



Leading the Asset: Resilience training efficacy in UK policing

DOI:
[10.1177/0032258x18763101](https://doi.org/10.1177/0032258x18763101)

Document Version
Accepted author manuscript

[Link to publication record in Manchester Research Explorer](#)

Citation for published version (APA):
Hesketh, I., Cooper, C. L., & Ivy, J. (2018). Leading the Asset: Resilience training efficacy in UK policing. *Police Journal: Theory, Practice and Principles*. <https://doi.org/10.1177/0032258x18763101>

Published in:
Police Journal: Theory, Practice and Principles

Citing this paper
Please note that where the full-text provided on Manchester Research Explorer is the Author Accepted Manuscript or Proof version this may differ from the final Published version. If citing, it is advised that you check and use the publisher's definitive version.

General rights
Copyright and moral rights for the publications made accessible in the Research Explorer are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Takedown policy
If you believe that this document breaches copyright please refer to the University of Manchester's Takedown Procedures [<http://man.ac.uk/04Y6Bo>] or contact uml.scholarlycommunications@manchester.ac.uk providing relevant details, so we can investigate your claim.





Leading the Asset: Resilience Training Efficacy in UK Policing

Journal:	<i>The Police Journal: Theory, Practice and Principles</i>
Manuscript ID	PJX-17-0036.R1
Manuscript Type:	Articles
Keywords:	Wellbeing, Resilience, Training, Policing
Abstract:	This paper examines and reports on the efficacy of work-based personal resilience training in a provincial police force in the north of UK. Taking a contextual view, data is modelled from an ASSET survey (n=350) that provides evidence of the manifestations and consequences of providing such input, in comparison with respondents who had no training and were in the same organisation. This research provides compelling evidence that resilient individuals are better equipped to deal with the stressful nature of both policing and an uncertain working environment.

SCHOLARONE™
Manuscripts

Leading the Asset: Resilience training efficacy in UK policing

Research Paper

Key Words

Policing; Leadership; Resilience; Training; Wellbeing

Abstract

This paper examines and reports on the efficacy of work-based personal resilience training in a provincial police force in the north of UK. Taking a contextual view, data is modelled from an ASSET survey ($n=350$) that provides evidence of the manifestations and consequences of providing such input, in comparison with respondents who had no training and were in the same organisation. The findings support the use of such training programs (Hesketh *et al.*, 2015) for improving employee wellbeing and resilience by addressing the sources of stress and educating the workforce in how to deal with these stressors. This research provides compelling evidence that resilient individuals are better equipped to deal with the stressful nature of both policing and an uncertain working environment.

This paper posits that effective leadership, a working environment congruent with employee wellbeing, and investment in resilience programmes for the workforce, enhances subsequent organisational performance and is a marker of good practice.

Introduction

In a systematic review of workplace resilience training Robertson et al (2015) identified that there had been no meaningful synthesis of resilience training efficacy. The research concluded that resilience training could improve employee performance and wellbeing. This paper seeks to examine the extent to which organisational investment in resilience interventions improves the working life of employees and organisational performance; and is a marker of good professional practice. This is examined through the construct of wellbeing.

The subject organisation is a provincial police force in the north of UK, where a series of multiple cross-sectional surveys have taken place longitudinally in order to probe the efficacy of resilience interventions in the workplace. These interventions consisted of independent classroom-based training sessions that covered the common themes of resilience. These included the ability to cope with the stressors of everyday life, thinking errors and the ability to bounce back following adverse events in the work environment. Surveys were carried out to establish the extent to which the intervention had been effective in terms of general health, attitudes towards work and employee perceptions of their job. These were subsequently compared to employees that had not undergone resilience training, but were in exactly the same working environment.

‘A Short Stress Evaluation Tool’ (ASSET) was employed to assess sources of stress within respondents. It should be noted that during the course of this research the police force in question was undergoing an unprecedented programme of root and branch reform, involving considerable financial and workforce downsizing. As such,

1
2
3 the relevance of these findings can be given further significance, in that operational
4 performance has been maintained throughout. This is documented by HMIC
5 inspections on the subject force, which report high performance levels throughout the
6 research period (HMIC, 2015).
7
8
9
10

11 12 13 **Literature**

14
15 The literature in this paper seeks to clarify the thinking to date on many of the aspects
16 contained within the findings of this research, beginning with contemporary views on
17 wellbeing. Literature linking Wellbeing to Resilience is then reviewed, covering areas
18 of gender, police culture, mechanisms for measurement and burnout. Finally, the
19 subject of resilience is explored in greater depth, this being the essence of the paper
20 and supporting the notion that it is “*an idea whose time has come.*” (C. L. Cooper,
21 Liu, & Tarba, 2014).
22
23
24
25
26
27
28
29
30

31 32 **Wellbeing**

33
34 Seligman (2012) outlined his view that Wellbeing is more than the absence of illness.
35 This was supported by Rothmann and Cooper (2015, p.222) with the notion of
36 wellbeing going “*beyond the fixed ideas of health as the absence of illness*”.
37
38 Seligman argues Wellbeing as a notion has five pillars. These are Positive Emotions,
39 Engagement, Relationships, Meaning and Purpose and Accomplishment (M.
40 Seligman, 2011 p.24). These five areas, commonly referred to as PERMA are
41 measured both objectively and subjectively, and are a development of Seligman’s
42 original concept of ‘*Authentic Happiness*’ which used life satisfaction as both
43 measures and goals and introduced the notion of flourishing (M. Seligman, 2003).
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 These broad headings used by Seligman seem to be widely agreed by a number of
4 wellbeing commentators (C. Cooper & Robertson, 2012; Kobau et al., 2011;
5 Lyubomirsky, 2010; Carol D. Ryff, 1989). In terms of measuring these descriptions,
6
7 Ryff & Keyes (1995) generated a multidimensional model of wellbeing that included
8
9 six distinct components of positive psychological functioning,
10
11
12

