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**A Strengths-Based Consultancy Approach In Elite Sport : Exploring Super Strengths.**

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### Article

**Citation** (please note it is advisable to refer to the publisher's version if you intend to cite from this work)

**Ludlam, K, Butt, J, Maynard, I, Lindsay, P and Bawden, M (2015) A Strengths-Based Consultancy Approach In Elite Sport : Exploring Super Strengths. Journal of Applied Sport Psychology, 28 (2). pp. 216-233. ISSN 1041-3200**

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6 A Strengths-Based Consultancy Approach in Elite Sport: Exploring Super-Strengths

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**Abstract**

There is a lack of literature documenting strengths-based approaches in sport psychology. This study explored how a super-strengths approach has been implemented by sport psychologists ( $n=7$ ) and coaches ( $n=8$ ), with UK elite athletes. Findings were categorized into three general dimensions: defining super-strengths, identification methods, and phases of development. Super-strengths were defined as a strategy for performance, utilizing a potential world's-best resource to gain a competitive edge. Identification methods were subjective (e.g., asking/observing athletes) and objective (e.g., performance analysis). Participants emphasized three development phases: preparation, adaptation and monitoring. Findings offer considerations for implementing a strengths-based approach and future research.

*Key words:* positive psychology, performance psychology, resources

### 1 A Strengths-Based Consultancy Approach in Elite Sport: Exploring Super-Strengths

2 Over the last decade strengths-based approaches to consultancy, underpinned by  
3 principles of positive psychology, have featured heavily in research across mental health  
4 disciplines, including clinical psychology (e.g., Fluckiger & Grosse Holtforth, 2008),  
5 psychotherapy (e.g., Scheel, Davis, & Henderson, 2012), coaching psychology (e.g., Biswas-  
6 Diener, Kashdan, & Minhas, 2011), and have been used for performance enhancement in  
7 organizational contexts (e.g., Clifton & Harter, 2003). Coinciding with this, there has been  
8 heightened interest in positive psychology (i.e., Wagstaff, Fletcher, & Hanton, 2012) and  
9 strengths-based approaches (i.e., Gordon & Gucciardi, 2011) within sport psychology.

10 Building on this applied interest in the literature, the current research will explore a strengths-  
11 based approach to consultancy, termed super-strengths, that has been adopted by applied  
12 sport psychology practitioners working within elite sport, in the UK.

13 The increase in research on strengths-based approaches stemmed from the onset of the  
14 positive psychology movement in 1998 (Seligman & Csikszentmihalyi, 2000). The purpose  
15 of positive psychology is to study and apply knowledge of positive traits and experiences,  
16 strengths, and optimal functioning (Seligman, 2002). Furthermore, the main concept that  
17 underpins positive psychology is that good health requires the presence of wellness and not  
18 simply the absence of illness. Therefore, in order to aid the improvement of a person's mental  
19 health, it is proposed that more attention should be paid to the positive aspects of their  
20 situation, moving away from the deficit-focused model of functioning that has traditionally  
21 been the primary approach adopted in mental health (Diener, 2003). Seligman (2002)  
22 encouraged the initiation of positive psychology and captured the need for the movement in  
23 this statement:

24 Working in the medical model and looking solely for the salves to heal the wounds,  
25 we have misplaced much of our science and much of our training... by embracing the

1 disease model of psychotherapy, we have lost our birthright as psychologists, a  
2 birthright that embraces both healing what is weak and nurturing what is strong. (p. 7)

3 In sport psychology, the predominant consultancy approach and subsequent methods  
4 adopted by practitioners tend to be underpinned by Cognitive Behavioral Therapy (CBT; cf.  
5 Sharp, Hodge, & Danish, 2014). Although used for various positive means, the primary focus  
6 of CBT is to remediate negative thought disorders (Scheel et al., 2012) and develop an array  
7 of tools to fix these disorders, which signifies a problem-focused approach. With CBT having  
8 a major influence on sport psychologists' practice, it is understandable that some athletes and  
9 coaches still perceive sport psychology to be a discipline that supports problem athletes (Gee,  
10 2010). Furthermore, a technique that is commonly facilitated by sport psychologists to assess  
11 athletes' needs is the performance profile (Butler & Hardy, 1992). Although both strengths  
12 and weaknesses are identified during this process, the intervention that follows, largely  
13 involves initiating training goals to improve athletes' weaker areas (Weston, Greenlees, &  
14 Thelwell, 2011; 2013). The assumption that weaknesses should predominantly be addressed  
15 to enhance performance is typical in sport, and training sessions are often designed around a  
16 focus on eradicating weaknesses, rather than enhancing strengths (Gordon, 2012). It is not  
17 proposed that sport psychology practitioners fail to adopt strengths-based methods in their  
18 practice, but there is little evidence to support this contention in the literature.

