

15th European Academy of Occupational Health Psychology Conference «Supporting knowledge comparison to promote good practice in occupational health psychology»

Symposium 12: «A comprehensive evaluation of multi-level interventions: Cost-effectiveness assessment and process evaluation»

Friday, 8 July, 2022

Bordeaux, France

Process Evaluation of a Digital-Based Intervention to Foster Communication in an Italian Public Healthcare Institution and a Czech Retail Company

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This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 847386.

Digital interventions for team communication

So far, literature has paid little attention to **digital interventions to train and develop teams** despite

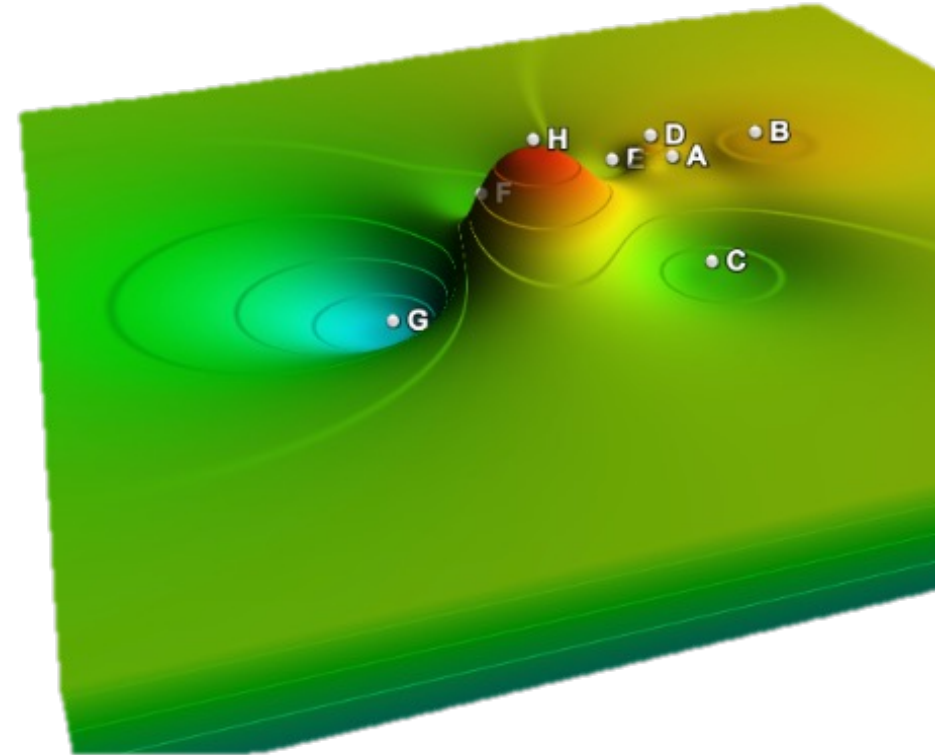
- digital transformation of work (Borle et al., 2020)
- need for implementing remote workplace interventions due to Covid-19 (Newman & Ford, 2021)

Especially, **communication** is a cornerstone of healthy teams (Franc, Bahbouh, & Kubík, 2019)

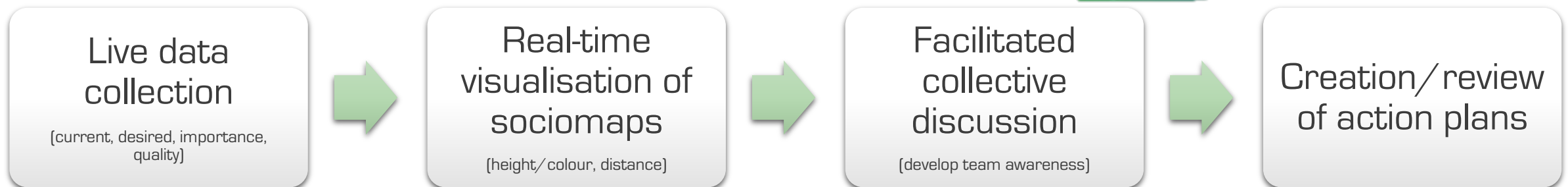


Sociomapping intervention...

