

# The Remote Worker Training Backpack: An inclusive guide for corporate trainers

**PROJECT RESULT 1/ T1.1**  
**COMPETENCE FRAMEWORK - NEEDS**  
**VERIFICATION & COMPARATIVE REPORT**

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Deliverable: T1.1.1 Needs Verification Report



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(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

## REFERENCED DOCUMENTS

ID	Reference	Title
1	2021-1-DE02-KA220-VET-000032967	DIGIREACT Proposal
2		

## APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		

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# 1. Introduction

This document opts for revealing the main needs, challenges and practices applied in the partner countries in relation to the competences required for trainers to easily manage their hybrid teams within a novel remote working business model. On top of that, it aims to identify the digital knowledge and skills needed to become competitive among VET training provision targeting corporate trainers. To provide useful insights to this target group, the following competencies will be scrutinized:

- E-leadership
- Leading virtual teams
- Organizational skills
- Digital competencies

## 1.1 Methodology

This part of the methodology aims to identify the needs of VET training providers with regard to the competencies required to manage hybrid teams. This will lead in drawing safe conclusions on the current needs and best practices in order for the project partners to efficiently formulate the Corporate Trainer Profile. A survey has been conducted in all partner countries (DE, IT, PT, EL, IE) to collect data from the project target groups about the state of the art of digital and e-leadership skills. The results will support the formulation of the project learning outcomes to be addressed by the 'Remote Worker Training Backpack'.

The survey was conducted through an online questionnaire handed to the participants and interested parties. The organization has collected 38 answers in total from Germany. The results are documented below conveying the status quo of the country while they will be the backbone based on which the training materials and digital tools will be created.

## 1.2 Target groups

The main target group addressed by the survey is VET Trainers who provide training to corporate trainers. As a result, VET providers and SMEs were contacted in order to gain useful insights on the current practices.

On the other hand, indirect target groups that can be potentially involved and affected by the project results include corporate trainers, employees working remotely, HR managers, employers, IT companies, etc.

## 2. Survey Results

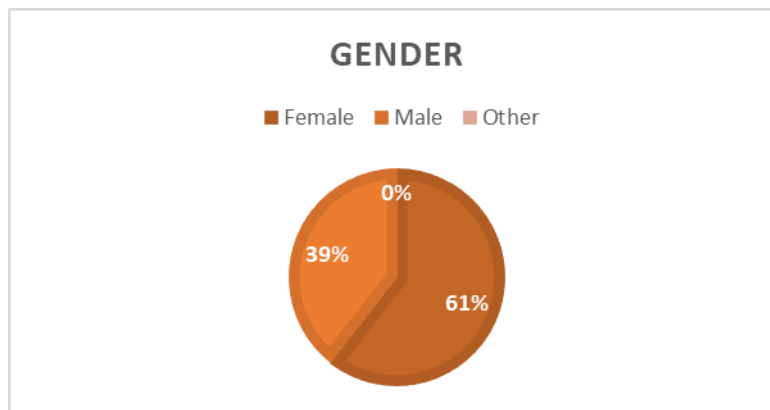
### 1. Demographic data

#### 1.1 What is your gender?

Female: 60.5 % (23 out of 38 participants)

Male: 39.5 % (15 out of 38 participants)

Other: 0 % (0 out of 38 participants)



*Graph 1. Gender of participants*

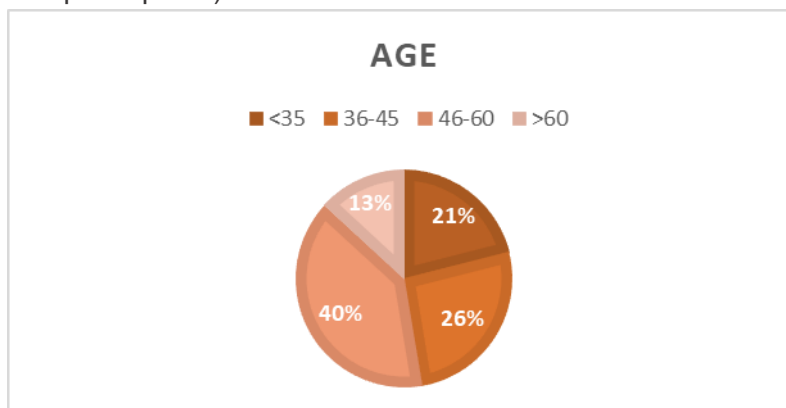
#### 1.2 What is your age?