19 One study that explored a strengths-based approach in sport was conducted by  
20 Gordon and Gucciardi (2011). Primarily, this study focused on building mental toughness  
21 with cricketers, however a key aspect of the intervention involved integrating a strengths-  
22 based approach. Specifically, the cricketers' explored their own strengths within the team,  
23 and techniques from Appreciative Inquiry (Cooperrider, Whitney & Stavros, 2008) were used  
24 to elicit this information. In addition, principles from a strengths-development model  
25 (Realise2; Linley, Nielsen, Gillett, & Biswas-Diener et al., 2010) were adopted as part of the

1 intervention process to help players identify how they could make their weaknesses less  
2 relevant. As noted, the main aim of the study was to introduce a strategy for building mental  
3 toughness, and therefore it was not possible to assess the role or impact that the strengths-  
4 based elements had in this study. Nonetheless, it was reported that participants were  
5 complimentary about the inclusion of discussions about their strengths, and the study offers  
6 some preliminary support for strengths-based approaches being used in sport psychology.  
7 The researchers also recommended that future research should explore the application of  
8 strengths-based approaches in sport.

9         Although documented evidence of strengths-based approaches in sport psychology  
10 literature are scant, this does not necessarily imply that in applied work, sport psychology  
11 practitioners are not implementing strengths-based interventions with clients. As suggested  
12 by Scheel et al. (2012), even when operating within a cognitive-behavioral framework of  
13 practice, where the primary emphasis is on the remediation of disorders, positive processes  
14 (e.g., reinforcement and support) can be offered by practitioners. Nonetheless, following a  
15 review of existing literature, it is clear that there is a lack of clarity on the implementation of  
16 strengths-based processes. It would be particularly beneficial for practitioners wishing to  
17 adopt strengths-based approaches in their practice, if a clearer agreement was established on  
18 how to optimize client strengths (Biswas-Diener et al., 2011; Scheel et al., 2012).

19         As practitioners often outpace research with their applied methods, it is common for  
20 them to adapt concepts and theories so they are locally applicable for the client they are  
21 working with (Biswas-Diener et al., 2011). In sport psychology, it is evident that practitioners  
22 conduct novel interventions which may be informed by existing principles from the literature,  
23 but are adapted for the clients they are working with (i.e., Gordon & Gucciardi, 2011).  
24 However, as Biswas-Diener et al. (2011) suggested, it is necessary to explore these novel  
25 approaches and ensure that practice informs and is congruent with research:

1 Practitioners can conduct novel interventions, based on a strong theoretical rationale,  
2 as long as adequate data are collected to test the effectiveness of these deviations from  
3 the literature... All data should be shared with the field to be evaluated for quality  
4 control and synthesized to inform existing theory and intervention. Work by  
5 practitioners in the field is an untapped resource for innovative developments and  
6 these guidelines provide an initial step for building a two-way stream. (p. 107)

7 With this in mind and due to the extremely limited research available on strengths-  
8 based approaches in sport, it is deemed necessary to study the methods used by sport  
9 psychologists in the field, to identify and develop a method for implementation. The present  
10 study explored a strengths-based consultancy approach, termed super-strengths, which has  
11 been developed and utilized by sport psychology practitioners working within elite sport in  
12 the UK. Super-strengths has received anecdotal support from elite athletes/coaches (i.e.,  
13 Atherton, 2012) who have experienced the approach, and a case study of how super-strengths  
14 has been applied with various athletes was presented at a professional outlet (Bawden, 2012).  
15 However, as the approach has not been explored in research, the practice of super-strengths is  
16 not yet known. Thus, it is proposed that studying this area is relevant, timely and potentially  
17 important for enhancing knowledge of specific strengths-based approaches in our field  
18 (Tracy, 2010). The purposes of this study were three-fold: first, to explore the meaning of  
19 super-strengths; second to explore how super-strengths are identified; and finally to capture  
20 key phases for implementing the approach. It is anticipated that data generated will provide a  
21 conceptual pathway for implementing the approach in sport psychology consultancy.

