



# Erratum to: Virtual reality for prospective and process-related competence modeling—piloting a participatory approach and investigating user acceptance of the applied VR-tool

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## Erratum to:

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Dear readers,

In the original published version of this article, Fig. 9 was misrepresented. Figure 9 was a duplication of the previous Fig. 8.

Please find enclosed the correct Fig. 9 illustrating the intended content.

This error has already been corrected.

We ask you to note this change and apologize for this error.

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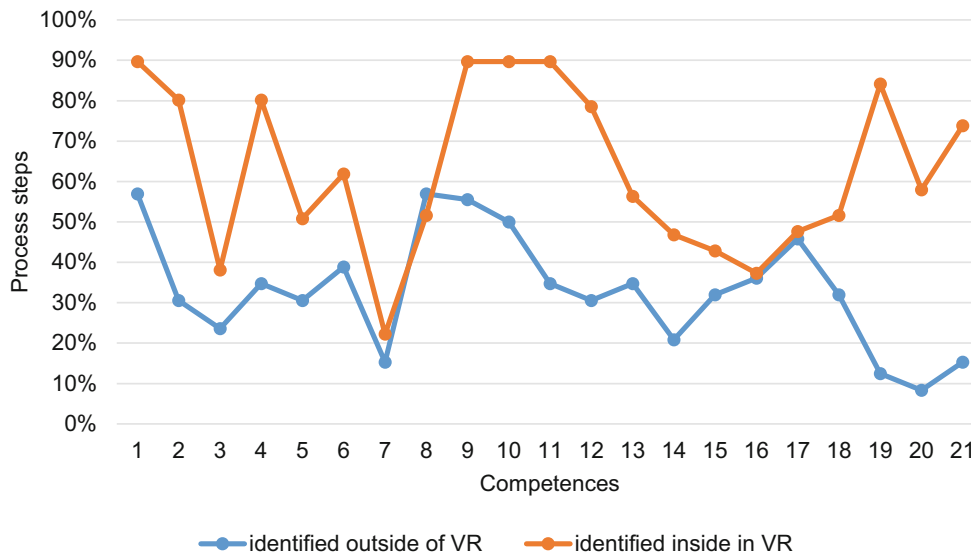
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**Fig. 9** Frequency distributions of the competences required in the future digitalized businesses process of SME 3. The upper frequency distribution was determined on the basis of the competence models created in VR. The lower frequency distribution was determined on the basis of the competence models created outside of VR (cf., Depenbusch et al. 2021). The 21 competences listed on the x-axis represent the competence sub-dimensions listed in the competence inventory. These competence sub-dimensions are also included in the prospective and process-related competence models. 1 application of expertise, 2 application of manual skills, 3 application of interdisciplinary knowledge, 4 application of practical experience, 5 problem-solving, 6 holistic thinking, 7 reflection, 8 planning capability, 9 information dissemination and -processing, 10 teamwork and cooperation, 11 communication, 12 flexibility, 13 positioning one's own point of view, 14 willingness to work, 15 resilience, 16 ability to learn, 17 assuming responsibility, 18 digital content creation, 19 information and data literacy, 20 communication and collaboration using digital technologies, 21 problem-solving using digital technologies

**Fig. 9** Häufigkeitsverteilung der im zukünftig digitalisierten Geschäftsprozess von KMU 3 geforderten Kompetenzen. Die obere Häufigkeitsverteilung wurde auf Grundlage der in der VR entwickelten Kompetenzmodelle bestimmt. Die untere Häufigkeitsverteilung wurde auf Grundlage der außerhalb der VR entwickelten Kompetenzmodelle (cf., Depenbusch et al. 2021) hergeleitet. Die an der x-Achse aufgeführten 21 Kompetenzen repräsentieren die im Kompetenzinventar aufgeführten Kompetenz-Subdimensionen. Diese Kompetenz-Subdimensionen sind ebenfalls in den prospektiven und prozessbezogenen Kompetenzmodellen aufgeführt. 1 Anwendung von Fachwissen, 2 Anwendung von Fertigkeiten, 3 Anwendung von fachübergreifendem Wissen, 4 Anwendung von Erfahrungswissen, 5 Problemlösefähigkeit, 6 Ganzheitliches Denken, 7 Reflexion, 8 Planungsfähigkeit, 9 Informationsweitergabe und -verarbeitung, 10 Teamfähigkeit und Zusammenarbeit, 11 Kommunikationsfähigkeit, 12 Flexibilität, 13 Positionieren des eigenen Standpunktes, 14 Einsatzbereitschaft, 15 Belastbarkeit, 16 Lernfähigkeit, 17 Verantwortungsfähigkeit, 18 Erzeugen digitaler Daten, 19 Umgang mit digitalen Daten, 20 Digitale Kommunikation und Zusammenarbeit, 21 Problemlösen mittels digitaler Technologien