13
14
15
16 *“In combination, these dimensions encompass a breadth of wellness that includes*
17 *positive evaluation of one’s past life (Self-Acceptance), a sense of continued growth*
18 *and development as a person (Personal Growth), the belief that one’s life is*
19 *purposeful and meaningful (Purpose in Life) the possession of quality relations with*
20 *others (Positive Relations With Others), the capacity to manage effectively one’s life*
21 *and surrounding world (Environmental Mastery), and a sense of self-determination*
22 *(Autonomy)”*
23
24
25
26
27
28
29

30
31 (Ryff & Keyes, 1995 p720).
32
33
34

35 These six dimensions are referred to as the Eudaimonic aspects of psychological
36 wellbeing, when a person is functioning well. In contrast to Hedonic aspects, such as
37 pleasure or the avoidance of pain.
38
39
40
41
42
43

44 Later measures utilised a wellbeing continuum, ranging from Languishing to
45 Flourishing (Keyes, 2002). Ryff (1989), and also opened the debate around wellbeing
46 and age profiles, arguing that there is a definitive relationship between the two. Ryff’s
47 findings are evident in this research, although some of her work speculated beyond
48 working life,
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 *"It appears that even well educated, healthy economically comfortable older adults*
4 *face significant challenges in their efforts to maintain as sense of purpose and self-*
5 *realization in later life'.*

6
7
8
9 (Ryff, 1989 p.1079)

10 11 12 **Gender**

13
14 Gender has been discussed endlessly within policing culture (Graaf, 1989; Bethan
15 Loftus, 2009). Ryff's (1989) study included some observations regarding gender, and
16 what she refers to as "*women's more troubled psychological profiles.*" She concluded
17 in her study ($n=321$) that females had lower levels of internal control and morale, and
18 higher levels of depression. This is balanced by the trends of higher personal growth
19 in women, along with more positive relations with others (Carol D. Ryff, 1989).
20 Theories around '*glass ceiling*' popularised by The Wall Street journal article '*The*
21 *Corporate Woman*' (Hymowitz & Schellhardt, 1986) seek to develop these
22 arguments.
23
24
25
26
27
28
29
30
31
32
33

34
35
36 A further cultural debate in policing centres around long hours working and work-life
37 balance, with a particular focus on child care responsibilities and issues around trust
38 as potential bars to promotion for women. Although policing purports to have flexible
39 working arrangements available to all staff, it is generally accepted that females
40 remain in the majority when it comes to requesting flexible contracts, such as reduced
41 hours, or '*fractional*' working, as referred to by Gatrell (2007). Whilst flexible
42 working is available to all, there is some scepticism about the career opportunities
43 available to those on flexible contracts as opposed those on full time contracts. Guest
44 (2004) questioned to what extent employees working on flexible contracts were
45 disadvantaged, concluding that knowledge workers on contracts of choice '*pursuing*
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 *boundaryless careers*’ seem to experience positive outcomes, whilst others
4
5 experienced less favourable outcomes.
6
7

8 **Police Culture**

9
10 It should be noted, firstly, that the current culture in policing is not particularly
11
12 helpful when promoting notions of wellbeing and resilience.
13
14

15
16
17 *“Police, it is said, have an exaggerated sense of mission towards their role and crave*
18
19 *work that is crime oriented and promises excitement. They celebrate masculine*
20
21 *exploits, show willingness to use force and engage in informal working practices.*
22
23 *Officers are continually suspicious, lead socially isolated lives and display defensive*
24
25 *solidarity with colleagues. They are mainly conservative in politics and morality, and*
26
27 *their culture is marked by cynicism and pessimism”*
28

29 (B. Loftus, 2010 p.1).
30
31

32
33
34 These elements, described by Loftus (2010), almost form the antipode of stress
35
36 reduction in the workplace, and form conceptions of living life on the edge. This,
37
38 again, is unhelpful when promoting the notion of living well and being resilient.
39
40

41 **Burnout**

42
43 A further challenge to promoting resilience is the culture of burnout, largely
44
45 associated with long hours of day and night investigations depicted on police
46
47 television programmes. With its origins as a metaphor used as a colloquial term by
48
49 poverty lawyers, the term ‘burnout’ has been described as *‘a prolonged response to*
50
51 *chronic job stressors’* (Maslach, Schaufeli, & Leiter, 2001 p.405). In this work
52
53
54
55
56
57
58
59
60

1
2
3 Maslach et al propose there are three dimensions to burnout, Exhaustion, Cynicism
4 and Inefficacy.
5
6
7

8
9 Later work by Schaufli (2003) labelled these as Exhaustion, Cynicism or
10 Depersonalisation, and Low Professional Efficacy. The majority of the study
11 concerned jobs that involved caring and services (emotional connections), so is of
12 particular relevance to Policing and the associated professionalisation agenda. On the
13 subject of cynicism the following extract illustrates a policing perspective,
14
15
16
17
18
19

20
21
22 *“Moderating one’s compassion for clients by emotional distance from them*
23 *(“detached concern”) was viewed as a way of protecting oneself from intense*
24 *emotional arousal that could interfere with functioning effectively on the job.*
25 *However, an imbalance of excessive detachment and little concern seemed to lead*
26 *staff to respond to clients in negative, callous, and dehumanized ways”*
27
28
29
30
31
32

33 (Maslach et al., 2001 p.400).
34
35
36

37 In relation to this, and to add significance to this argument, policing has been
38 described as an occupation with high emotional labour (C. Cooper, Cartwright, &
39 Robertson, 2005 p.413).
40
41
42
43
44
45

46 As well as burnout there is a further stressor on the opposing scale, that of ‘rustout’
47 (Palmer & Cooper, 2010). The theory is that people who become bored by having too
48 little to do or they no longer find the work as challenging may find themselves
49 experiencing stress, anxiety or depression. This introduces the conundrum for many in
50 a managerial role of how much is too much; or too little? Getting the balance right
51
52
53
54
55
56
57
58
59
60

1
2
3 between challenge and support, and keeping pressure positive for employees. This is
4 one of the areas contained within the resilience training package. Figure 1 below
5 illustrates the relationship.
6
7