### 22 **Method**

#### 23 **Participants**

24 When designing the study, in line with Tracy's (2010) suggested criteria for excellent  
25 qualitative research, specific considerations were made. These considerations focused on

1 ensuring that the research was ethical, sincere, would have meaningful coherence and rich  
2 rigor, and thus make a significant contribution to the literature. The sample for this study  
3 comprised of sport psychology practitioners ( $n=7$ ) and coaches ( $n=8$ ) who had adopted a  
4 particular strengths-based approach in their practice (i.e., super-strengths). Participants were  
5 purposively sampled (Patton, 2002) for the most appropriate persons to be identified for the  
6 question being explored (Arnold & Sarkar, 2015; Sharp & Hodge, 2013; Tracy, 2010). The  
7 criteria for inclusion of coaches were that they had co-facilitated a super-strengths approach  
8 with a sport psychology practitioner, with the same intention (see practitioner criteria), in an  
9 elite sport environment. Consistent with previous research into elite sport, participants were  
10 world-class, competing at the highest possible international standard in their sport (e.g., Hays,  
11 Maynard, Thomas, & Bawden, 2007). Participants represented a range of sports, including  
12 field-hockey, rugby union, cricket, and sailing, and all were working with elite athletes at the  
13 time of data collection.

### 14 **Procedure**

15       Following institutional ethics approval, all participants were sent an information letter  
16 explaining the aims of the research and details of the procedure for data collection for  
17 participants, if they volunteered to be involved in the study. Informed consent was also  
18 sought prior to data collection and participants were reminded that all data will remain  
19 anonymous and confidential via the use of pseudonyms.

20       Due to the exploratory nature of the study, interviews were considered to be the most  
21 appropriate method of data collection (Tracy, 2010), because they allow for in-depth, rich  
22 accounts of an experience to be gathered (Legard, Keegan, & Ward, 2003). The interview  
23 guide developed for the study was informed by strengths-based intervention research in sport  
24 (i.e., Gordon & Gucciardi, 2011), and focused on enhancing knowledge within the following  
25 major areas: the concept (i.e., what is the meaning of super-strengths?), identification



1 methods (i.e., how do we identify super-strengths in practice?), and development of the  
2 approach (i.e., what are the key phases for implementation?). Prior to data collection a pilot  
3 interview was conducted with a sport psychologist who had previously used this strength-  
4 based approach in practice with athletes. This pilot interview ensured that questions were  
5 phrased in a manner that was understandable for participants and effective for eliciting  
6 information. It was evident from the pilot interview and from initial contact with participants  
7 that both coaches and practitioners were facilitators of the super-strengths approach and  
8 played similar roles. Thus, the three major areas were covered in the interview schedule for  
9 practitioners and coaches and all data were combined for analysis, rather than the two  
10 samples being analyzed separately. Following data collection, all interviews were transcribed  
11 verbatim; interviews lasted between 32 and 64 minutes ( $M_{\text{mins}}=38.81$ ;  $SD=9.06$ ).

## 12 **Data Analysis**

13 As knowledge of super-strengths practice in sport psychology is relatively unknown, a  
14 thematic content analysis was adopted for analyzing the data (cf. Côté, Samela, Baria, &  
15 Russell, 1993; Tracy, 2010). This analysis was deemed appropriate to capture the  
16 categorization of content emerging from the transcripts (i.e., displaying the main themes  
17 representing participants' perceptions) but also to understand the meaning of the participants'  
18 quotes as the organized thematic structure evolved (cf. Braun & Clarke, 2006). In  
19 accordance with the specific aims of the study, initial analysis involved raw data themes (i.e.,  
20 quotes that represented a single, recognizable aspect of participants' views in relation to the  
21 process of using super-strengths in practice) being identified through a deductive process.  
22 Specifically, themes were placed into the three a-priori dimensions on the basis of  
23 content. The next stage involved coding the raw data (i.e., the meaningful units) by breaking  
24 it down and organizing it into meaningful categories that emerged inductively within each of  
25 the three dimensions. Following this process, categories were refined into broader themes,

1 with the identification of categories that were similar and those that were stand-alone.  
2 Higher-order and lower-order themes were generated from this process. As advocated by  
3 Côté et al. (1993), during the development and organizing of all categories, it was particularly  
4 important for the research team to discuss similarities and differences of the raw data themes  
5 to establish meaning.

