D1.4.1

Concept of the TN Digitalisation strategy of CE

Version 2

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CONCEPT OF THE TN DIGITALISATION STRATEGY OF CE

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EXECUTIVE SUMMARY

This report, which reflects the activities of Work Package 1 of the Digi-B-Well project, introduces the concept of the transnational (TN) digitalisation strategy that is relevant to the public authorities, small and medium-sized enterprises (SMEs), and academic institutions of Central Europe (CE). Its general objective is to build the strategy's foundation by evaluating the feasibility of the project's methodological framework based on intervention principles and practical insights.

Structure and Content: The report is structured into 4 general sections. The first section presents an overview of the project's 3-Step Methodology that is supplemented by the perspectives of positive participatory organisational interventions and realist evaluation. After the second section describes the procedures of the data collection that was conducted, the third section details the insights shared by the project partners regarding the feasibility of the 3-Step Methodology in their respective organisational contexts. The fourth section concludes with an integration of the feedback collected from project partners and the concept of the transnational strategy.

Methodology: Data was collected through online group interviews with project partners. Those who were unavailable to participate during the scheduled group interviews were requested to complete a template that was sent via e-mail and answer questions based on the interview.

Results: Summarising the feedback collected from all project partners, important considerations for each organisational sector (i.e., public authorities, SMEs, academia) were identified in each step of the Digi-B-Well project methodology, namely, Assessment, Awareness, and Action. Though the contextual differences between organisations were highlighted in the interview responses, certain similarities were also noted among project partners, providing valuable contributions to the realisation of the TN strategy.

Recommendations: In light of the complexities when addressing digital well-being within and between organisations, public authorities, SMEs, and academic institutions are recommended to follow the principles of transparency, inclusion, and realism as part of an overall strategy that respects the nuanced contexts of a workplace.

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ACRONYMS & ABBREVIATIONS

TERM	DESCRIPTION
CE	Central Europe
HR	Human Resources
IT	Information Technology
SMEs	Small and Medium-sized Enterprises
TN	Transnational

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CONCEPT OF THE TN DIGITALISATION STRATEGY OF CE

1. INTRODUCTION

1.1. The Digi-B-Well Methodology

The transnational digitalisation strategy is oriented towards promoting digital well-being by applying the Digi-B-Well methodology. This deliverable introduces the concept of the strategy, which will be finalised at the end of the third reporting period (Output 1.2).

Digi-B-Well methodology proposes a multilevel and processual approach to the digital well-being promotion. Digital well-being is defined as **an individual's subjective experience of optimal balance between the benefits (i.e., digital job resources) and drawbacks (i.e., digital job demands) of digitalisation (e.g., adoption of new technologies and digital capabilities) in the workplace** (Scholze & Hecker, 2024; Vanden Abeele, 2021).

In this definition, subjective experience refers to the personal aspect of well-being, encompassing individuals' cognitive (i.e., thoughts) and affective (i.e., emotions) evaluations of their lives. These evaluations can be categorized into various dimensions, such as mental, social, and physical well-being (Linton et al., 2016). Moreover, by incorporating both digital job resources and digital job demands, the concept of digital well-being is more clearly distinguished from technostress, that is a related construct that primarily emphasizes the negative effects of technology use on well-being, such as stress and anxiety (Bondanini et al., 2020).

Generally, healthy workplaces implement balanced, multilevel interventions involving individuals, groups, leaders and the organisation as a whole (IGLO model), in order to achieve a synergistic effect (Day & Nielsen, 2017). The **Organisational level** targets the way work is organised, designed, and managed (e.g. policies, workflows, and workplace culture). The **Group level** focuses on the social relationships within work groups, teams or units (e.g. team cohesion, communication, collaboration and conflict resolution; Day & Nielsen, 2017). The **Leader level** considers the important role of leaders or managers within organisations, as well as the influence that their behaviours (e.g. effectiveness, decision-making and organisational goal alignment) have on the digital well-being of employees (Skakon et al., 2010). The **Individual level** involves providing resources directly to individual employees (e.g. skills, knowledge and motivation) to improve their digital well-being and productivity (Day & Nielsen, 2017).

As an extension of the IGLO model, the Digi-B-Well methodology considers two additional levels. The **Technological Level** refers to the state of an organisation's digital infrastructure. The **Overarching Context** level includes expansive environmental factors (e.g. national context and culture; Nielsen et al., 2018) that are relevant to the digitalisation of organisations.

In addition to being multi-level, the Digi-B-Well methodology is also procedural. In other words, it involves three steps for implementing a digital well-being intervention.

The 3A Steps are structured as follows:

- **Assessment** – Identifying the gap between demands and resources: This step begins with defining job demands and resources, aiming to develop a practical toolkit to assess digital well-being levels within public authorities, small and medium-sized enterprises (SMEs), and academic institutions.