8
9 INSERT FIGURE 1 ABOUT HERE
10

11 Added to this of course is the fact that we are all unique and have different needs and
12 levels at which we peak, *“One person’s pressure is another person’s stress”* (Palmer
13 & Cooper, 2010 loc 303).
14
15

16 These factors combine to illustrate how much knowledge and understanding is
17 required to keep a team working at their optimum level.
18
19

20 21 22 23 **Resilience**

24 One of the key concepts to understanding where the balance may lie can be explored
25 through the notion of resilience, a critical aspect of Wellbeing.
26
27

28
29
30
31
32 *“Resilience refers to the ability to successfully adapt to stressors, maintaining*
33 *psychological well-being in the face of adversity”*
34

35
36 (Haglund, Nestadt, Cooper, Southwick, & Charney, 2007 p.899).
37
38

39
40 The word stems from the Latin *resilire* – to rebound (Masten, 2014 p.6). Luthans
41 (2002) spoke about the ability to ‘bounce back’ from adversity; or rebound. The
42 instrument used in this paper (ASSET) proposes four key components of resilience,
43 those being Confidence, Purposefulness, Adaptability and Social Support. The survey
44 reports on the sources of stress in the workplace, and defines stress in this context as,
45
46
47
48
49

50
51
52
53 *“When the individual perceives that the demands made upon them exceed their ability*
54 *to cope...”*
55
56

1
2
3 (Cartwright & Cooper, 2002 p.6).
4
5
6

7 For individuals who have a supervisory role to play, at whatever level in an
8 organisation, there are additional considerations in relation to how they support and
9 promote individual responses to these aspects; creating a workplace environment
10 where employees can apply these principles and being mindful of signs that all is not
11 well. In support of this proposition a study of the health service in Norway detailed
12 the impact of leadership on sickness absence during a change programme, noting that
13 line manager behaviours directly influenced employee responses (Bernstrøm &
14 Kjekshus, 2012). Line managers who are both resilient and optimistic provided good
15 leadership. Furthermore, optimism and resiliency are two of the key factors
16 contributing to high levels of psychological capital (*PsyCap*), hope and self-efficacy
17 being the others. Research suggests that individuals that are high in *PsyCap* are better
18 equipped to deal with stressors in the workplace due to optimal individual behaviours,
19 performance and attitudes (Luthans, Avolio, & Avey, 2014). It is particularly relevant
20 within the context of the pace of change in respect of the financial asks (particularly
21 in the UK public sector).
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40

41 *“Employees who are more hopeful, optimistic, efficacious, and resilient may be more*
42 *likely to ‘weather the storm’ of the type of dynamic, global environmental contexts*
43 *confronting most organizations today better than their counterparts with lower*
44 *PsyCap”*
45
46
47
48
49

50 (Luthans *et al.*, 2007 p.568).
51
52
53
54
55
56
57
58
59
60

1
2
3 However, in an article aptly entitled ‘*Prozac Leadership*’, Collinson (2012) warns of
4 the dangers of leaders becoming almost consumed by optimism and positivity, citing
5 examples on the lead up to the sub-prime mortgage crisis, where the UK Chancellor
6 (Finance Minister) continued to talk in such positive terms about the economy’s state
7 of health; almost right up to the point of the collapse. He argues that this excessive
8 positivity, in the face of overwhelming environmental conditions to the contrary, is
9 likely to lead to follower resistance (Collinson, 2012). It has already been well
10 established that leadership plays a critical role, “*The more positive an employee’s*
11 *perceptions of top management, the lower his or her rate of increase in absenteeism*”
12 (Dello Russo, Miraglia, Borgogni, & Johns, 2013).
13
14
15
16
17
18
19
20
21
22
23
24

25 **Cost of Sickness**

26
27 However, to rely solely on ‘sickness absence’ as the sign of wellbeing may be flawed,
28 and there are other manifestations such as *presenteeism* (Johns, 2010) and *leaveism*
29 (Hesketh & Cooper, 2014) that may also be indicative of existent workplace
30 problems. In a keynote address to the Good Day at Work Conference, 2012 Ann
31 Francke, the CEO of the Chartered Management Institute (CMI), presented the
32 findings of research carried out by the CMI and Penna (McBain et al., 2012) . This
33 revealed that only 1 in 5 managers have any management qualifications, and 64% of
34 organisations reported they had no ‘*need*’ to train staff in management positions. In
35 the same survey, it is hardly surprising that only 21% of respondents reported that
36 they consider their line managers to be ‘*highly effective*’, with 43% classing them as
37 ‘*ineffective*’ or ‘*highly ineffective*’ (Francke, 2012).
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52

53 The subject of wellbeing, and having a resilient workforce, provides fertile ground for
54 cost savings. With sickness absenteeism costing the UK an estimated £8.4bn, and
55
56
57
58
59
60

1
2
3 presenteeism £15.1bn per year (Hutchinson, 2011). For many, this is the focus of
4
5 effort, the metric that drives activity within the organisation.
6
7

8
9 *“The annual economic costs of sickness absence and worklessness [in the UK]*
10 *associated with working age ill-health are estimated to be over £100 billion. This is*
11 *greater than the current annual budget for the UK’s National Health Service and*
12 *equivalent to the entire GDP of Portugal.”*
13
14
15

16 (Black, 2008 p.10).
17
18

19 20 21 **Measurement**

22
23 Wellbeing instruments, such as ASSET (Faragher, Cooper, & Cartwright, 2004),
24
25 Stanford Presenteeism Scale (Koopman et al., 2002), the Life Satisfaction Index
26
27 (Wallace & Wheeler, 2002), and the Better Life Index (OECD, 2012) can be used to
28
29 provide supporting evidence to explain sources of stress within the workplace, such as
30
31 job conditions, job security, attitudes and perceptions; and overall health. Together
32
33 with absence records, these provide a more ‘*reality-based*’ picture of workplace
34
35 stress, and what the significant impact factors on this landscape are. They also provide
36
37 organisations with comparative data, affording them the opportunity to position
38
39 themselves in relation to others. Some studies have distilled further, focussing on
40
41 specific conditions that result in presenteeism. In a Dutch study of patients with
42
43 rheumatoid arthritis (n=237) a number of different productivity measures were
44
45 employed to establish the most valid measurement tool. They concluded that...
46
47