6 As emphasised by Tracy (2010), qualitative researchers must consider the credibility  
7 of what they present to be true in their studies. Tracy suggested this can be achieved by four  
8 main methods: thick description, triangulation, multivocality and member reflections. In line  
9 with these suggestions, the present researchers engaged in analyst triangulation, employed a  
10 member checking procedure, and have provided thick description with direct quotes from  
11 multiple participants in the results. Analyst triangulation involved three researchers  
12 independently reading transcripts and making suggestions for the inclusion and removal of  
13 data or themes. This resulted in the change of descriptions of themes to better represent the  
14 concepts in the raw data, along with re-organization of higher and lower-order themes. To  
15 gain member reflections, participants were emailed a copy of their transcript and asked to  
16 provide comments regarding their views of the interview, and their experiences of the super-  
17 strengths approach (Lincoln & Guba, 1985). No additional comments were made.

### 18 **Results**

19 The analysis resulted in the generation of eight higher-order themes comprising 13  
20 lower-order themes, representing the data set. Results are presented in three sections to reflect  
21 the general dimensions of the study. The first section includes data outlining the participants'  
22 understanding of the meaning of super-strengths. The second section concerns the methods  
23 employed by participants for the identification of super-strengths. The final section includes  
24 participants' understanding of how the approach is implemented and how super-strengths are  
25 developed. The number of participants who discussed each theme is included in parentheses

1 (see Figure 1). This is to display the prevalence of themes within the raw data, but does not  
2 signify superiority in the conceptual understanding that has been generated.

### 3 **Defining Super-Strengths**

4 To gain initial contextual knowledge of the super-strengths approach, participants  
5 were asked to discuss their views on the concept underpinning the approach and how they  
6 would use it within the context of their sport. During analysis it was evident that a clear  
7 definition was emerging from the consistency of language used by practitioners and coaches  
8 when discussing the concept of super-strengths. Thus, in order to capture the meaning of the  
9 data, a definition of super-strengths was generated from the raw data and subsequent themes:  
10 “A strategy for performance that utilises a potential world’s best resource to gain a unique  
11 competitive edge in a performance context”. The raw data, lower-order and higher-order  
12 themes that the definition emerged from are presented in Figure 1 and are detailed below.

13 Three higher-order and three lower-order themes were identified from the 18 raw data  
14 themes capturing the meaning of super-strengths. The higher-order themes were competitive  
15 edge (e.g., sets athletes apart from others), world’s best potential resource (e.g., world-  
16 beating strengths) and strategy for performance which was broken down into three lower-  
17 order themes, default method (something athletes can rely on), impactful method (helps  
18 athletes win), and identifiable method (something people will know and fear athletes for).

19 **Competitive edge.** This higher order theme was discussed by all participants ( $N=15$ ),  
20 suggesting that identifying super-strengths can give a performer an edge over their  
21 competitors. Participants proposed that the super-strengths approach is about “identifying  
22 what is going to make the biggest difference, what is going to give you the edge”.  
23 Participants also suggested that the competitive edge is related to winning. As one participant  
24 noted:

1 A strength is an area which you are good, you already have a high degree of  
2 competence, a super strength is your potential way to win, it's like we are finding a  
3 way to win, it's not about getting better at things (P1).

4 **Unlocking world's best potential.** The majority of participants ( $n=13$ ) discussed that  
5 when working with athletes in elite sport, the super-strengths identified should have "the  
6 potential to be something they could become best in the world at". One participant stated:

7 It very much starts with athlete/ coach agreeing on this is an area that you have the  
8 potential to be world's best. I think what is important at first is to try and remove the  
9 glass ceiling so the point at which people usually stop at, which is seen as pretty much  
10 impossible (P1).

11 **Strategy for performance.** Within this higher-order theme, participants talked about  
12 super-strengths being an identifiable method, so athletes would "have a weapon" where "this  
13 is my thing, my edge, this is the bit I am recognized for". One participant gave this example:

14 They know it's different to anybody else, that's key. Malinga knows there is nobody  
15 else in world cricket that bowls like him, this is my thing, the bit I am recognised for,  
16 Usain Bolt his last 60m, if he is in the race in the last 60m you are screwed! (P3)

17 Another participant elaborated, suggesting that athletes' oppositions knowing them  
18 for their super-strength could be a way of generating fear in their opponent:

19 It is your way to win but almost something that scares the opposition, that super-  
20 strength where they have to adapt to it, they can't ignore it, and straight away they  
21 take their mind off their method and all they are concerned about is stopping you. (P2)

22 Participants suggested that this method would also be one that they could rely on and  
23 go back to, which was categorized within a lower-order theme of default method. The lower-  
24 order theme impactful method was apparent from participants suggestions that super-

1 strengths is it's a strategy for maximum effect, "so they can impact games, matches,  
2 tournaments when crunch time comes essentially."