<35: 21.1 % (8 out of 38 participants)

36-45: 26.3 % (10 out of 38 participants)

46-60: 39.5 % (15 out of 38 participants)

>60: 13.2 % (5 out of 38 participants)



*Graph 2. Age of participants*

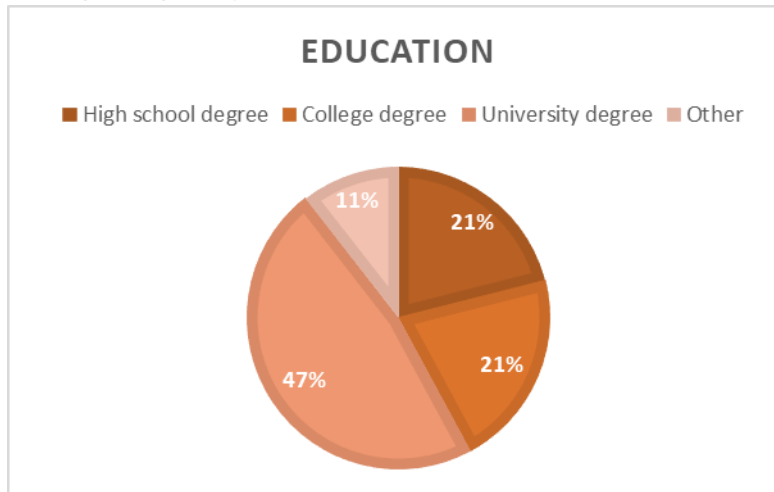
### 1.3 What is your level of education?

High school: 21.1 % (8 out of 38 participants)

College degree: 21.1 % (8 out of 38 participants)

University degree: 47.4 % (18 out of 38 participants)

Other: 10.5 % (4 out of 38 participants)



*Graph 3. Educational level of participants*

### 1.4 Did/Do you attend professional courses and training?

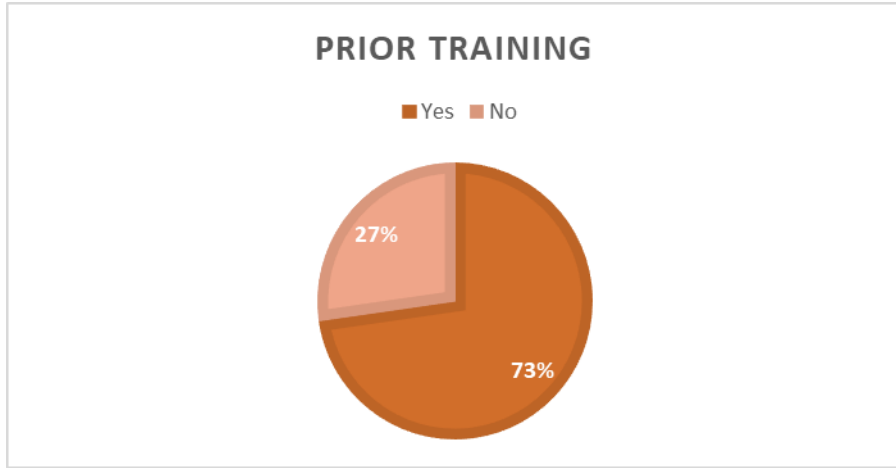
22 responses –

No (6 Out of 22 participants)

Yes- (16 out of 22 participants)

1. specifications
2. Personnel development, leverage
3. Instructor Certificate
4. Programs for creating CD-ROMs and websites, animations, for project planning and implementation
5. training courses in Italy and in the USA
6. Master Warehousing
7. As part of my previous self-employment, etc
8. Training as a nurse, training as an alternative practitioner, lecturer in healthcare
9. Specialist in inclusion and integration education
10. Office user training
11. Competency Recognition
12. Special Education
13. Acquisition of instructor qualification
14. AEVO