- **Awareness** – Understanding the level of digital well-being: Given that well-being is inherently subjective, this step focuses on raising awareness about digital well-being across multiple levels—individual, team, leadership, organisational, and territorial—through a transnational strategy.

- **Action** – Improving digital well-being through targeted interventions: Based on the insights gained from assessment and awareness, this step involves designing specific action plans tailored to the unique needs of different countries and target groups, with the goal of promoting digital well-being in diverse work environments.

Lastly, there are many current and anticipated broader trends that can affect the digital transformation of organisations, both now and in the future. These trends may be technological or societal in nature. Therefore, when addressing digital well-being in the workplace, it is important for organisations to also anticipate these trends.

The Digi-B-Well transnational strategy aims to promote this methodology for approaching digital well-being based on the principles of positive participatory organisational interventions (PPOIs) (Nielsen & Christensen, 2021), as well as realist evaluation.
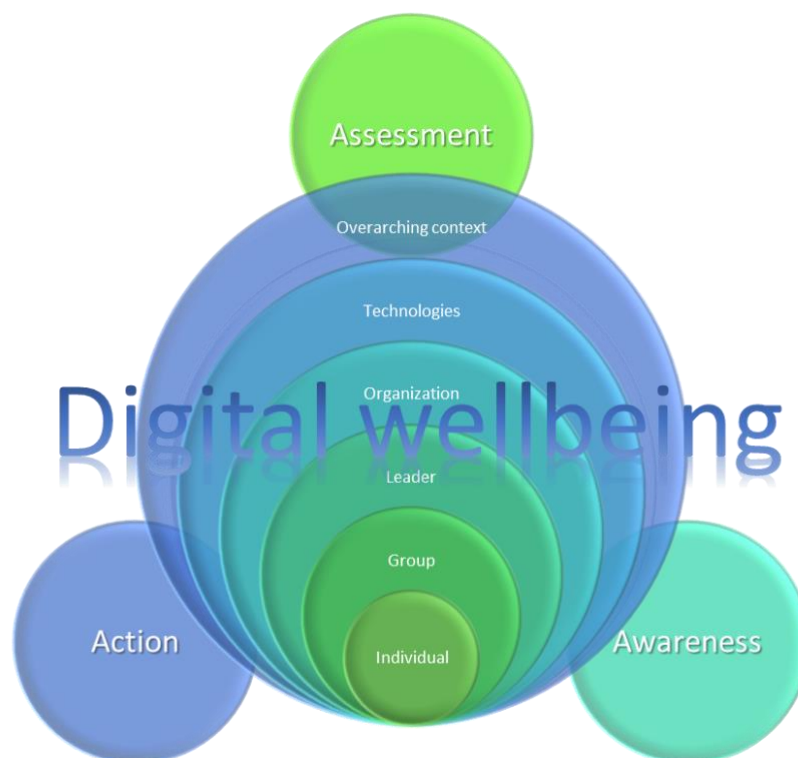

Figure 1. The multilevel 3A Digi-B-Well Methodology

1.2. Participatory organisational interventions (PPOIs)

Both the Digi-B-Well methodology and the PPOIs are grounded in the Job Demands–Resources (JD-R) model (Demerouti et al., 2001), which conceptualises well-being as the result of a balanced relationship between the negative aspects of work that require sustained effort or skills and can lead to strain (job demands), and the positive aspects that support employees in achieving their goals and fostering personal development (job resources). In this framework, the PPOIs aim not only to reduce or eliminate excessive job demands but also to enhance job resources, addressing both dimensions across multiple levels—individual, group, leadership, and organisational (Nielsen et al. 2021).

PPOIs emphasise the importance of **participatory processes** for promoting well-being in the workplace. Participation generally involves collaboration, co-creation and empowerment. Employee involvement ensures that solutions are better tailored to the actual work environment. It also increases the likelihood of successful implementation due to greater ownership and acceptance. Workers and managers at all levels feel a sense of ownership of the intervention process and the planned actions, making them more likely to proactively integrate changes to work practices and procedures into existing ones.

The participation process is applied at every stage of the workplace change process that is promoted by PPOIs (Nielsen et al. 2021). In the **preparation phase (1)**, a steering group should be formed to design and sometimes shape the content of the initiative, with leadership support being determinant. The preparatory phase is crucial for securing commitment during all the process.