### 3 **Identification of Super-Strengths**

4       When asked about how they identified athletes' super-strengths, participants  
5 discussed an array of methods they had employed. These were categorized into two higher-  
6 order themes: subjective and objective methods of identification. Subjective methods  
7 encompassed three lower-order themes: athlete identification (e.g., questioning them),  
8 observations (e.g., in training and competition), and coach and others' (e.g., asking  
9 coach/team mates). Objective methods comprised two lower order themes: performance  
10 statistics (e.g., competition data) and formal strengths assessment measures (e.g., personality  
11 preference). The methods are detailed in Figure 2 and discussed in the following section.

12       **Subjective methods of identification.** Within this theme, participants cited several  
13 different ways they attempted to identify athletes' super-strengths. These varied somewhat  
14 across participants, usually due to the different settings within which the participants had  
15 used the approach. For example, one participant who worked with and employed the super-  
16 strengths approach in a team sport, identified that a key method was involving others and  
17 "getting team mates to identify each other's strengths" in order to gain an external, non-bias  
18 perspective. Whereas, another participant who worked predominantly one-to-one with  
19 athletes relied on the coaches' knowledge of the players' assets and resources in order to  
20 identify potential super-strengths. Another participant stressed the importance of utilizing the  
21 coaches for identification, rather than looking for an objective measure; they suggested that  
22 "you don't need a screening tool to tell you that, coaches have that information."

23       Observations were seen as a useful source of information in the identification process,  
24 and this was not limited to just the performance or training environment; participants  
25 highlighted the need to "gather resources" and take notice of the athlete as a person:

1           You have to know the athletes and see them in different environments so in training  
2           and competition, and the team dynamics and the interactions with coaches... You are  
3           always looking out for it, it's not just in the sport there are loads of things it could  
4           come from (P3).

5           **Objective methods of identification.** Participants discussed methods of identifying  
6           super-strengths that were more objective in nature. Some participants believed this to be  
7           integral to the identification process but again, methods depended on the context in which the  
8           participants were working with. For one participant (working in rugby), gaining objective  
9           performance statistics to inform the discussion for identification was deemed to be crucial:

10           You need an objective evaluation as well and I am really massive on this... you can  
11           subjectively know whether an athlete has done well or not but actually the data behind  
12           that is imperative, so we can actually look at the stats and say right his hit rate is  
13           this... so you get an understanding of well right in this game he was on fire. (P6)

14           Some participants favoured, or were better suited to, the adoption of quantitative  
15           methods of identification. For example, one coach cited his use of statistics and performance  
16           data in order to identify where an athlete was strongest and had most potential: "I do a lot of  
17           stats collection and that sort of thing... and Jennifer (pseudonym) completely revolutionized  
18           the way girls raced". The sport the participant worked with was predominantly a racing sport  
19           whereby statistics and data surrounding start, lap and race times were deemed to be highly  
20           important for identifying a level of performance and future race plans.

21           Generally, participants suggested their identification process included a mixture of  
22           methods and a process of triangulation, as highlighted by one participant:

23           Performance profiling and identifying the different bits where they are strong, so  
24           again across the board, through talking with the coaches, through observations  
25           perhaps you pick them up yourself, through the athlete's ideas what is confidence

1           enhancing for them and then I think it is looking for the themes across them and then  
2           you say right this is what we have got. (P4)

3   For example, in the racing sport mentioned above, an amalgamation of identification methods  
4   suggested that Jennifer's super-strength was to have potentially the world's fastest start.  
5   Upon identification, participants suggested the need for a "check point" to ensure that what  
6   has been identified, does indeed constitute a super-strength. Specifically, it was suggested  
7   that going back to the aforementioned definition and reflecting on the super-strength was  
8   important before moving on to the development of it. Examples of reflecting questions  
9   included, "does this give them a strategy to perform?", "could they potentially be best in the  
10   world at this?", and "will this give them an edge over their competitors?"

### 11   **Phases of Development**

12           Analysis of the data within the general dimension encompassing the implementation  
13   of the approach, revealed three key phases: preparation phase, application phase, and  
14   monitoring phase. All themes are presented in Figure 3 and key points are outlined below.