- Grounded on **Social Network Analysis** (Wasserman & Faust, 1994) and **Team Coaching** (Clutterbuck et al., 2022)
- Based on software, data visualisation and participatory approach (Bahbouh, 2012)
- Aimed to promote desired team communication patterns



Structure of each session



...in a small-sized retail company Czech Republic

1st session (3h)

- Current and desired communication

3rd session (2h)

- Final debriefing

MAY 2021

4 months

4 months

FEBRUARY 2022

2nd session (2h)

- Quality and importance of communication
- Feedback and progress

Czech Republic: 15 teams from 6 departments. 4-17 members per team (N = 118). 41% women, mean age range = 30-40. Held online.

...in a large public healthcare institution Italy

1st session (3h)

- Current and desired communication

3rd session (2h)

- Feedback and progress

2nd session (2h)

- Quality and importance of communication

4th session (2h)

- Final debriefing

MAY 2021



2 ½ months



2 ½ months



2 ½ months



DECEMBER 2021

Italy: 7 teams from 3 departments. 6-13 members per team (N = 62). 74% women, mean age = 47. Held online.

Research question

Which contextual factors have most impact on transfer and implementation across the two intervention sites?

Process measures

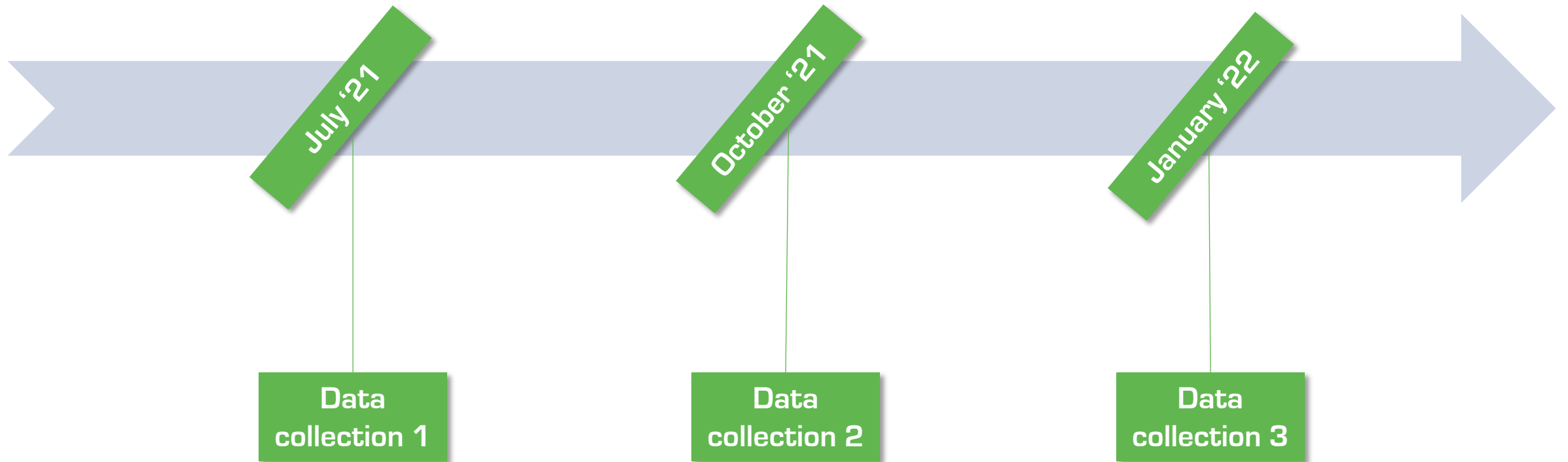
Throughout intervention sessions

Context	Example item
Opportunities to use	We have been given the tasks, resources, and information necessary to apply the skills and knowledge we learned on training.
Peer support	We encourage each other to use the skills we have learned in training.
Manager support	Our immediate manager helps to make our work easier.
Mechanisms	Example item
Transfer	We successfully manage to apply the training contents in our everyday work.
Implementation	In our team, we have implemented the planned action plan(s).

All Cronbach's $\alpha > .70$.