This is followed by a **screening phase (2)** to identify problematic working conditions, using input from both workers and managers. Surveys are commonly used, though other methods and existing organisational data may also contribute. Based on this information, collaborative **action plans** are developed to address key issues **(3)**. Action plans may address multiple levels of intervention. At the Individual level, employees need support to develop the personal resources needed to successfully overcome challenges at work. At the Group level, collaboration and effective communication must be improved to enhance team well-being. At the Leadership level, leaders should be trained to support employee development and avoid placing adverse demands on employees. At the Organisation level, the focus is on changing work policies, practices and procedures through a collaborative approach, in which managers and employees jointly decide on both the process and the content of the intervention. These changes may involve training systems to ensure that employees have the necessary skills and competencies for the job; compensation and reward systems to encourage clear and transparent career progression; and job design to promote teamwork, information sharing, job autonomy and flexible working.

These **plans are then implemented (4)**, taking into account contextual factors that could affect the intervention. The characteristics of participants (e.g. individual characteristics, team functioning and leadership styles), as well as organisational factors (e.g. existing practices and policies), can result in either facilitating or hindering the implementation of changes. Consistently, when the changes are due to digital transformation, we can expect that the initial level of digital maturity and readiness at an individual and organisational level to be crucial for orienting actions to facilitate it.

Finally, the intervention must be **monitored (5) and evaluated (6)** to determine whether it has successfully reduced stress and improved employee well-being. In order to better understand how to monitor and evaluate interventions in a natural context such as the workplace, it is necessary to introduce the realistic evaluation model. This is what we will do in the next paragraph.

1.3. Realist Evaluation

Realist evaluation is a theory-driven approach to evaluating complex interventions that is particularly useful in social and organisational contexts. It is based on the idea that context and mechanisms interact to produce outcomes, which are known as Context-Mechanism-Outcome (CMO) configurations (Pawson, 2013; Pawson and Tilley, 1997). **Context (C)** refers to the circumstances and environment in which the intervention is implemented (e.g. organisational culture, leadership style and readiness for change). The **Mechanism (M)** describes the underlying processes or participant responses triggered by the intervention (e.g. improved communication, ownership and trust). The **Outcome (O)** refers to the effects or results of the intervention (e.g. increased well-being or better job satisfaction). In this sense, realistic evaluation helps researchers and practitioners identify effective strategies tailored to specific people and circumstances, rather than assuming one-size-fits-all solutions.

Organisational interventions aimed at improving employee health and well-being by changing the design, organisation and management of work are complex, theory-based actions that operate through a participatory, dynamic and recursive approach. In this approach, employees and managers collaborate to decide on the process and content of intervention activities (Nielsen et al., 2010). According to realist evaluation, interventions are not effective because of the intervention itself, but because they enable participants to make different decisions about how they act. The outcomes result from participants' choices about whether and how to change their behaviour. In organisational settings, components of an intervention, such as action planning, initiate specific participant behaviours, particularly active involvement in the collaborative design and implementation of plans. It is these behaviours, rather than the intervention alone, that ultimately lead to the desired outcomes. More broadly, the context in which the intervention is carried out may determine whether it succeeds or fails. As Nielsen and Miraglia (2016) suggested, *"The focus of realist evaluation is to answer the questions of 'what works for whom in which circumstances?' in an attempt to open the black box of how and why interventions may or may not work."* (p. 45). Given the interplay between the participants of the intervention and the structures in which it is embedded, interventions cannot simply be transferred from one context to another, but must be adapted and targeted. For this reason, the **Digi-B-Well 3-step methodology** recommends starting any action to support digital transformation with a multilevel *assessment* of the specific work context's needs, expectations, and challenges. Furthermore, the Digi-B-Well 3-step methodology emphasizes the importance of making participants and stakeholders *aware* of the starting point and the transformation process, as interventions are effective when they provide individuals with the opportunity to make different choices about their agency (Greenhalgh et al., 2015). The extent to which employees are open to change and confident in managing it effectively influences both their level of participation in change initiatives and their sense of having contributed meaningfully to the change process. The *action* phase of the Digi-B-Well methodology takes a participatory approach, enabling employees to collectively decide how to implement digital transformation and change the way work is organised, designed and managed. This approach fosters a sense of shared responsibility and ownership.

In conclusion, realist evaluation can support organisations, HR professionals and occupational health practitioners in improving employee health and well-being by changing how work is

organised, designed and managed. It identifies which aspects of an intervention's content and process are most effective, enabling better planning and setting realistic expectations for outcomes. Furthermore, by clarifying the complex, context-specific mechanisms that underpin successful interventions, realist evaluation can inform policy development at organisational and national levels. This contributes to the creation of evidence-based methods, tools and guidelines that policymakers can recommend to organisations seeking to enhance workplace well-being.

2. DATA COLLECTION

Online group interviews were conducted to collect insights from project partners regarding the feasibility of the Digi-B-Well Project 3-Step Methodology in the context of their respective sectors (i.e., Public Authorities, Academia, SMEs). Each group interview began with a brief presentation that introduced the main concepts and framework used in the Digi-B-Well Project Methodology and outlined in detail the specific steps involved, namely, Assessment, Awareness, and Action. An interview guide was used to conduct semi-structured interviews to collect information regarding each step. These include the relevant digital job demands and digital job resources that need to be assessed, the communication strategies that need to be employed to increase awareness within their organisations, and suggested action plans or organisational interventions that would benefit their contexts.