48
49 *“many aspects of presenteeism should be discussed with caution”* (Braakman-Jansen,
50
51 Taal, Kuper, & van de Laar, 2011 p.359).
52

53
54 New methods, using the same data set, have also been proposed that measure both
55
56 absenteeism and presenteeism (Bierla, Huver, & Richard, 2013). These measurement
57
58
59

1
2
3 instruments, combined with traditional absence measures, provide evidence of
4 organisational and individual behaviours associated with employee wellbeing. More
5 significantly, they also assist in the processes of forming organisational responses (eg
6 wellbeing interventions such as resilience and leadership training programmes) to the
7 issues that emerge. In support of this proposition, research carried out with over 1700
8 senior executives in the Canadian public sector concluded,
9
10
11
12
13
14

15
16
17
18 *“to reduce the occurrence of presenteeism and absenteeism, employers should avoid*
19 *concentrating their health promotion activities exclusively on disease-prevention*
20 *programs”*
21
22
23

24 (Gosselin, Lemyre, & Corneil, 2013 p.84).
25
26
27

28
29 Considerable effort has been devoted to both measuring and understanding workplace
30 stress (Ganster & Rosen, 2013). Previous work has traditionally used measures of
31 absenteeism, mainly highlighting that general sickness trends have moved from
32 complaints of muscular skeletal related illness to those of stress, anxiety and
33 depression. In a report by the Confederation of British Industry (CBI), the leading
34 voice for businesses in the UK, these are reported as mental illness (CBI, 2011), and
35 have been largely attributed to the general working population shifting to a more
36 knowledge based labour force and away from the manual labour jobs of earlier years.
37
38 The later introduction of presenteeism (Hutchinson, 2011; Johns, 2010) clearly
39 articulated that the issues of stress in the workplace may not be confined to those
40 employees that were absent due to sickness, arguing the case for being present and
41 sick; amongst other criteria.
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Method

A series of group-based resilience training sessions took place within the workplace of a police force in the north of the UK. These were conducted by a professional independent company outside of policing. The sessions were predicated on the assumption that resilience is based on personal characteristics and skills that can be learned and developed through appropriate training. The course covered areas that included building personal levels of resilience and managing wellbeing in a workplace setting. The objectives were for participants to understand resilience and to learn how to build and maintain resilience, both in themselves and others. Input on how to recognise signs of stress, what areas of personality help or hinder resilience, and how social support can play a defining role, were all contained within the training programme. The subsequent survey was conducted the following year.

This paper models that data, which was garnered from A Short Stress Assessment Tool, *ASSET* (Faragher et al., 2004). This wellbeing psychometric instrument is used to measure sources of stress in the workplace. The instrument measures Attitudes Towards the Workplace and Perceptions of the Job. Items capture attitudes and perceptions that are known to cause stress in the workplace, these being *Resources and Communications*, *Control*, *Work Relationships*, *Balanced Workloads*, *Job Security and Change* and *Job Conditions*; known as the ‘six essentials’ (C. Cooper & Robertson, 2012). The questionnaire was administered electronically via a Sharepoint platform and employed an online self-reporting approach. Questions on perceptions of the job and attitudes towards the organisation were measured using a six point Likert scale, ranging from ‘Strongly Disagree’ to ‘Strongly Agree’. The Cronbach’s alpha reliability score for the 46-item ASSET measure was 0.804 and considered

1
2
3 acceptable. The study reports on the responses captured from those who underwent
4 resilience training against those who did not, but were in the same working
5 environment.
6
7
8
9

10 11 **Findings**

12 13 **Sample Description**

14
15 Three hundred and fifty completed questionnaires were analysed from police officers
16 and staff employed in a provincial police force in the north of the UK. 42% of
17 respondents were female. 20% were employed in staff (non-police) or office-based
18 functions. 20% of respondents were in part-time roles. 48 respondents did not indicate
19 their rank or grade.
20
21
22
23
24
25
26
27

28 29 **Discussion**

30
31 Where respondents had undertaken resilience training, there were improvements in
32 scores in all but one of the 6 essential dimensions measured, namely:
33

- 34
35 • *Resources & Communications,*
- 36
37 • *Control,*
- 38
39 • *Work Relationships,*
- 40
41 • *Balanced Workload,*
- 42
43 • *Job Conditions.*
- 44
45

46
47 In the case of the '*Job security and change*', there was a decline in respondent
48 perceptions towards how safe their jobs were and how detrimental change was in their
49 work. However, was not significant.
50

51
52 INSERT FIGURE 2 ABOUT HERE
53
54
55
56
57
58
59
60

1
2
3 With regards to *Job Security and Change*, 3 out of the 5 items that made up this
4 dimension's measure showed significant differences, with two items, '*job security*'
5 and '*job changing in the future*' declining, and '*the organization changing for*
6 '*changes sake*' improving after receiving the resilience training. With these items
7 offsetting each other, resilience training appeared not to have any impact on the
8 essential dimension of '*Job security and change*', as illustrated in Table 1. This may
9 be attributable to a realisation that the nature of policing is actually going to change
10 significantly over the coming years, and with further government cuts to policing, job
11 security is actually a realistic worry, especially for police staff. The current
12 projections are for a further 6% reduction in budgets for the majority of forces by
13 2020/21 (HMICFRS, 2017).
14
15

16
17
18
19
20
21
22
23
24
25
26
27 INSERT TABLE 1 ABOUT HERE

28
29 In the case of *Control* there was a significant improvement in ASSET scores, with
30 respondents who had attended resilience training having a mean score of 2.87 (sd =
31 0.967), while those respondents who had not undergone resilience training (mean =
32 3.40, sd = 1.15) felt they had significantly less control of aspects that affect their work
33 than those that had undergone the training ($t = -2.566$, $df = 348$, $p = 0.01$).
34
35
36
37
38

39
40 Whilst *Work Relationships* within the force were considered good for all respondents,
41 these improved further amongst respondents who had undergone resilience training.
42