Data collection timeline

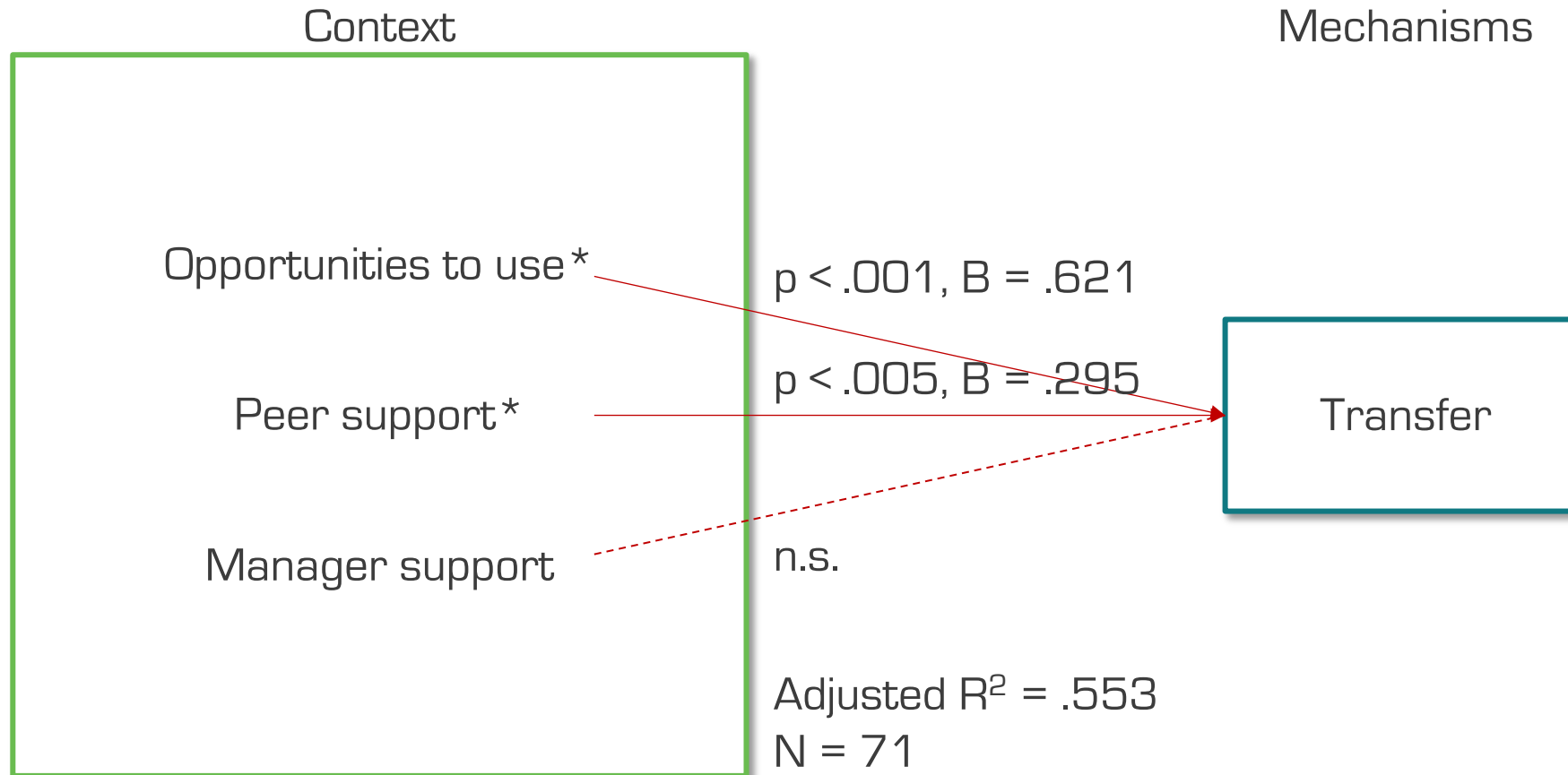
Context and mechanisms



Results