The interviews were initially scheduled based on the sector where the project partner belonged. The first group interview consisted of project partners from public authorities (i.e., ARRSA, PGKC), while the second group interview consisted of project partners from academia (i.e., EUBA, UNIBO, TUIL). Due to foreseen issues of participants' availability during the original interview schedule for their sector, project partners from SMEs were instead invited to participate in either the public authorities group interview (i.e., bwcon) or academia group interview (i.e., PBN). The two group interviews were conducted using the Microsoft Teams platform with each interview lasting 1.5 hours. Each project partner had 1-2 representatives that participated in the group interviews. For the remainder of project partners who were unavailable to attend either group interview schedule, they still provided their insights and contributions by answering a template containing questions based on the interview guide.

3. RESULTS

The results are presented with respect to the corresponding steps of the Digi-B-Well Project Methodology, beginning with Assessment, followed by Awareness, and then describing Action. In each step, the responses of project partners are categorised according to the organisational sector where they belong (i.e., public authorities, SMEs, academia). The results also considered the framework of multilevel interventions (Day & Nielsen, 2017; Nielsen et al., 2018) and reported project partners' responses in consideration of the level of interest (i.e., individual, group, leader, organisational, technological, overarching context). The last paragraphs of the results section synthesise the overall insights from the project partners' responses regarding the Digi-B-Well Project Methodology.

3.1. Assessment

This step involves the assessment of digital job demands and digital job resources to better comprehend the level of digital well-being in an organisation. Though various digital job demands and digital job resources were identified by the project partners, these responses can be framed interchangeably (i.e., it can act both as a job demand or job resource) depending on its function as an opportunity or a challenge for the organisation.

In **public authorities**, they are reported to possess the financial capabilities to procure and implement developed technologies as digital job resources from a technological level in their respective organisations. Managerial support in the use of technologies has also been noted to serve as a digital job resource for employees. However, the national legislations from the level of the overarching context can act as a digital job demand in their organisation when there is a gap between the available technology and the legislative framework of their job procedures as public bodies. Compared to private organisations, public authorities will have to wait at a longer timeframe for the legislation to be enacted that affirms the alignment of technological use with the scope of work done by public employees. From an organisational level, the work processes affected by the implementation of new technology has also been regarded as a digital job demand due to the job tasks and procedures becoming more complex from the adoption of digital tools. This job demand from an organisational level also becomes a digital job demand at an individual level that increases the workload of the public employee. Another digital job demand perceived at an individual level is the low level of digital skills and competencies reported by some employees that also becomes a digital job demand at a team level affecting group performance. The poor digital competencies observed at the individual level are also suggested to affect the work process issues observed at the organisational level. In general, public authorities reportedly lack previous experience in performing well-being assessments within their respective organisations, so they would find the digital well-being toolkit of the Digi-B-Well project to be a useful instrument that can help them in many areas.

In **SMEs**, the use of technology (e.g., digital assistant) has been identified as a digital job resource at an individual level that helps employees improve their autonomy and productivity. This can also be considered a digital job resource at a team level as it encourages and influences fellow employees to adopt such technology for their own work tasks. From the level of an overarching context, the limited knowledge and reported distrust from stakeholders that SMEs interact with can become a digital job demand that hinders employees from implementing digital tools in their daily work activities. The concerns raised by stakeholders regarding the adoption of digital tools can be linked to perceived issues of the general national environment (e.g., uncertain economic and political situations) that make them hesitant to technological changes in work processes. Similar to the sentiments shared by public authorities, the altered work processes at an organisational level (e.g., remote work activities during the COVID-19 pandemic) and the limited digital competencies at an individual level are regarded as digital job demands among SME employees. Issues of constant connectivity and online monitoring has also been reported as digital job demand from an individual level. Compared to public authorities, however, SMEs have reported prior experiences in performing assessments of digital well-being. These can be carried out by HR and may involve meeting with managers and organisational leaders to assess and discuss their employees' involvement

in the technology use within their companies. With regard to the use of the digital well-being toolkit of the Digi-B-Well project, SMEs are also suggested to benefit from this instrument that can provide a structured or systematic approach to the assessment process. Furthermore, the toolkit can be insightful in comparing and assessing the levels of digital well-being among different teams within an organisation.