15. Moderation, teamer training

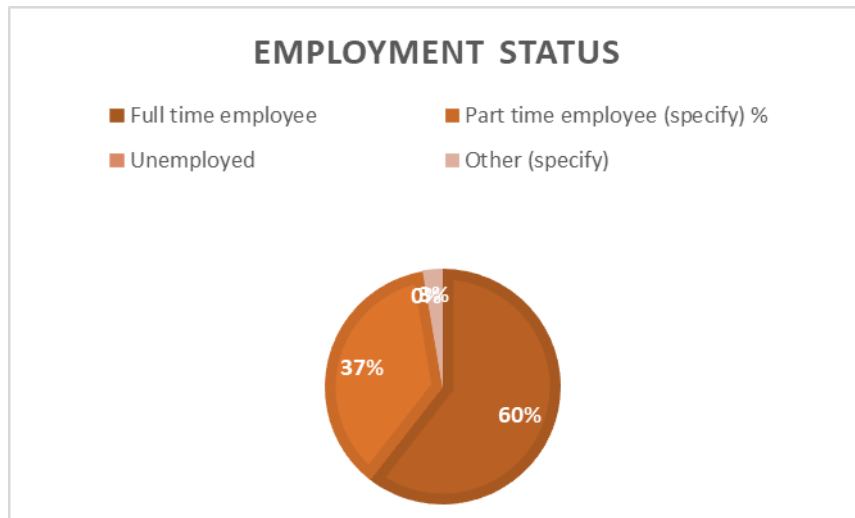


*Graph 4. Prior training of participants*

## 2. Employment status

### 2.1 What is your current employment status?

- Full time employee: 60.5 % (23 out of 38 participants)
- Part time employee: 36.8 % (14 out of 38 participants)
- Unemployed: 0 % (0 out of 38 participants)
- Other: 2.6 % (1 out of 38 participants)



*Graph 5. Employment status of participants*

## 2.2 Size of organization

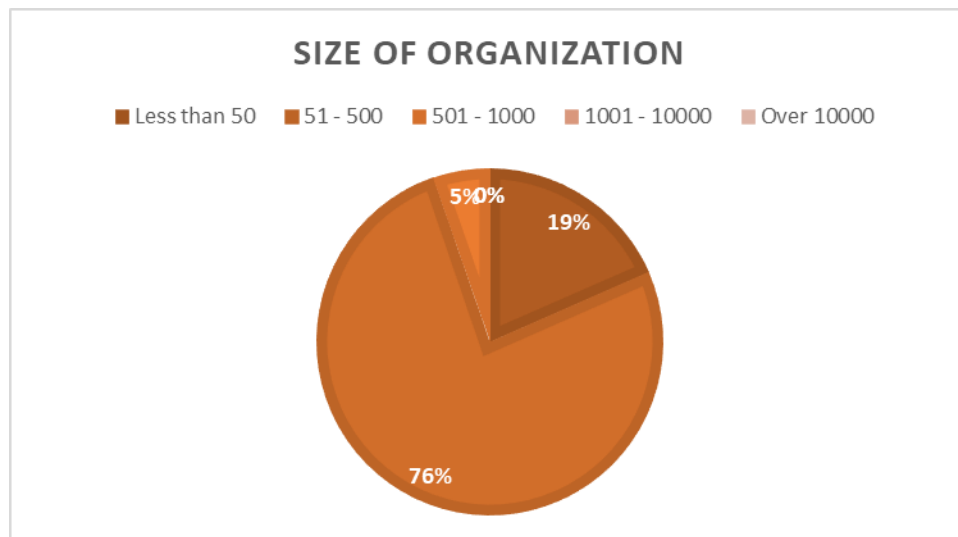
Less than 50: 18.4 % (7 out of 38 participants)

51 – 500: 76.3 % (29 out of 38 participants)

501 – 1000: 5.3 % (2 out of 38 participants)

1001 – 10000: X % (0 out of 38 participants)

Over 10000: 0 % (0 out of 38 participants)