43
44 Similarly, respondents who had taken part in resilience training felt their *Balanced*
45 *Workload* and their *Work-life Balance* had improved.
46
47

48
49 When comparing police staff with police officers, police staff respondents who had
50 undertaken resilience training felt that their *Work-life Balance* (mean = 2.45, sd =
51 1.06) was significantly ($t = 2.213$, $df = 32$, $p = 0.034$) better than police officers
52 (mean = 3.32, sd = 1.04).
53
54
55
56
57
58
59
60

1
2
3
4
5 In respect of respondents who had not undergone resilience training, police officers
6 had significantly ($t=2.315$, $df=266$, $p = 0.021$) more concerns regarding *Balanced*
7 *Workload* (mean = 3.37, $sd = 0.928$) than police staff (mean = 2.65; $sd = 1.0$).
8

9
10
11 Police officers who had taken part in resilience training felt that they had significantly
12 ($t=-2$, $df= 238$, $p=0.43$) more *Control* (mean = 2.9, $sd = 1.0$) than those officers who
13 had not undergone resilience training (mean = 3.39, $sd = 1.08$). In a similar vein,
14 officers that had undergone resilience training felt significantly better ($t = -2.2$, $df238$,
15 $p = 0.031$) about *Job Conditions* (mean = 2.88, $sd = 0.72$) than those that had not
16 (mean = 3.28, $sd = 0.86$).
17

18
19
20 With regard to individual items in ASSET that showed significant differences
21 between police officers that had undergone resilience training and those that had not,
22 the following items illustrated in Table 2 showed significant improvement.
23

24
25
26
27
28
29
30
31
32
33 INSERT TABLE 2 ABOUT HERE
34

35
36
37 With regard to police staff, there were no significant differences amongst any of the
38 essential dimensions from ASSET. There were however 4 individual items that
39 showed significant improvements, namely; *Control Over Aspects of their Job*
40 (*Control*), their *Work Being Dull and Repetitive (Job Conditions)*, not being
41 *Adequately Trained (Resources & Communications)* and being more *Willing to Put*
42 *Themselves Out for the Force (Engagement)*.
43

44
45
46
47
48
49
50 33 out of the 46 items measured (72%) in ASSET showed improvement with male
51 respondents who had undertaken resilience training. Of these 2 were significant
52
53
54
55
56
57
58
59
60

1
2
3 improvements (*I have little control over many aspects of my job and My organization*
4 *is changing for change's sake*).

5
6
7 With '*My job is likely to change in the future*', this item showed a significant increase
8
9 (t = 1.60, df = 200, p = 0.002). This however need not be a stress inducer, but
10
11 recognition of the changing roles that exist in policing.

12
13 Like their male colleagues, females reported 33 items from ASSET showing
14
15 improvement after resilience training (72%), with 4 showing significant differences
16
17 between respondents that had undergone resilience training and those that had not.
18
19 '*My physical working conditions are unpleasant*', '*I have little or no influence over*
20
21 *my performance targets*' and '*Outside of my particular job, I take an interest in many*
22
23 *aspects of the running and success of this organisation*' all showed significant
24
25 improvements. *Job Security* showed a significant decline.

26
27
28 However, in terms of resilience, this study noted significantly lower (better) scores for
29
30 women in stressors such as *Work-life Balance* – males mean score =3.5 sd=1.1
31
32 females mean score=3.2 sd=1.1 for females (t=2.8, df=346, p=0.05) and *Job*
33
34 *Conditions* - males mean score=3.2, sd=0.8 females mean score=3.0 sd=0.8 (t=2.5,
35
36 df=346, p=0.015). This is in contrast to Ryff's (1989) study, which included
37
38 observations that females had lower levels of internal control. The results of this
39
40 study, however, model significantly better scores for women in items such as *Work-*
41
42 *life Balance* and *Job Conditions*. A detailed inventory of all the mean scores is
43
44 provided at Appendix 1 below.
45
46
47
48
49

50 **Conclusions**

51
52 Robertson et al (2015) noted that the empirical evidence for resilience training
53
54 efficacy is tentative. This study clearly shows that, in a policing context, resilience
55
56
57
58
59
60

1
2
3 training is highly effective and can contribute towards positive wellbeing outcomes.
4
5 Furthermore, we argue that resilience, as measured with ASSET, can provide a good
6
7 indicator of officer and staff wellbeing. Wellbeing, as recognised by the HMICFRS, is
8
9 a key indicator of operational effectiveness and legitimacy. As such, and congruent
10
11 with the professionalisation agenda, wellbeing provides a clear indicator of good
12
13 professional practice.
14

15
16 As discussed, policing culture seems to contribute to many of the areas that identify
17
18 sources of stress, almost adding to the issue with the way policing has developed.
19
20 This is clearly unhelpful, and a recommendation would be that cultural awareness
21
22 should be included within training programmes. Especially in such customer facing
23
24 roles that are viewed as confrontational, and as such are high in emotional labour.
25
26 These considerations highlight further the effectiveness of this intervention.
27

28
29 This research clearly shows improvements in relation to measures of *Resources &*
30
31 *Communications, Control, Work Relationships, Balanced Workload, Work-life*
32
33 *Balance, and Job Conditions* in respondents who had undertaken resilience training.
34

35
36 A proposal would be that resilience training ought to be incorporated into Leadership
37
38 inputs, with the aim of better preparing leaders for the pressures and challenges of the
39
40 modern working environment. Within [UK] policing, a period of unprecedented
41
42 change in almost all aspects of the occupation has amplified the urgency for this to
43
44 take place.
45

46
47 Further research into police-specific resilience training programmes, and links to
48
49 police leadership is needed to optimise efficacy. However, this research illustrates
50
51 how resilience training can dramatically improve many aspects of working life for
52
53 those in policing. To conclude,
54
55
56
57
58
59
60

1
2
3 *“Concerns about individual and organisational resilience are now centre stage in*
4 *human resource management and occupational psychology, not only to enhance*
5 *productivity but also to foster workplace wellbeing and engagement.”* (Robertson,
6
7 Cooper, Sarkar, & Curran, 2015 p.27).
8
9
10