In academia, the use of technology for teaching and research activities is regarded as a digital job resource at an individual level, especially considering the high job autonomy observed among academic employees. But such use of technology can also be perceived as a digital job demand when a misalignment in digital adoption is observed between the leader level and employee level. These occurrences have been reported among academic employees' remote work and teaching activities wherein telework and the utilization of unfamiliar digital tools were discouraged among academic staff. Given these issues, the digital well-being toolkit of the Digi-B-Well project is viewed as a valuable opportunity to assess digital well-being across different levels of an organisation to help address the misaligned perceptions and objectives of technology use. In addition to identifying discrepancies in the levels of digital well-being between leaders and employees, the toolkit is also appraised to provide assessment opportunities regarding the technological level of an academic institution in light of the various digital tools utilized by employees (e.g., OneDrive, Google Drive). In general, academic employees highlighted the importance of comprehending the unique views that employees and managers hold about digital well-being in the workplace.

3.2. Awareness

This step involves increasing general awareness of digital well-being and the importance of addressing it in an organisational context. The responses of the project partners generally concern the target audience, responsible parties, and relevant activities of awareness campaigns and communication strategies for their respective organisations.

In public authorities, the culture at the organisational level is considered to primarily affect employees' reception of distrust and distress regarding initiatives related to digital well-being. In other words, a supportive organisational culture, especially from the managerial level, is believed to be crucial when addressing employees' issues of work process changes that affect their digital well-being. Management training can be performed to help with awareness activities, but employee training may also be necessary to better approach the topic of digital well-being in the organisational context. One suggestion is to implement pilot activities as a preliminary step that allow employees to become more open and welcome digital well-being initiatives in their work activities. In public authorities where the organisational structure can be quite large and complex, communication strategies need to focus on the specific channel and construction of information to be shared. For example, managers' communication skills are essential in the spread of information as leaders in general become a point of communication for employees to learn more about digital well-being. Additionally, information regarding the benefits of digital well-being can be presented to employees instead of framing the topic as another work obligation. Interdepartmental collaboration (i.e., between communication, HR, and IT departments) is also suggested in the implementation of communication activities (e.g., development of internal communication strategy, visual communication on company intranet). Fundamentally, it is

important for each level of the organisation to be aware and to understand well both "what" and "why" activities are being implemented in relation to digital well-being.

In SMEs, a health manager belonging in their HR or personnel department may handle the responsibilities of increasing awareness regarding digital well-being in their respective companies. But for SMEs with smaller structures, the special role of a health manager is often absent within their organisational context. Top management, or organisational leaders in general, would play the role of being the main channels of communication and access of information regarding digital well-being among their employees. Additionally, the workplace and occupational safety trainings conducted in some organisations can also serve as an occasion to connect the topic of digital well-being and raise awareness about this issue. Regarding the contents of information that can be shared to employees, these can include the links between digital well-being and employee outcomes (e.g., productivity, job satisfaction, employee retention), as well as individual testimonials and practical tips. Whatever the size of the SME, it is generally expected that awareness of digital well-being should be reached across all levels of the organisation.

In academia, the need for a communication plan is emphasised in consideration of the impact that the COVID-19 pandemic had on academic employees' digital well-being and the lack of any awareness campaigns during this specific situation. Comparable to the perceptions of the other sectors, academic employees may find it beneficial to receive official communication about digital well-being from their respective managers or organisational leaders (e.g., professors, department heads, deans). Such a communication approach can imply a sense of responsibility among leaders for the entire institution's digital well-being. Management training will be essential to spread awareness of digital well-being. To increase the effectiveness of communication training among managers, incentives may be warranted to support and motivate leaders to conscientiously discuss the relevance of digital well-being among their employees. Communication activities that focus at the employee level are also suggested in which the digital well-being toolkit of Digi-B-Well project can serve this function by spreading awareness about the topic after employees complete their individual assessment. Depending as well on the structure of an academic institution, some organisations have specific departments or units that focus specifically on well-being and health. Though the scope and activities of such departments can be broad and more general to academic well-being, they can still be considered as possible points of communication regarding digital well-being in the academic workplace.

3.3. Action

This step involves the preparation of action plans and interventions on the basis of the assessment and awareness of the organisation's needs with respect to their digital well-being. In their responses, project partners highlighted their organisational circumstances and experiences that differentiate the specific solutions and action plans that cater to their context in contrast to other sectors.

In public authorities, the involvement and motivation of both management and employees will play an important role in the implementation of the action plan and its corresponding consequences. However, the success of the action would also be contingent to the overall structure and context of the organisation. For instance, public authorities may prefer to use internal resources and previously established solutions or good practices in the implementation

of action plans compared to the use of external resources, where the proposed intervention may be more foreign and less flexible to the public structure. In this sense, even though sharing of experiences from external actors (e.g., psychologists) and joint pilot activities can still be performed, public authorities may encounter difficulties to find synergy with other sectors (e.g., academia, SMEs) in implementing action plans due to differences in contexts and needs (e.g., public procedure vs. cost effectiveness). Another consideration for public authorities is that their action plan needs to have a good understanding of the entire organisational system or work processes. By addressing all levels of the organisation, the action plan can ensure that the benefits of implemented changes and improvements will not exclude any member of the company, especially those with lower levels of digital competencies. Among the intervention examples that were cited are the implementation of a digital balance training (e.g., time management, digital detox) and a new software system. In this latter example, a key element of the action plan's success was the clear and detailed communication from the management level to the employee level that reflected transparency regarding all aspects of the technological change (e.g., rationale, benefits, consequences).