*Graph 6. Size of participants' organizations*



### 2.3 Position in organization

Chief executive: 2,6 % (1 out of 38 participants)

Functional head (e.g. Finance, Sales Director): 2,6 % (1 out of 38 participants)

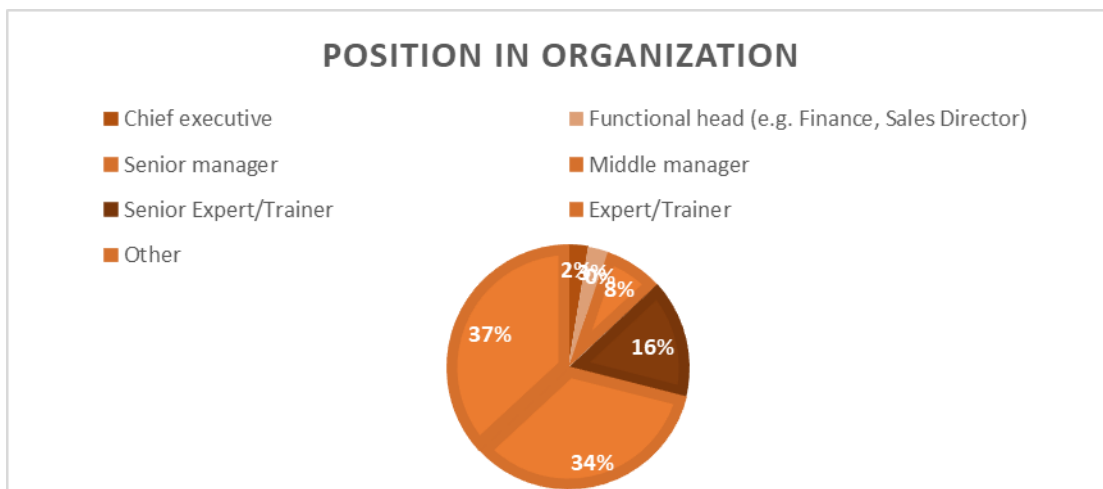
Senior manager: 0% (0 out of 38 participants)

Middle manager: 7.9 % (3 out of 38 participants)

Senior Expert/Trainer: 15.8 % (6 out of 38 participants)

Expert/Trainer: 34.2 % (13 out of 38 participants)

Other: 36.8 % (14 out of 38 participants)



*Graph 7. Participants' position in organization*

## 3. Competences

### 3.1 IT-Affinity

Downloading/uploading files: Average = 3.6

Configuring privacy settings: Average = 3

Selecting from, evaluating and comparing search results: Average = 3,5

Knowing how, when and where to share information online (e.g. social networking platforms, online collaboration tools): Average = 3,4

Conscious online behaviour/ethics, when commenting or posting: Average = 3,5

Reaching services through digital technologies (e.g. taxi, banks, hospitals, etc): Average = 3,5

