Motivation, health and human capital - how do work factors contribute?

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Human capital

Adam Smith, 1776: “The acquisition of ... talents during ... education, study, or apprenticeship, costs a real expense, which is capital in [a] person. Those talents [are] part of his fortune [and] likewise that of society”.

The stock of knowledge, habits, social and personal attributes embodied in the ability to perform work which produces economic value (Jacob Mincer, 1958; Gary Becker, 1964).

Human capital is the stock of productive skills, talent, health, and expertise of the labor force (Claudia Goldin, 2014, 2016)

Human capital is competence

Øystein Dørum NHO (employers’ organization) 2018:
“The value of the labor force constitutes three quarters of our National wealth”.

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Human capital
The Human Resource frame

1. Organizations exist to serve human needs.
2. Individuals and organizations need each other:
   Organizations need ideas, energy, and talent, while people need career opportunities, salary, and future prospects.
3. When the individual and the system are poorly adapted to each other, one or both will suffer.

*Bolman & Deal, 2008*

The Structural frame

1. Organizations exist in order to attain set goals.
2. Purposeful forms of co-ordination and control ensure that individuals and units function well.
3. Organizations function at their best when personal preferences and external pressure is controlled by rational management.
4. Structures must be designed to fit the conditions that the organization at any time is subjected to.
5. Problems and variation of performance are caused by structural deficiencies and weaknesses and may be corrected through analysis and restructuring.

*Bolman & Deal, 2008*
The Political frame

1. Organizations are coalitions of different individuals and different interest groups.
2. There are sustained conflicts between coalition members in terms of values, beliefs, knowledge, interests, and frame of reference.
3. Most important decisions pertain to the distribution of limited resources – who is to get what.
4. Aims and decisions develop through bargaining and negotiations between different interest groups who all fight for their particular interests.

Bolman & Deal, 2008

Human capital is competence

Competence =
1. Knowledge
2. Skills
3. Ability - health

How build competence ?
1. Education
2. Training -practice
3. Ensure good health
Return from human capital requires motivation

Theories of Motivation

Drive reduction theory (Hull & Spence, 1943): drives are the main motivators of behavior and learning.
I. Primary innate biological drives (hunger, thirst, sex)
II. Secondary drives (i.e. money) learned by conditioning.

A theory of human motivation (Maslow 1943):
Humans motivated by basal needs - five-stage structure
1. physiological needs
2. need for safety and predictability
3. need for love
4. need for self esteem
5. need for self actualization.
The needs are prioritized in this order.

Return from human capital requires motivation

Internal motivation: motivated by the task itself, to work with the task is motivating.

External motivation: motivated by a reinforcer, motivated by consequences of performing the task.
Return from human capital requires motivation
Motivation for work: Equity theory - Inequity

Input
Employee’s contribution
Competence
Effort
Ideas
Contribution to social climate

Output
Benefits from the job
Salary – Money
Interesting tasks
Learning-development
Fringe benefits

Relative to other relevant persons
Input
Output
Input
Output
Input
Output
Input
Output
Input
Output

John Stacy Adams: inequity = imbalance causes distress and reduces motivation.

Return from human capital requires motivation
Motivation for work: The Job characteristics model

The work tasks per se determine job-motivation.

1. Meaning of work:
   Task variation: number of tasks a person perform in a job
   Task identity: if a person perform a complete or identifiable part of a task
   Task significance: perceived significance of tasks

2. Responsibility derived from autonomy: control of the execution of work

3. Knowledge of results: Feedback of how well the work is performed

Hackman & Oldham 1976  Asessment instrument: The Job diagnostic survey
**DEMANDS**

- **Quantitative**
  - Amount of work
  - Time pressure

- **Qualitative**
  - Complexity
  - Quality
  - Problem solving
  - Education – learning

- **Social demands**: interactions with clients, etc (emotional demands)

- **Risk control**

- **Variability – Monotony**

- **PHYSICAL DEMANDS**
**CONTROL**

Possibility (freedom) to choose between alternatives

**Control over own work situation**

- **Possibility to structure own work**
  - Tempo
  - Procedure
  - Sequence
  - Breaks
  - Social interactions with customers, clients, co-workers

**Control of work versus private life**

**Control of working hours**

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**The Demand-Control model**