In SMEs, they also emphasise the importance of involving and properly communicating with both management and employee levels about action plans. Whereas at the leadership level, the objectives and goals of an action can be comprehended from a strategic perspective, the reception of a proposed intervention may need to be approached and communicated in a different manner at the employee level. Similar to the sentiments of public authorities, SME employees would appreciate incentives for engaging and contributing to the efforts of an action plan implementation related to digital well-being. SMEs have also highlighted the importance of involving their internal HR staff and organisational leaders in the implementation of digital well-being interventions, but they are also open to collaboration with external experts during intricate circumstances. They have also reported implementing various activities or interventions (e.g., digital detox, e-mail policy) to address digital well-being in their workplace, but they have observed inconsistent participation from their employees due to the nature of their workload.

In academia, action plans can be suggested to a certain extent by the digital well-being toolkit of the Digi-B-Well project. But with some suggestions only referring to individual level of actions, management and the organisation as a whole are still considered to play an important role in support employees' initiatives to improve their digital well-being. In general, the context or circumstances of an academic institution need to be accounted for when suggesting action plans. However, the digital well-being across different levels (i.e., individual, group, leader) of an organisation also needs to be understood for the development of an action plan that acknowledges the varying degrees of digital competencies within an organisation. For instance, the digital well-being intervention for IT employees, who are more equipped and experienced in working with software technology, would differ with the intervention targeting administrative employees, who are transitioning from paper to digital procedures. Lastly, understanding the organisational contexts between public authorities, SMEs, and academia is deemed essential in the identification of synergistic opportunities for action plan implementation across these sectors. In addition to the broader similarities and specific differences that are identifiable between these sectors, the quality of these interorganisational relations within cities and countries can also affect the collaborative actions among these organisations. Essentially, more general recommendations or direction of

action can be suggested for all these different organisations, but the particular points of intervention in their action plans may vastly differ between public authorities, SMEs, and academia.

3.4. Synthesis

In summary, the results emphasised the nuances between sectors (i.e., public authorities, SMEs, academia) in relation to the applicability of the Digi-B-Well Project 3-Step Methodology in their respective contexts. For each step of the said methodology, the unique aspects of a specific sector need to be accounted for to successfully realise the Assessment, Awareness, and Action steps in organisations. Despite the discernible differences, certain similarities can also be noted between public authorities, SMEs, and academia as elaborated below:

- In the **Assessment** step, the use of technology is generally regarded as a digital job resource at an individual level for all sectors and also at a team level for SMEs. However, its use becomes a digital job demand in light of the constraints observed in the leader level for academia and in the organisational and overarching contextual levels for public authorities and SMEs.

- In the **Awareness** step, all sectors agreed that managers play a crucial role in communicating the importance of digital well-being in their respective workplaces. For more complex organisations, such as public authorities and academia, their communication or well-being departments are also viewed as relevant channels of communication regarding digital well-being.

- In the **Action** step, all sectors highlighted the significance of considering all levels of an organisation in the preparation and implementation of an action plan. Specifically, digital well-being interventions should be inclusive and acknowledge the varying levels of digital competencies that exist within an organisation (e.g., between individual employees and teams). Additionally, collaborative action plans can be explored between sectors, should they align with the needs of their organisations.

4. DISCUSSION

The analysis of Participatory Organisational Interventions (PPOIs) (Nielsen et al., 2021) and Realist Evaluation (Nielsen & Miraglia, 2016) approaches, as well as the suggestions offered by Digi-B-Well partners during online group and written interviews, enabled to conceptualise a common strategy to accompany digital transformation in public authorities, SMEs, and academia at a transnational level. This strategy should be oriented towards promoting individual and organisational digital well-being by the principles of **transparency**, **inclusion** and **realism**.