11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

For Peer Review

References

- Bernstrøm, V. H., & Kjekshus, L. E. (2012). Leading during change: the effects of leader behavior on sickness absence in a Norwegian health trust. *BMC Public Health, 12*, 799-799. doi:10.1186/1471-2458-12-799
- Bierla, I., Huver, B., & Richard, S. (2013). New evidence on absenteeism and presenteeism. *The International Journal of Human Resource Management, 24*(7), 1536-1550. doi:10.1080/09585192.2012.722120
- Black, C. (2008). *Working for a healthier tomorrow*. Retrieved from
- Braakman-Jansen, L. M. A., Taal, E., Kuper, I. H., & van de Laar, M. A. F. J. (2011). Productivity loss due to absenteeism and presenteeism by different instruments in patients with RA and subjects without RA. *Rheumatology, 51*(2), 354-361. doi:10.1093/rheumatology/ker371
- Cartwright, S., & Cooper, C. (2002). ASSET: Management Guide. In. Manchester UK: RobertsonCooper Ltd.
- CBI. (2011). *Healthy returns? Absence and workplace health survey 2011* (978-0-85201-726-5). Retrieved from
- Collinson, D. (2012). Prozac Leadership and the limits of positive thinking. *Leadership, 8*(2), 87-107.
- Cooper, C., Cartwright, S., & Robertson, S. (2005). Work Environments, Stress, and Productivity: An examination using ASSET. *International Journal of Stress Management, Vol 12, 4*, 409-423.
- Cooper, C., & Robertson, I. (Producer). (2012). Workplace Well-being. *Robertson Cooper*. Retrieved from <http://www.robertsoncooper.com/what-we-do/the-6-essentials-of-workplace-well-being>
- Cooper, C. L., Liu, Y., & Tarba, S. Y. (2014). Resilience, HRM practices and impact on organizational performance and employee well-being: International Journal of Human Resource Management 2015 Special Issue. *The International Journal of Human Resource Management, 25*(17), 2466-2471. doi:10.1080/09585192.2014.926688
- Dello Russo, S., Miraglia, M., Borgogni, L., & Johns, G. (2013). How time and perceptions of social context shape employee absenteeism trajectories. *Journal of Vocational Behavior, 83*(2), 209-217. doi:10.1016/j.jvb.2013.03.005
- Faragher, E. B., Cooper, C. L., & Cartwright, S. (2004). A shortened stress evaluation tool (ASSET). *Stress and Health, 20*, 189-201. doi:10.1002/smi.1010
- Francke, A. (2012). *Ann Francke's keynote speech*. Paper presented at the Good Day at Work Well-being professionals' annual conference, London.
- Ganster, D. C., & Rosen, C. C. (2013). Work Stress and Employee Health. *Journal of Management, 39*(5), 1085-1122. doi:10.1177/0149206313475815
- Gatrell, C. (2007). A fractional commitment? Part-time work and the maternal body. *International Journal of Human Resource Management, 18*(3), 462-475.
- Gosselin, E., Lemyre, L., & Corneil, W. (2013). Presenteeism and Absenteeism. *Journal of Occupational Health Psychology, 18*(1), 75-86. doi:10.1037/a0030932
- Graaf, R. (1989). *Talking Blues*. London: Collins Harvill.
- Guest, D. (2004). Flexible employment contracts, the psychological contract and employee outcomes: an analysis and review of the evidence. *International Journal of Management Reviews, 5*/6(1), 1-19.
- Haglund, M. E. M., Nestadt, P. S., Cooper, N. S., Southwick, S. M., & Charney, D. S. (2007). Psychobiological mechanisms of resilience: Relevance to prevention and treatment of stress-related psychopathology. *Dev Psychopathol, 19*(3), 889-920. doi:10.1017/S0954579407000430
- Hesketh, I., & Cooper, C. (2014). Leaveism at Work. *Occupational Medicine, 64*(3), 146-147.