<table>
<thead>
<tr>
<th>Demands</th>
<th>Control</th>
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<tbody>
<tr>
<td>Role conflict</td>
<td>Decision latitude</td>
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<tr>
<td>Skill discretion</td>
<td>Decision authority</td>
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**Control**
- Low strain
- Passive, boredom
- «Strain»
- Active, growth

**Assessment instrument:**
The Job content questionnaire (JCQ)
SOCIAL INTERACTIONS

SOCIAL SUPPORT - buffer or independent factor (House 1982)

- Information - advice
- Instrumental - assistance, practical help
- Evaluation - feedback
- Emosjonal - empathy, sympathy, care

CONFLICT

Two parties of about same "strength" in conflict.

HARASSMENT

Must occur on several occasions over time.
The target person must have difficulties defending himself/herself.

VIOLENCE – THREATS

Work factors contributing to sickness absence

Strongest evidence possible with observation studies (GRADE Moderate evidence):

<table>
<thead>
<tr>
<th>Increased risk of sickness absence</th>
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<tbody>
<tr>
<td>• Repetitive movements</td>
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<tr>
<td>• Work with flexion of neck-back</td>
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<tr>
<td>• The combination high demands + low level of control</td>
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<td>• Harassment-bullying</td>
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<table>
<thead>
<tr>
<th>Reduced risk of sickness absence</th>
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<tr>
<td>• Control</td>
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<tr>
<td>• Control of working hours</td>
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<td>• Good social climate</td>
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**Results:** There was moderate evidence for the role of low control (RR=1.40; 95% CI=1.21-1.61) and moderate evidence for the combination of high demands and low control (RR=1.45; 95% CI=0.96-2.19) as predictors of disability retirement. There were no major systematic differences in findings between the highest rated and the lowest rated studies that passed the criterion for adequate quality. Limited evidence was found for downsizing, organizational change, lack of employee development and supplementary training, repetitive work tasks, effort-reward imbalance increasing risk of disability pension and for no effect of job demands. Very limited evidence was found for evening or night work, and low social support from ones superior.

**Conclusions:** Psychological and organizational factors at work contribute to disability retirement with the most robust evidence for the role of work control. We recommend the measurement of specific exposure factors in future studies.

**Increased risk for disability retirement pension (moderate evidence):**
- Low level of control
- High level of demands + low level of control

**Increased risk for disability retirement pension (limited evidence):**
- Downsizing
- Lack of training and education
- Repetitive work tasks
- Imbalance «effort» – «rewards»

Increased risk for headache:
- Role conflicts

Reduced risk for headache:
- Control of decisions
- Control of work intensity
- Job satisfaction
ROLE AMBIGUITY

Ambiguous expectations:
- Ambiguous aims, goals, and objectives
- Ambiguous responsibility
- Ambiguous task descriptions

ROLE CONFLICT

Conflict between aims, goals, and objectives
Conflict between different expectations
Conflict between different tasks
Conflict between standards (i.e. ethical standard versus praxis)
ROLE CONFLICTS – future health care

- Development of Evidence-based treatment guidelines
- Diagnosis based on standard test batteries
- Digitization of all systems

<table>
<thead>
<tr>
<th>Control</th>
<th>Autonomy</th>
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<tr>
<td>Possibility (freedom) to choose between alternatives</td>
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versus

<table>
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<th>Procedure protocols</th>
<th>Detailed checklists</th>
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<td>Adherence to checklists and procedure manuals for all work tasks, rigid scheduling</td>
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**CULTURE**

<table>
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<th>Basic beliefs</th>
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<td>Values</td>
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<td>Attitudes</td>
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<td>Habits</td>
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<td>Behaviors</td>
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**Alter culture:**

- Define
- Aims, goals
- Expectations
- Standards
- Leaders’ behaviors are models

**Advice: measures for better work**

- Ensure that all employees have maximum control of their work situation.
- Ensure that all employees knows what is expected by clear information of: responsibility – priorities - standards.
- Identify and remove role conflicts.
- Ensure that all leaders know the work load and role conflicts of all employees in their unit.
- Ensure that all leaders provide support, help, and feedback to all.
- Ensure that all employees receive equitable rewards.
- Organize work to eliminate working-time schedules that pose health risk.
- Competence: Systematic planning of need for competence of the organization and of the individual employee.
- Organizational change: Adequate decision process – adequate information.