saraiva.

Ghirardi, J. G. (2021). *O ensino do direito para um mundo em transformação*. Atlas.

Kelsen, H. (1998). *Teoria pura do direito* (6ª ed.). Martins Fontes.

Massicano, T. (2022). *Marketing jurídico: A nova advocacia no mundo digital* (4ª ed.). Juspodivm.

Rodrigues, H. W. (2000). *Ensino jurídico: História e perspectivas*. Lumen Juris.

Silva, J. A. (2005). *Curso de direito constitucional* (25ª ed.). Malheiros.

APPENDIX

INDIVIDUAL QUESTIONNAIRE – YOUNG LAWYERS

Researcher: Gabriel Santos Freitas
Advisor: Prof. Me. José Caldas Góis Júnior
Institution: CEUMA University – Law Course

Theme: *The absence of practical content on career management and office administration in legal education: proposal for a practical discipline to strengthen the young lawyer in the light of constitutional principles.*

Objective:

This questionnaire aims to understand the perception of young lawyers about the challenges faced in the first years of practice, evaluating how legal training contributes or fails to contribute to the development of practical skills essential to the autonomous, efficient and sustainable practice of law. The answers will be used exclusively for academic research linked to the Course Completion Work (TCC) of CEUMA University.

- 1. In which higher education institution did you complete your law degree?**
- 2. Which of these alternatives best describes your current situation in the legal profession?**
 I currently practice law I tried to start, but I found difficulties and was unable to continue I never started practicing law after graduation
- 3. In your professional experience, what were the main difficulties faced at the beginning of your career?**
 Lack of practical preparation after graduation Insecurity to work alone Difficulty in attracting clients Financial problems to maintain the activity Lack of professional guidance after graduation Lack of preparation to manage office and demands Emotional overload or stress Other reason:

- 4. Do you consider that your law degree adequately prepared you for the autonomous practice of law?**
 Yes, satisfactorily Partially No, the training was predominantly theoretical and insufficient
- 5. During your undergraduate studies, did you have contact with disciplines, courses or activities focused on career management, office administration or legal entrepreneurship?**

Yes No I don't remember

6. In your opinion, should practical content on career management and office administration be part of legal training?

Yes, as a mandatory subject Yes, as an optional subject I don't see the need

7. What practical skills do you consider most important for the success of the young lawyer?

(Check up to three options)

Financial management and fee pricing Strategic career planning Leadership and people management Professional communication and oratory Customer acquisition and loyalty Use of technology and legal innovation

8. Do you believe that the absence of practical content on management and career in undergraduate studies contributes to the evasion of law in the early years?

Yes, directly Partially There is no relation

9. The Federal Constitution establishes that education must qualify for work (art. 205), that human work must be valued (art. 1, IV and art. 170), and that the lawyer is essential to the administration of justice (art. 133). Considering this, do you believe that the lack of practical preparation in undergraduate studies compromises these principles?

Yes, directly commits Indirectly Does not commit

10. What suggestions would you give to universities to improve the training and support of young lawyers?