15           **Preparation phase.** This higher-order theme was generated by three lower-order  
16   themes. All participants emphasized the need to initially sell the approach to stakeholders and  
17   athletes to encourage buy-in, also to provide athletes with context for utilizing their super-  
18   strength(s), and ensure there is a strategic plan for change. Participants suggested a "sell" of  
19   the approach where the concept is presented to those involved (i.e., athletes, stakeholders, and  
20   people influencing the training environment) to initiate buy-in and ensure they understand the  
21   aim of the approach. One participant reflected:

22           Well firstly you need to understand it, it's too easy to kind of be black and white in  
23           your thinking in that right I'm just going to focus on this and forget everything else,  
24           well no you're not you have still got to address areas of weakness so a good  
25           understanding of the philosophy behind it but also you have to be able to get people to

1 buy in to this way of thinking and sell it so you have to be able to frame this idea and  
2 this re-framing idea effectively to key stakeholders like athlete, coach, Performance  
3 Director etc. (P2)

4 All participants highlighted the need for athletes to understand “when, where, how”  
5 their super-strength will give them a competitive edge. It was proposed that a coach, who  
6 must give license for the athlete to utilize their super-strengths without concern or “fear of  
7 failure”, would provide this context. One participant explained the importance of this:

8 Because points of difference are noticeable by definition and if people are playing  
9 with a fear of the consequences of getting it wrong, what will happen is they will lose  
10 their edge, everything becomes average or OK, or maybe good but nothing sticks out.  
11 When people truly have the freedom to do what they do best, their point of difference  
12 will shine... there is still a responsibility to make good decisions around that because  
13 it’s not a case of play to your strengths and to hell with the consequences, this gives  
14 you a mental model of how you will do that. (P1)

15 Along with providing context for using super-strengths, it was suggested that a  
16 strategic plan for maximizing these should be developed with the athlete. One participant  
17 described an athlete’s awareness of both context and strategy as being crucial for success:

18 Putting an action plan into place and then working at it, reviewing it and improving  
19 it...how working on those super-strengths could relate to other weaknesses or those  
20 becoming evident or indeed how an overdone strength could become a weakness...  
21 the greater the athlete’s awareness of this, the greater chances of success. (P5)

22 **Application phase.** All participants highlighted the need for adaptations to take place  
23 in order for the super-strengths approach to work optimally. This higher-order theme  
24 comprised of two lower-order themes describing the application to the culture (influencing  
25 stakeholders) and application to training (e.g., physical changes to athlete’s training regime).



1           Several participants ( $n=11$ ) suggested influencing key stakeholders in the sport is  
2 integral; “you need people who create the environment that the athlete performs or trains in  
3 because that is the bubble, and that’s who decides which game we are playing.” Methods for  
4 influencing and adapting this included “getting it into the language” to ensure people  
5 understand the aim.

6           The adaptations to training that participants discussed included “making the super-  
7 strength more robust” via “testing them on their super-strength in pressurized situations” and  
8 having “specialized super-strengths training sessions”. One participant highlighted the need  
9 to agree training adaptations with the athlete and people who manipulate training:

10           I think it needs to be clear how much time they are going to spend on this aspect of  
11 their performance and how they are going to do that. You know what are the  
12 processes that need to be manipulated or the contexts that need to be put in place to  
13 give them the best chance to develop the super-strength. (P7)

14           Specifically, one participant identified that their athlete’s super strength was to be the  
15 strongest, fittest athlete in their sport and thus their plans for strength and conditioning  
16 changed to allow for this change in focus. Consequently, to develop this super-strength the  
17 athlete “used the fitness guys a lot more and got a lot more scientific with it” and “definitely  
18 had more precise plans as far as his fitness was concerned, as to what he would do when  
19 going through (sport specific competitions) and stuff”.

20           **Monitoring phase.** This higher-order theme did not consist of any lower-order  
21 themes, however the raw data comprising the theme was deemed to be highly important in  
22 the development of the approach. All participants discussed a monitoring phase, specifically  
23 where “tracking where you are at” and “adapting and evolving” would take place.

24           Participants suggested that this monitoring phase must be constant and highlighted the  
25 need for “coaches to keep re-visiting the approach” to ensure the approach is successful.