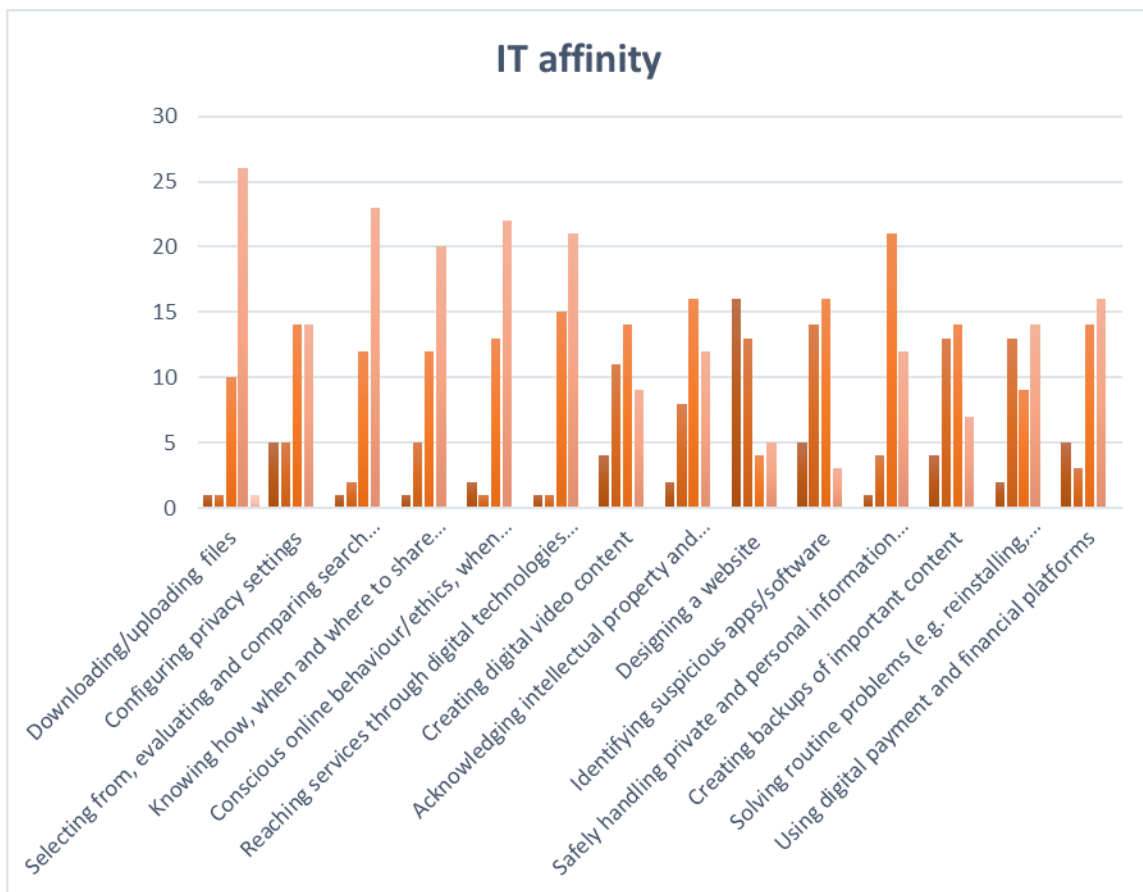
Creating digital video content: Average = 2,8

Acknowledging intellectual property and copyright-related aspects applied to online content: Average = 3

Designing a website: Average = 2,4

Identifying suspicious apps/software: Average = 2,6

- Safely handling private and personal information online: Average = 3,2
- Creating backups of important content: Average = 2,76
- Solving routine problems (e.g. reinstalling, checking connections): Average = 2,97
- Using digital payment and financial platforms: Average = 3,2
- Using the internet and online tutorials (e.g. YouTube) to fix a problem/ to find sources of help: Average = 3,5
- I try to make decision based on evidence obtained from data: Average = 3,3
- I visualise data in order to communicate results more effectively: Average = 3
- I conduct forecasts to learn about future/potential developments: Average = 2,6
- I use achievement rewards in my trainings: Average = 2,5
- I use interactive activities, such as polls and quizzes, to engage peers/learners: Average = 2,7