Test of CM configurations – Czech Republic

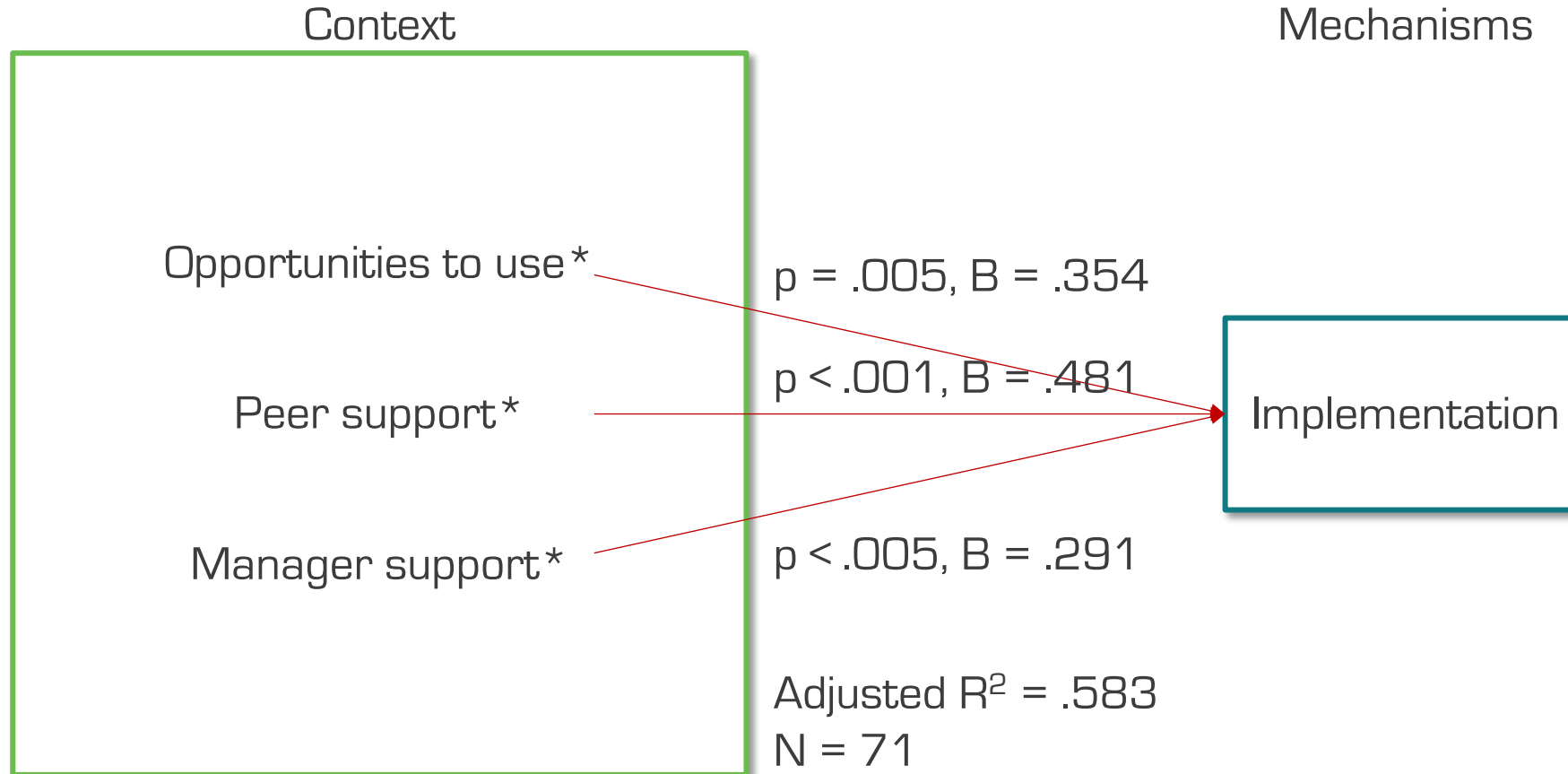
Average July 2021 - October 2021 – January 2022