1 fairness, and are taken from a list of 24 potential strengths. Although it is agreed that such  
2 strengths could be useful if applied in training and performance environments, the strengths  
3 identified by this tool are not context-specific and thus would not necessarily provide an  
4 athlete with a strategy to gain a competitive edge.

5         Conversely, while it is clear that there is a trait element of the resources utilized to  
6 identify an athlete's super-strength, the actual super-strength that is generated would be more  
7 state-like, depending on the sport/ position/ competition the athletes find themselves in.  
8 Specifically, the super-strength is part of an athlete's relevant strategy for performance which  
9 can be a unique amalgamation of their talents, traits and resources, and has the intention of  
10 providing them with a competitive edge in their performance context. For example in short-  
11 track speed skating an athlete's super-strength could be "to be the fastest starter in the world",  
12 but the talents and strengths underpinning this might be the athlete's aggressive nature (trait-  
13 character strength), their composed fast reaction (talent), and explosive power (physicality).  
14 However, in some races, leading from the front and having the best start may not provide the  
15 athlete with a competitive edge (i.e., in the endurance distances), thus there is a need for  
16 context and adaptation to ensure that the intended impact (i.e., gaining a competitive edge) is  
17 achievable.

18         Biswas-Diener et al. (2011) reinforced the idea that strengths are contextual and  
19 encouraged practitioners to consider "strengths development", which involves adopting a  
20 more sophisticated approach, by considering contextual elements and how to adapt strengths  
21 for maximal impact. Yet the researchers argued that the majority of practitioners adopting a  
22 strengths-based approach typically adopt "identify and use" approaches. Specifically, identify  
23 and use approaches include practitioners employing a formal strengths assessment to identify  
24 trait strengths (e.g., VIA) or talents (e.g., Gallup StrengthsFinder: Buckingham & Clifton,

1 2001) and then use the information to discuss ways the client might use these more in life or  
2 work. Biswas-Diener and colleagues discouraged such approaches, suggesting that “strengths  
3 development” would be more beneficial to clients, enabling them to better understand their  
4 strengths and how to implement them to greater effect. This notion has been reiterated in  
5 sport psychology and it has been suggested that helping athletes develop their unique,  
6 signature strengths could potentially help build robust sport-confidence (Beaumont, Maynard,  
7 & Butt, 2015).

8 Evidently, the Realise2 (Linley et al., 2010) has a strengths development element to it.  
9 The online questionnaire requires participants to rate 60 pre-determined attributes in relation  
10 to how energizing they find them, how good they are at them, and how often they use them.  
11 These attributes are then categorized into realised strengths, unrealised strengths, learned  
12 behaviors and weaknesses with an accompanying model to help participants maximize,  
13 marshal, moderate and minimize them, respectively. With regards to super-strengths, it is  
14 unlikely that the attributes used in the Realise2 online questionnaire would provide specific,  
15 contextual strengths relevant to an athlete’s performance strategy; however the accompanying  
16 model does include strengths development considerations. Accordingly, Gordon and  
17 Gucciardi (2011) adopted such elements of the Realise2 model in their study described  
18 previously, with cricketers. Specifically they utilized the model’s pathway for minimizing  
19 weaknesses, however they applied it to contextual attributes they had identified with the  
20 players, rather than the pre-determined attributes identified by the online tool.

21 Similarly, strengths development is evident within the phases of development  
22 reported in the present study which were considered crucial for implementation of the super-  
23 strengths approach. Within the phases of development, participants stressed the importance of  
24 providing the athlete with context for using their super-strengths. Specifically, building a

1 strategic plan around how the athlete's super-strength will look in competition and what the  
2 super-strength might look like overplayed and underplayed (i.e., if they use their super-  
3 strength too little or too often), a notion that has been discussed in strengths-based research in  
4 psychotherapy (Scheel et al., 2012) business psychology (Kaiser & Overfield, 2011) and  
5 coaching psychology. Understanding what the super-strength might look like overplayed and  
6 underplayed was deemed to be crucial in order for athletes to clarify what "optimal" use of  
7 their super-strength would look like. Participants suggested that coaches must be aware that  
8 sometimes athletes might not implement their super-strengths optimally, but must provide a  
9 "license" for them to have a go. This license involves agreement between athlete and coach  
10 on the boundaries around when, how and why they would use their super-strengths. It is  
11 suggested that the license offers clarity to athletes, would increase their buy-in to the  
12 approach, and reduce hesitance and fear of failure. Thus, ensuring that boundaries and a  
13 license for using super-strengths have been established and agreed is an important  
14 consideration for practitioners looking to implement the approach.