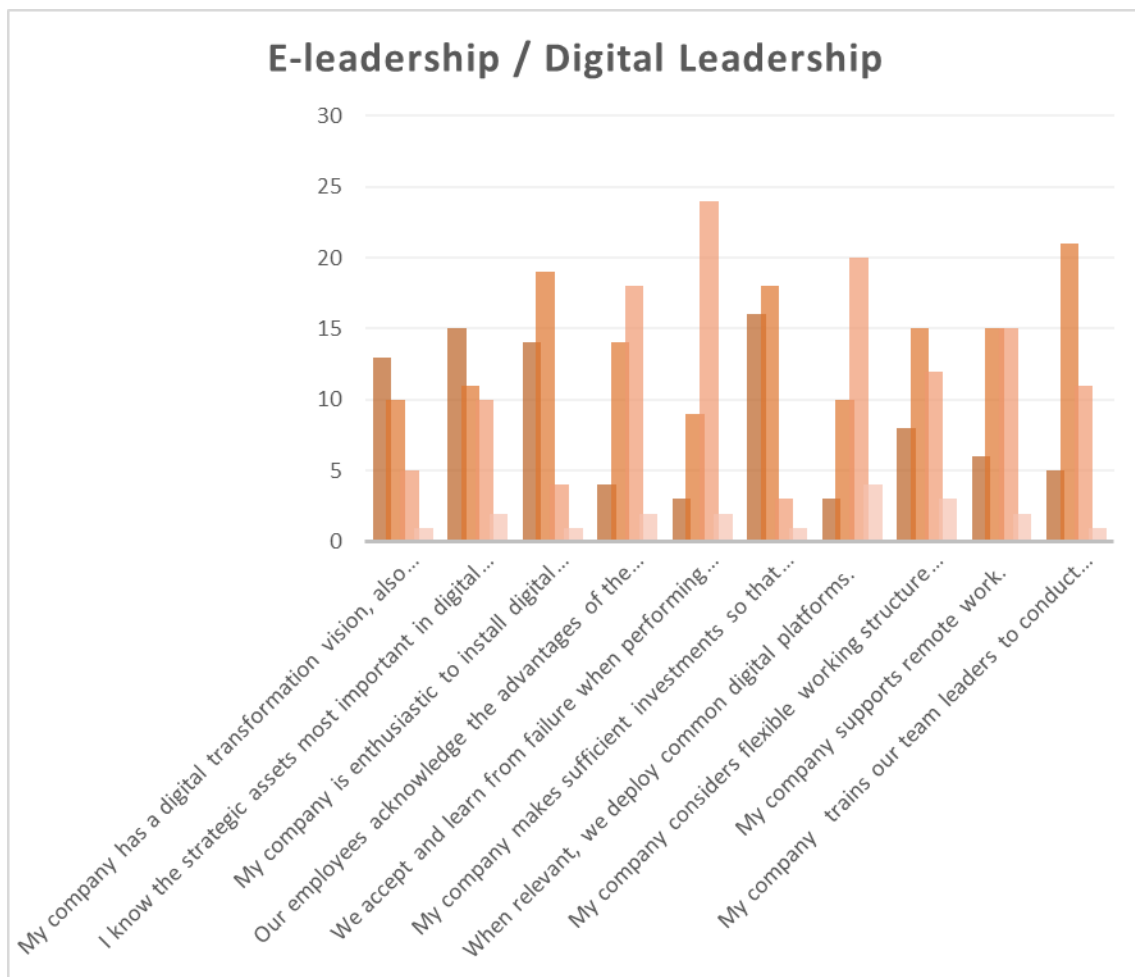


**Graph 8. Participants' IT skills**

### 3.2 E-Leadership

- My company has a digital transformation vision, also with radical changes, applying to each internal unit.: Average = 2,2
- I know the strategic assets most important in digital transformation in my field of activity.: Average = 2,4

- My company is enthusiastic to install digital technologies.: Average = 2,2
- Our employees acknowledge the advantages of the digital change.: Average = 2,6
- We accept and learn from failure when performing digitally.: Average = 2,7
- My company makes sufficient investments so that employees obtain necessary digital skills.: Average = 2
- When relevant, we deploy common digital platforms.: Average = 2,7
- My company considers flexible working structure beneficial for business success.: Average = 2,5
- My company supports remote work.: Average = 2,5
- My company trains our team leaders to conduct productive face-to-face but also virtual meetings.: Average = 2,3



**Graph 9. Participants' leadership skills**

## 4. Informational clauses

### 4.1 Future tendencies

Name some future tendencies which will change your business in medium term future.

1. online lessons, work remotely
2. Become more digital, use social media for advertising, carry out updates
3. don't know any
4. working PCs
5. End of paper documentation
6. Family and women friendly
7. More training for employees
8. Do not understand the question.
9. ecological challenges,
10. Responding to changing work realities.
11. More digitization, hybrid work
12. online courses
13. Occurrence of contagious diseases (result not working from home)
14. There will hardly be any positive tendencies, since suggestions for changes or improvements are always initially blocked. We have so many MA who come individually from their professions who are completely ignored or not heard in discussions, considerations or decisions.
15. In my opinion, this can only be seen as disadvantageous and negligent, but if you don't use your own or existing employee resources, you shouldn't be surprised if nothing changes.
16. Communication is said to be very important here, but unfortunately communication only works in one direction, from bottom to top, from above it is rather dictated and not communicated.
17. demand for nursing staff
18. Critically reflecting on, appreciating and supporting the role of employees in the changing/digitalized labor market.
19. importance and use of learning platforms; digital networking of locations
20. sustainability and equality
21. Nothing is changed
22. Home Learning
23. Transparency, external training, security in the IT area.....
24. Purchase of teaching materials (books)
25. Expand digitization
26. Online course offerings
27. None, as long as the conditions from the state, federal, etc. be specified. There should be more recognised, partial professional qualifications that are accompanied digitally in the desired mother tongue at the same time, so that the German language can be learned more quickly and easily.