- 1
2
3 HMIC. (2015). *Police Force Inspections UK*. Retrieved from Online:
4 <https://www.justiceinspectors.gov.uk/hmic/our-work/>
- 5 HMICFRS. (2017). *Significantly stressed police forces need to continue to change*.
6 Retrieved from [https://www.justiceinspectors.gov.uk/hmicfrs/news/news-](https://www.justiceinspectors.gov.uk/hmicfrs/news/news-feed/significantly-stressed-forces-need-to-continue-to-change/)
7 [feed/significantly-stressed-forces-need-to-continue-to-change/](https://www.justiceinspectors.gov.uk/hmicfrs/news/news-feed/significantly-stressed-forces-need-to-continue-to-change/)
- 8 Hutchinson, J. (2011). Presenteeism. *Sainsbury Centre for Mental Health*. Retrieved from
9 http://www.centreformentalhealth.org.uk/training/why_working_late.aspx
- 10 Hymowitz, C., & Schellhardt, T. (1986, 24/03/1986). The glass ceiling. *The wall Street*
11 *Journal*.
- 12 Johns, G. (2010). Presenteeism in the workplace: A review and research agenda. *Journal*
13 *of Organizational Behavior Vol 31 Issue 4*, 519-542.
- 14 Keyes, C. (2002). The mental health continuum: From languishing to flourishing in life.
15 *Journal of Health and Social Behaviour*, 43, 207-222.
- 16 Kobau, R., Seligman, M. E. P., Peterson, C., Diener, E., Zack, M. M., Chapman, D., &
17 Thompson, W. (2011). Mental health promotion in public health: perspectives
18 and strategies from positive psychology. *American journal of public health*,
19 101(8), 1-9. doi:10.2105/AJPH.2010.300083
- 20 Koopman, C., Pelletier, K., Murray, J., Sharda, C., Berger, M., Turpin, R., . . . Bendel, T.
21 (2002). Stanford presenteeism scale: health status and employee productivity.
22 *Journal of occupational and environmental medicine*, 44(1), 14-20.
- 23 Loftus, B. (2009). *Police Culture in a Changing World*. New York: Oxford University Press.
- 24 Loftus, B. (2010). Police occupational culture: classic themes, altered times. *Polic. Soc.*,
25 20(1), 1-20. doi:10.1080/10439460903281547
- 26 Luthans, F., Avolio, B. J., & Avey, J. B. (2014). The Left Side of Psychological Capital.
27 *Journal of Leadership & Organizational Studies*, 21(2), 141-149.
28 doi:10.1177/1548051813515516
- 29 Lyubomirsky, S. (2010). *The how of happiness : a practical approach to getting the life*
30 *you want*. London: Piatkus.
- 31 Maslach, C., Schaufeli, W., & Leiter, M. P. (2001). Job Burnout. *Annual Review of*
32 *Psychology*, 52, 397-422.
- 33 Masten, A. S. (2014). Global Perspectives on Resilience in Children and Youth. *Child*
34 *Development*, 85(1), 6-20. doi:10.1111/cdev.12205
- 35 McBain, R., Ghobadian, A., Switzer, J., Wilton, P., Woodman, P., & Pearson, G. (2012). *The*
36 *Business Benefits of Management and Leadership Development (0-85946-492-X)*.
37 Retrieved from
- 38 OECD. (2012). Organisation for Economic Cooperation and Development - Better Life
39 Index. Retrieved from www.oecdbetterlifeindex.org
- 40 Palmer, S., & Cooper, C. L. (2010). *How to deal with stress* (2nd ed. ed.). London: Kogan
41 Page.
- 42 Robertson, I., Cooper, C., Sarkar, M., & Curran, T. (2015). Resilience training in the
43 workplace from 2003 to 2014: A systematic review. *Journal of Occupational*
44 *Psychology*. doi:10.1111/joop.12120
- 45 Ryff, C. D. (1989). Happiness Is Everything, or Is It? Explorations on the Meaning of
46 Psychological Well-Being. *Journal of Personality and Social Psychology*, 57(6),
47 1069-1081. doi:10.1037/0022-3514.57.6.1069
- 48 Ryff, C. D., & Keyes, C. L. (1995). The structure of psychological well-being revisited.
49 *Journal of personality and social psychology*, 69(4), 719.
- 50 Schaufeli, W. (2003). Past performance and future perspectives of burnout research.
51 *South African Journal of Industrial Psychology*, 29(4), 1-15.
- 52 Seligman, M. (2003). *Authentic happiness : using the new positive psychology to realize*
53 *your potential for deep fulfillment*. London: Nicholas Brealey.
- 54 Seligman, M. (2011). *Flourish : a new understanding of happiness and well-being - and*
55 *how to achieve them*. London: Nicholas Brealey Publishing.
- 56
57
58
59
60

- 1
2
3 Seligman, M. (2012). Science of Wellbeing: More than the absence of illness. In
4 *Conference address at The Hilton, Adelaide 24/02/2012.*
- 5 Wallace, K. A., & Wheeler, A. J. (2002). Reliability Generalization of the Life Satisfaction
6 Index. *Educational and Psychological Measurement, 62*(4), 674-684.
- 7 Yerkes, R., & Dodson, J. (1908). THE RELATION OF STRENGTH OF STIMULUS TO
8 RAPIDITY OF HABIT-FORMATION. *Journal of Comparative Neurology and*
9 *Psychology, 18, 459-482, 18*(1), 459-482.
- 10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

For Peer Review

Figures and Tables

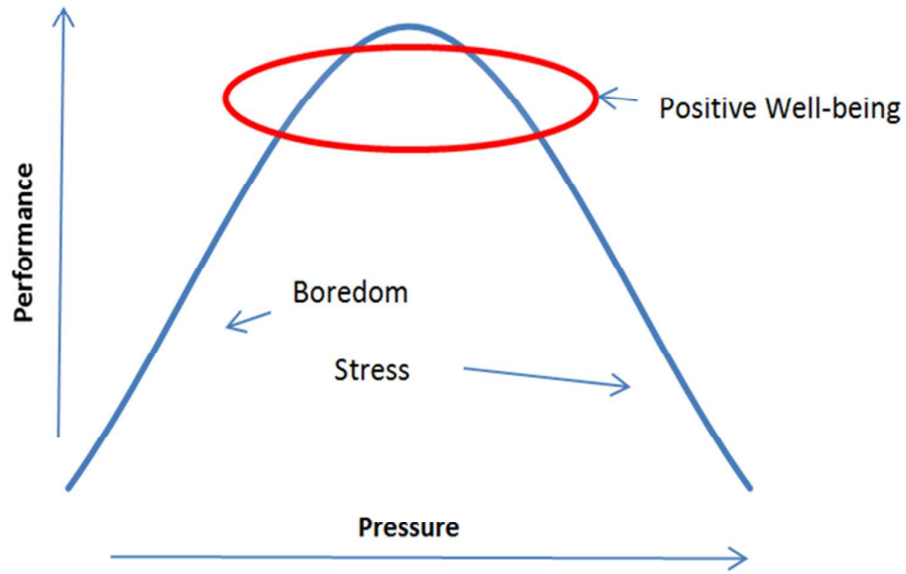


Figure 1- Performance Pressure Relationship (adapted from Yerkes & Dodson, 1908)