Results

Test of CM configurations – Czech Republic

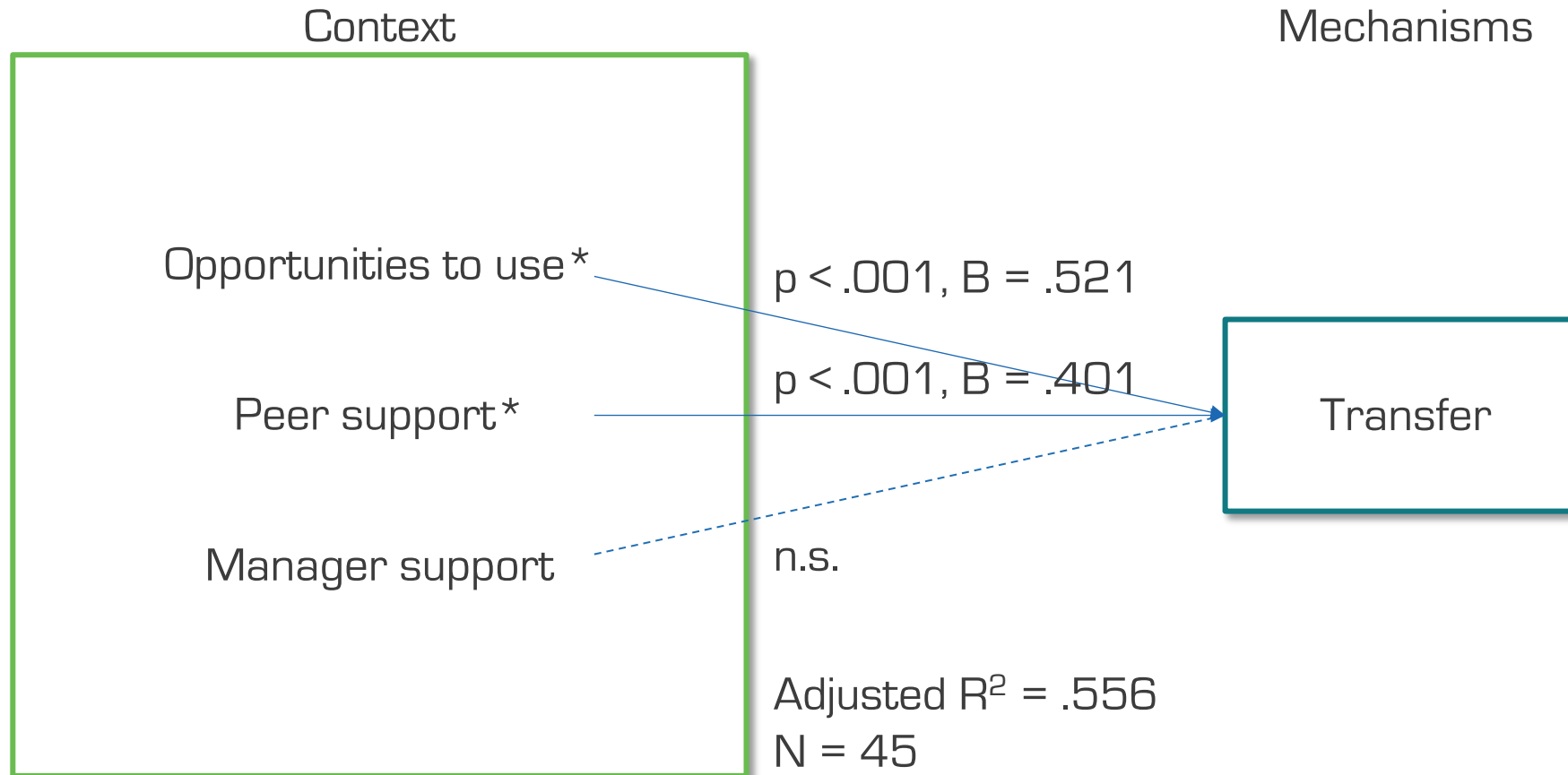
Average July 2021 - October 2021 – January 2022