28. Voluntary participation in measures
29. digitalization
30. eLearning
31. intensify mobile working,
32. new work
33. online lessons
34. Digital learning - participant-related, networking
35. AR/VR work
36. Don't understand the question
37. N/A
38. N/A

#### 4.2 Digital technologies

How can digital technologies enable you to adapt to these changes?

1. training courses
2. online platforms,
3. don't know any
4. create good lessons
5. Intuitively usable databases
6. I don't have an opinion on that yet
7. ?
8. home office
9. -
10. Development of an appropriate infrastructure
11. Various technologies can help us to become more digital and to reach and communicate with employees and participants in various ways and also to make them fit for the growing digital market.
12. can be prepared to provide quality instruction
13. Simplification of routine processes
14. a
15. Internal and external media could be used to better understand changes. However, if training is required that goes into the subject matter, it must then be initiated promptly by technically experienced trainers (if necessary, money must also be made available for this in order to fall back on external specialist lecturers). be able.
16. Networking with other educational institutions
17. Collect information, bundle it, make it transparent and learn from it.
18. improved server network stability; faster internet connection; mandatory training system for all MA
19. PC, laptop and equipment that simply works well
20. Nothing is changed
21. Programming learning content
22. Good technique, introduction, training , support ;

23. no idea
24. n/a
25. Enable home office for all employees
26. Access a presentation pool
27. not specified
28. Language programs and laptops or tablets are required.
29. Flexibility in learning location, pace and content
30. Training, time for your own learning
31. Use of existing offers.
32. better hardware, adaptation to the digital workplace
33. Through more flexible handling
34. better training and equipment
35. Training for employees, exchange of different educational institutions
36. Training, better hardware and infrastructure

#### 4.3 Digitization of companies

Can you name some repetitive tasks in your company which might benefit when digitalized?

1. Yes
1. -
2. lessons, meetings
3. bookings, checkout,
4. don't know any
5. Compatible databases with cooperation partners, smoother data exchange, digital elements in the classroom for didactic illustration
6. I don't have an opinion on that yet
7. No entry possible at the moment
8. accounting, billing
9. Make learning material accessible to everyone; in the case of home office, contacts can be maintained and established faster and more securely. Documents can be sent faster and more securely
10. automatic answering of e-mails, creation of certificates, calculation of travel expenses
11. networking
12. a
13. First and foremost, the focus should be on suitable analogue solutions, such as the implementation of technical theoretical instructions and teaching units in a room provided and made available for this purpose.
14. A theoretical instruction or even instruction, as desired by the GF and TL, is very difficult to implement on the practice areas. (High level of background noise, missing board, hardly any way to avoid it, disturbances by employees or other participants)
15. Online lessons as an alternative for participants with childcare problems
16. Almost all processes can be qualitatively upgraded with a functioning, digital infrastructure.

17. evaluation of quality; independent development of content; Training in evaluating data and information
18. prepare teaching material
19. no
20. Forklift training
21. Training of the participants , class register , simplify lists to be worked off ;
22. no idea
23. human resources management; General administration and filing, especially lessons and offers
24. Keeping class registers, support plans, etc
25. Learning examples also explain in the short film
26. sending of documents
27. Translate professional content straight into the appropriate mother tongue.
28. Digitization of the learning content
29. moodle
30. Language courses, specialist courses in crafts.
31. digital teaching units, issuing certificates for services rendered, reports, participant contacts,
32. Optimizing workflows, faster implementation of ideas and goals
33. assessments, attendances
34. Lessons, databases - participants, placement lists, controlling
35. Mobile working, remote work

#### 4.4 Challenges



*Graph 10. Challenges in digitization*

#### 4.5 Personalization

On a scale from 1 to 5 how well can your participants/students/consumers customise your courses to meet individual needs

Average = 2,6

#### 4.6 Motivation

What motivates your students to be engaged with your content? Select as many options as needed.