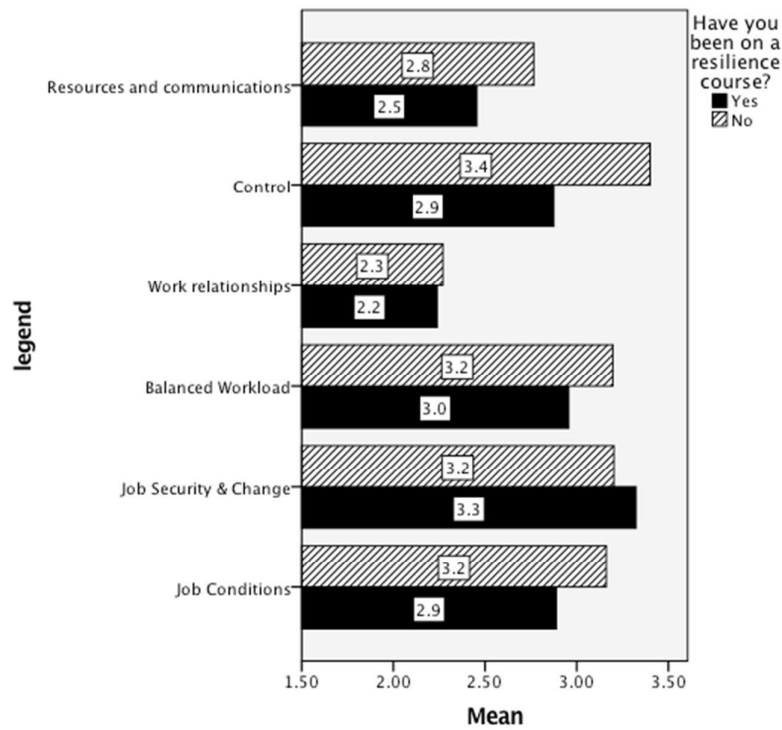


Figure 2 - ASSET scores for Resilience Training vs No Resilience Training

Item	Resilience Training	Mean	sd	t	df	p	Change
Job security & change	Yes	3.32	0.83	0.741	348	0.46	No change
	No	3.20	0.912				
My job is insecure	Yes	3.47	1.83	2.33	346	0.02	Reduced
	No	2.79	1.61				
My job is not permanent	Yes	2.68	1.57	1.35	348	0.17	No change
	No	2.30	1.52				
My job is likely to change in the future	Yes	5.09	1.03	2.06	348	0.04	Reduced
	No	4.61	1.30				
My organization is constantly changing for changes sake	Yes	3.18	1.42	-2.51	348	0.01	Improved
	No	3.87	1.54				

Table 1 - Job Security and Change

Item	Resilience Training	Mean	sd	t	df	p	Change
Control	Yes	2.92	1.04	-2.0	238	0.04	Improved
	No	3.39	1.08				
Job conditions	Yes	2.88	0.72	-2.2	238	0.03	Improved
	No	3.28	0.86				
I have little control over many aspects of my job	Yes	3.25	1.42	-2.1	237	0.04	Improved
	No	3.88	1.41				
My job involves the risk of actual physical violence	Yes	3.04	1.85	-2.7	337	0.01	Improved
	No	4.07	1.78				
My job is likely to change in the future	Yes	5.08	0.97	2.065	348	0.04	Reduced
	No	4.59	1.30				
My organization is constantly changing for changes sake	Yes	3.08	1.50	-2.51	348	0.01	Improved
	No	3.88	1.53				
I have little or no influence over my performance targets	Yes	2.75	1.48	-2.2	237	0.03	Improved
	No	3.46	1.53				
My job is not permanent	Yes	2.79	1.69	2.19	238	0.03	Reduced
	No	2.12	1.40				

Table 2 – Items showing significant differences between police officers who had resilience training and those who had not

Appendix 1: Mean scores of those who attended Resilience Training and those

who did not.

Attended a Resilience course
Yes No

Resources and Communications

- I do not feel I am informed about what is going on in this organisation
- I am never told if I am doing a good job
- I am not adequately trained to do many aspects of my job
- I do not have the proper equipment or resources to do my job

2.458	2.820
2.500	2.970
2.590	3.100
2.180	2.320
2.560	2.890

Control*

2.875	3.503
--------------	--------------

1			
2			
3	I have little control over many aspects of my job*	2.940	3.890
4	I am not involved in decisions affecting my job	3.440	3.700
5	My ideas or suggestions about my job are not taken into account	2.500	2.960
6	I have little or no influence over my performance targets*	2.620	3.460
7			

8			
9	Work relationships	2.240	2.274
10	My boss behaves in an intimidating and bullying way towards me	1.590	1.600
11	I do not receive the support from others (boss/colleagues) that I would like	2.470	2.680
12	I feel isolated at work e.g. working on my own or lack of social support from others	2.150	2.410
13	I am not sure what is expected of me by my boss	2.000	2.070
14	Other people at work are not pulling their weight	3.590	3.510
15	My boss is forever finding fault with what I do	1.590	1.620
16	Others take the credit for what I have achieved	2.740	2.650
17	My relationships with colleagues are poor	1.790	1.650
18			
19			

20			
21	Balanced Workload	2.956	3.189
22	Work life balance	3.068	3.420
23	I work longer hours than I choose or want to	2.910	3.340
24	I work unsociable hours e.g. weekends, shift work etc	3.210	3.780
25	I spend too much time travelling in my job	2.410	2.570
26	My work interferes with my home and personal life	3.740	3.990
27	Workload	2.845	2.958
28	The technology in my job has overloaded me	2.180	2.460
29	I am set unrealistic deadlines	2.470	2.610
30	I am given unmanageable workloads	2.940	2.900
31	I do not have enough time to do my job as well as I would like	3.790	3.860
32			
33			
34			

35			
36	Job Security & Change	3.330	3.280
37	My job is insecure*	3.470	2.880
38	My job is not permanent	2.680	2.330
39	My job is likely to change in the future*	5.090	4.640
40	My job skills may become redundant in the near future	2.210	2.470
41	My organisation is constantly changing for change's sake*	3.180	4.040
42			
43			

44	Job Conditions*	2.876	3.246
45	I may be doing the same job for the next 5 to 10 years	3.590	3.570
46	My physical working conditions are unpleasant (e.g. noisy, dirty, poorly designed).	2.290	2.750
47	My job involves the risk of actual physical violence*	2.880	3.840
48	My performance at work is closely monitored	3.320	3.610
49	My work is dull and repetitive	1.880	2.300
50	I have to deal with difficult customers/clients	4.290	4.410
51	I do not enjoy my job	1.910	2.260
52	My pay & benefits are not as good as other people doing the same or similar work	2.850	3.230
53			
54			
55			
56			
57			
58			
59			
60			

* Significant differences between respondents who attended a resilience course and those that had not.

For Peer Review

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60