Like any organisational change, digitisation can arise resistance among the employees. As discussed in D1.2.1, individual *digital readiness* refers to the willingness and ability to act, whereas organisational digital readiness refers to an organisation's collective preparedness to implement change. This encompasses factors such as leadership support, resource availability, and a culture conducive to change. People can suffer from insecurity about their capability to

face with the new way of working and may even wonder if and how their jobs will continue to exist in the future. The whole organisation may be sceptical about its ability to adapt to new technologies. **Transparency** means sharing objectives and informing people about change processes and training how to cope with them. This fosters awareness, active participation, well-being and performance among those involved. Many organisations are not accustomed to assessing the well-being of their employees, let alone their digital well-being, so the process should be transparent from the outset. Specifically, when implementing the Digi-B-Well methodology, the assessment phase should focus on identifying individual and organisational strengths and weaknesses, rather than ranking and rewarding 'digital performance'. The aim is to establish a basis for targeted intervention, which should be negotiated during the awareness phase. According to the recursive nature of PPOIs, the results of the intervention should be monitored and shared with the attendees during the action phase to recognise achievements and identify future progress.

Another important aspect that the TN strategy should consider is the different level of *digital maturity* of employees, teams, leaders, organisations and countries, which refers to what they have already achieved in terms of transformation efforts. Any intervention aimed at promoting digital well-being takes place *in medias res*, that is, during a transformation process that has already begun. The stage of advancement in this process can vary even among subgroups within a country's or organisation's population, as research on the *digital divide* has highlighted (see D.1.2.1). The assessment phase should facilitate **inclusion** by supporting the identification of the unique needs, preferences and challenges of different groups. The TN digitalisation strategy must recognise disparities in digital skills and access to technology among minority populations, as well as the risk of digital exclusion. It should encourage managers, decision-makers and policymakers to promote actions that allow all employees to benefit from technological advancements without facing usability barriers or inequities. To achieve this, it is important to promote a culture and management of diversity, which refers to the deliberate and strategic efforts by organisations to create an inclusive culture that values and leverages diversity.

This reasoning leads us to consider **realism** as the third principle of TN strategy. The conditions in which the digital transformation process occurs are crucial for success. They include the state of individuals, groups, leaders and organisations, as well as the overarching context in which the digital transformations take place. In this regard, the Digi-B-Well partners recommend taking into account the specific characteristics of public administrations, SMEs, and academia when designing a roadmap for implementing the Digi-B-Well methodology. For example, it emerged during the focus group that changes to work procedures in public administrations often require legislative changes, which can significantly extend the time needed for digital transformation. Furthermore, realism requires considering the broader societal changes that co-occur alongside the digital transformation process. As highlighted in the Foresight scenarios study (see D.1.2.2.), these changes are often complex and not entirely predictable. Therefore, organisations must adopt a forward-looking approach to prepare for rapid and significant shifts. At the same time, given the inherent uncertainty of such developments, they must cultivate the capacity to adapt and respond effectively to unforeseen challenges. In these ever-changing scenarios, promoting well-being means enhancing adaptability at all levels of organisations and society.

The next step in defining the TN strategy is to design a **roadmap** (see Figure 2) for promoting digital well-being applying the Digi-B-Well methodology to public authorities, SMEs and academia. This roadmap will be finalised by the end of the third reporting period (Output 1.2) and will detail the primary objectives and tasks for each of the 3A-steps.
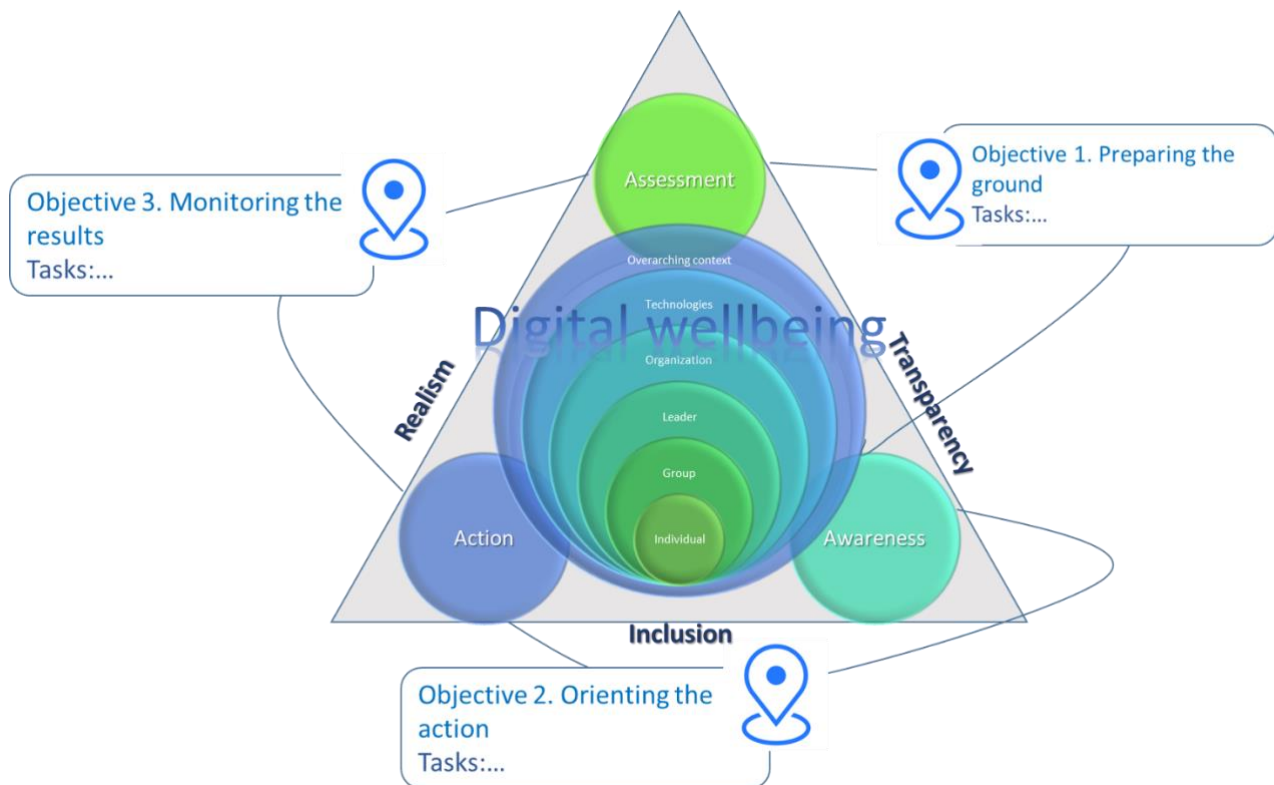