Badges/rewards (competitive elements): 5,6% % (2 out of 38 participants)

Certificates: 60,5 % (23 out of 38 participants)

Personal interests: 76,3 % (29 out of 38 participants)

Interactive videos: 21,1 % (8 out of 38 participants)

Collaborative activities: 44,7 % (17 out of 38 participants)

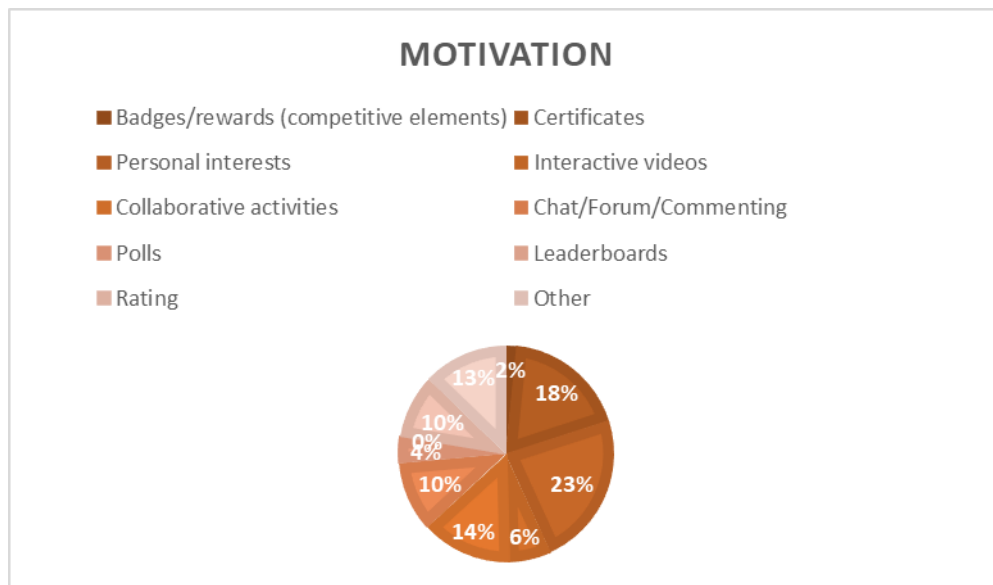
Chat/Forum/Commenting: 34,2 % (13 out of 38 participants)

Polls: 13,2 % (5 out of 38 participants)

Leaderboards: 0 % (0 out of 38 participants)

Rating: 31,6 % (12 out of 38 participants)

Other: 42,1 % (16 out of 38 participants)



*Graph 11. Motivation of learners*



## 5. Conclusions

Overall, the respondents have average skills in dealing with digitization.

Regarding digital skills, most of the respondents have high application skills and use digital applications and devices confidently, but few understand the underlying mechanisms and connections. Almost everyone knows how to get information on the Internet, but critical evaluation is often difficult. Almost all of the participants can “post” content, but few know whether content is protected. Moreover, while in the area "designing and creating" digital content shows that posting is widespread, a programming language skill is scarce.

There is also need for action in the area of problem-solving skills. Furter, there is need for understanding the interrelationships of digitization

Regarding the e-leadership skills the respondents were rather critical, identifying need for companies to be more agile and flexible as well as means for improving management by using new methods and instruments. Also, it is noticeable that financial investments to the topic are not sufficient. Almost half of the respondents have the impression that digital leadership is not currently an issue in their companies. The assessment of managerial skills also shows that there is a need for action. This applies above all to the use of new tools, e.g. for collaboration.

Among motivating tools the respondents are more inclined to use certificates, personal interests, collaborative activities, Chat/Forum/Commenting.