Results

Test of CM configurations – Italy

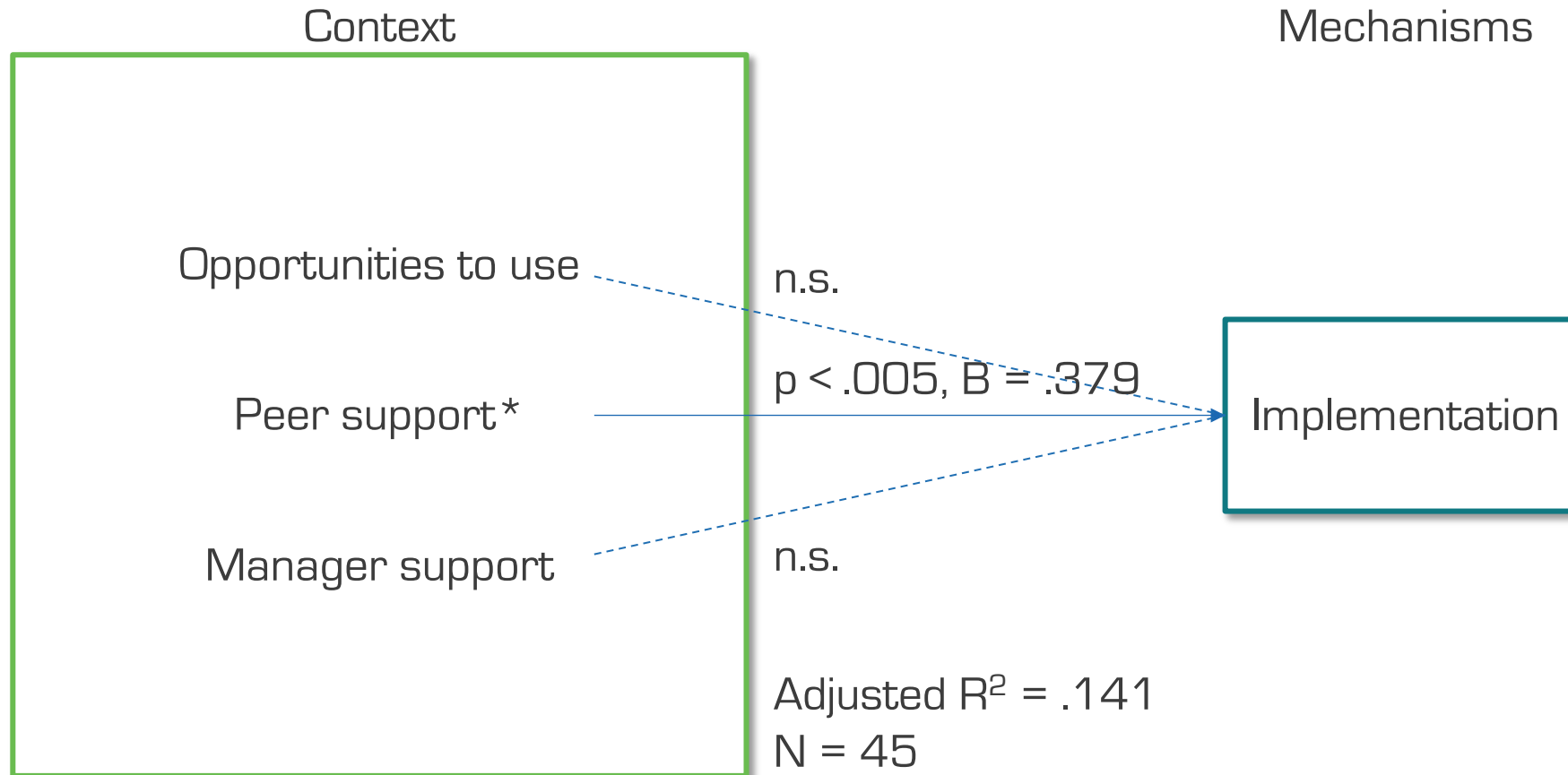
Average July 2021 - October 2021 – January 2022



Results

Test of CM configurations – Italy

Average July 2021 - October 2021 – January 2022



Discussion

- Cross-country differences might be explained in terms of differences in
 - implementation **processes**
e.g., number and contents of sessions
 - implementation **context**
e.g., type of organisation and cultural differences

Limitations, future research, and practice

- *Limitations*
 - Outcomes to be added to test CMO configurations
 - Lack of statistical power to run more complex models
 - Qualitative research to be integrated to nuance findings
- *Research implications*
 - Future process evaluation studies may be inspired
- *Practical implications*
 - Managers and OHP practitioners may design interventions in order to provide opportunities for using learnings and knowledge, peer support, and manager support depending on implementation processes and contexts