Figure 2. Example Roadmap Design

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6. APPENDIX

6.1. Interview Guide

Welcome / Introduction (10 minutes)

- *Present group interview guidelines*

- *Participants complete informed consent documents*

Deliverable 1.2.1 Presentation (10 minutes)

- *Present Digi-B-Well Project Methodology*

- Was the presentation clear? Do you have any questions about the presentation? Is there anything about the presentation content that you would like to clarify

Assessment Phase (15 minutes)

- With respect to your specific organisation/sector, what do you think are important digital job demands and digital job resources that should be considered when assessing digital well-being in the workplace?

   - o [Probing question] Do you or your organisation have any previous experiences related to the assessment of digital job demands, digital job resources, or the general well-being of employees in your workplace? Can you explain what you or your organisation did? For example, did you follow any certain steps or guidelines? What specific activities were performed?

- In the presentation earlier, we mentioned that a(n online) toolkit is being in which its aim is to assess digital well-being in the workplace. How do you think this toolkit will be helpful for your organisation?

- Who do you think should carry out the assessment of digital well-being (including the assessment of digital job demands and digital job resources) in your respective organisations?

Awareness Phase (15 minutes)

- To increase awareness about digital well-being, what strategies or activities can be done to communicate the topic? What steps should be followed?

   - o Are there important things that need to be considered to successfully communicate and increase awareness about this topic?

   - o Who do you think should take the lead or should be in charge in communicating and increasing awareness about digital well-being?

   - o Who do you think is the audience? Who do you think needs to know about digital well-being?

- [Probing question] Do you or your organisation have previous experiences creating communication strategies and implementing communication-related activities in your workplace? Were these effective? How so?

- Do you think training will be important or necessary among the individuals who will be responsible in communicating and increasing awareness about digital well-being in the workplace? Why do you think so?

Action Phase (15 minutes)

- Do you have any ideas or suggestions on what kind of digital well-being intervention would best suit your specific work environment?

    o Who would be involved in this kind of intervention? Who would be the target audience? What activities would be performed? How long would this intervention last? Do you think it would be effective?

    o [Probing question] In your respective organisations, do you have any previous experiences implementing interventions related to employee well-being, whether the aim of the activity was to address an issue or improve, for example, quality of life? Can you share some details about the intervention(s) that was (or were) implemented?

- Do you think your organisation would have the resources to implement a digital well-being intervention? Who would implement it? Can you please elaborate?

    o Do you think external resources or external actors can help in implementing a digital well-being intervention in your organisation? Why do you think so?

- Do you think there can be an opportunity for your organisation to collaborate with another sector (for example, public authorities, academia, SMEs) to implement a digital well-being intervention in your workplace? Do you think this would be a good idea? How so?

Synthesis (15 minutes)

- [Probing question] Given what we've discussed today about the assessment, awareness, and action phases of the proposed Digi-B-Well methodology, what do you think would be certain challenges or barriers in implementing these 3 phases in your specific sector or country?

- *Participants answer the Mentimeter question:* Please write 2-3 key points / short messages on how we can successfully implement the assessment, awareness, and action phases of the 3-step methodology in your organisation.

- In conclusion of this group interview, does anyone have any questions or thoughts that they would like to share considering everything we talked about today before we end the meeting?