What Makes for **Good Work:** An Overview of **Three Systematic Reviéws on Different Aspects of Vork and Wellbeing**

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nanks



hanks for the invitation

hanks to ESRC and our other partners – inc CO, BEIS and DWP Thanks to my co-workers on the Work, Learning and Wellbeing programme in 3 universities and 7 departments

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hy Work and Wellbeing?





Political will and failure of GDP as an index of progr

The function of Government is our welfare

THE GREEN BOOK

If you want to be happy for a day, drink. If you want to be happy for a year, marry. If you want to be happy for a lifetime, ride a BMW.



Centrality of work (worklessness and preparation fo work)

Culturally - work ethic

Institutionally – e.g. Higher Ed. as part of BIS

Regionally – attraction of skilled employment

stematic Review Methods #1



termine 'what works'

bes beyond meta-analysis through analysis of 'what works' How it works – examine mechanisms and implementation factors For whom, when and why? If sufficient studies Systematically what we don't know

pplement with cost-effectiveness analysis

For a given change in a metric of wellbeing - £ ££ £££

stematic Review Methods #2



- hly proceduralised and protocols logged a priori (e.g. Prospero) Determine what methods are in and out of scope a priori We focus on interventions
- ing and data extraction checks, consistency, tables and figures Data extraction tables & harvest plots
- ality of evidence GRADE and CERQual
 - $\odot \quad \odot \odot \quad \odot \odot \odot \odot$
- ry specific questions who gets to decide?

hy Stakeholder Views?



litically a 'good' idea

Prevents co-option by dominant groups

e.g. wellbeing industry, neo-liberal politics, single academic discipline Helps resourcing by understanding priorities

ceptance by stakeholders & accommodation of multiple views Particularly in multiagency implementation

Regional divergence

Competing preferences – e.g. business, unions, regulators

ell-being as a democratising concept that belongs to all

akeholder views on work, wellbeing productivity – some surprises!





Views from over 400 people across UK - consultations, interviews, events - experts, learners and workers

Stakeholder concern

Life satisfaction/ happiness

Mental health

Competence & self-determination

Productive economic activity

Belonging to a (workplace) community*

* Happy-productive-socially embedded worker thesis

ork and wellbeing





Job quality

Organisational communities

Work-based learning

Management competencies

NB Workplace Health Promotion, Mindfulness, CBT, resilience training and individualised interventions not salient – mismatch with evidence and what businesses invest in – but consistent with unions and (some) regulators

Ork-Based Learning



eview of best possible evidence - 41 studies

ning for wellbeing:

Training designed to help an individual cope with stress and develop 'resilience' can be beneficial for wellbeing ©©© £-££

essional Training:

Training and development for an individual's professional skills may als have positive benefits for the wellbeing of the learner ⁽²⁾ £-££ (but ROI)

lership Training:

Training leaders to be effective and supportive in managing employees is enhance wellbeing for both groups, <u>when</u> the most appropriate learning process is used and in the right context © £ (but ROI)

ganisations as mmunities



^r 900 studies demonstrating an association or in the lab.

ound only 8 studies of intentional organisational efforts

6 on shared activities – support, identity, cohesion

2 on fairness – performance management, email monitoring – not enougevidence

Actions to improve social functioning in workplaces through shared activities improve well-being and a range of performance-relevant outcomes. Such actions require some input external to the workgroups concerned, favourable worker attitudes prior to the intervention and several different components © © - £-££

eview on What Works for Job Quality



B studies of intentional changes

cess Commitment - necessary but insufficient ©© Integration with other systems ©©

Participation and context sensitivity ©©

ning \rightarrow job quality wb = \odot pf = \odot £ Indeterminate or accumulative effection

- quality * training wb = 😳 😳 pf = 😑 £££ Training best for high quality je
- der training (for jq) wb & pf = 🙂 £ ££ No firm conclusions
- icipatory wb & pf = 🛞 Some adverse fx
- tem wide change wb & pf = 😳 😳 £££ but £££ ROI

Integrated and extensive HRA (+ worker welfare)

hy Does it Matter? NHS Staff Survey

$013 \rightarrow \Delta 2012 - 2014)$



ts that made the most extensive use of quality jobs + supporting HRM were:

- 2.17 times more likely to have staff satisfied with the jobs
- 3.16 times more likely to have high levels of staff engagement
- 3.19 times more likely to have the lowest levels of sickness absence
- 4.40 times more likely to have satisfied patients



o what? Policy and Practice



- framing what we value in wellbeing initiatives
- framing how things are done
 - Government to play a central role?

Exemplary multi-stakeholder initiatives

- Scottish Fair Work? North Sea Step Change
- **Fiscal incentives**
- More simple nudges
 - > 60% workers in UK have decent quality work
 - **Ethical investment**
 - Start with the easy stuff communities & training

what? Research



- ame things keep coming up for stakeholders are we missing mething?
 - e.g. job quality and over-whelming epidemiological evidence
 - e.g. if social identity & fairness so robust why so few intervention studies?
- w institutional forms
 - **Co-evolution of knowledge with multiple actors**
 - Public facing and publicly engaged and informed
 - Working with multiple stakeholders
 - Multidisciplinary 'wellbeing scientists'

THANK YOU!

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#wellbeing

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