15 A further interesting finding was that the three key phases of development of the  
16 approach represent a cyclic process, rather than a linear process. It was suggested that  
17 monitoring should be conducted continually throughout the intervention to check that the  
18 super-strength is still applicable and would provide the performer with a competitive edge. If  
19 this was not the case, for example if the demands of the sport had changed, then in order to  
20 continue there would potentially need to be a re-identification process or a reiteration of the  
21 context for utilizing or strategic plan for maximizing their super-strength(s). The importance  
22 of monitoring the progression and effectiveness of intervention strategies is something that  
23 has been consistently cited as an important element of sport psychology practice (Andersen,  
24 Miles, Mahoney, & Robinson, 2002). Necessary adjustments should be made to ensure that  
25 athletes continually develop and that the intervention is best suited for the needs of their

1 situation (Murphy, 2012). This is an essential consideration for practitioners looking to adopt  
2 a super-strengths approach in practice to ensure it is most effective for the performer.

3 Another finding reinforced by participants was the necessity for the facilitators of the  
4 approach (coach and/or sport psychologist) to discuss with athletes where working on  
5 weaknesses would feature in their super-strengths plan. Although participants suggested that  
6 the intention is for weaknesses to become less relevant during the process of implementing  
7 super-strengths, they recognized that weaknesses cannot and should not be ignored. As  
8 proposed by Scheel et al. (2012) in their research in counselling psychology, there is a need  
9 to consider when and how to elicit and use client strengths in therapy, and when to attend to  
10 problems. Specifically, they suggested that if someone has a crisis problem a practitioner  
11 might need to manage some of the symptoms first, before moving onto how strengths could  
12 be used. Similarly, the participants in the present study stated that if an athlete has a  
13 significant weakness that could be noticed by a competitor, the athlete would need to address  
14 this before trying to utilize their super-strength in competition. However, participants  
15 discussed that the approach is to be used with athletes who are already operating at elite level,  
16 thus weaknesses tend to be less visible as most athletes should have developed competence in  
17 the elements of their sport. For this reason, participants suggested that the approach might not  
18 be applicable for athletes who were lower down the ability levels in the sporting system, as  
19 their weaknesses might be too significant and could potentially nullify their strengths.  
20 Likewise, Gordon and Gucciardi (2011) proposed that practitioners and coaches should  
21 consider the appropriateness of such interventions, depending on the age and ability level of  
22 performers. This has implications for coaches and practitioners wishing to adopt the approach  
23 with athletes in that there is a need for a pre-checklist, whereby practitioners have criteria for  
24 which athletes to use super-strengths with, to ensure that the approach is the most appropriate  
25 for the situation they are working in. For example, considering the athlete's level of

1 performance (i.e., do they actually have potential to become best in the world at something),  
2 and whether they have any major weaknesses that could be exploited by the opposition (i.e.,  
3 that would nullify any super-strength). Future research is encouraged to explore the potential  
4 of adopting a similar strengths-based approach with athletes at other ability levels.

5 As an athlete's super-strength(s) are specific to them, the methods for identification of  
6 super-strengths that participants described were somewhat varied. However, all participants  
7 stated that they would ask athletes to identify their perceived greatest strength(s), and to  
8 discuss what they believe their unique qualities to be, in comparison to other athletes.

9 Similarly, in their strengths-based intervention to develop mental toughness, Gordon and  
10 Gucciardi (2011) included questions for players including where they felt most comfortable,  
11 what they enjoyed most, and how they might be able to build upon these perceived strengths.

12 Whilst questioning is a useful tool for eliciting information from athletes, other methods were  
13 described in the present study which could result in a more in-depth pool of resources from  
14 which to identify an athlete's super-strength, for example performance profiling and  
15 performance analysis. This mixed-method approach is somewhat unique to the strengths-  
16 based approach literature, because most studies employ a single character inventory, in order  
17 to identify clients' strengths (Biswas-Diener et al., 2011). To collate the information gathered  
18 from a mixed-method approach during super-strengths identification, it is proposed that an  
19 adapted version of a performance profile could be utilized (i.e., Hays, Thomas, Butt, &  
20 Maynard, 2010). The factors that feature on the profile could be informed by coach and  
21 athlete suggestions, and measures from performance data. This would allow for a visual  
22 representation of athletes' strengths and weaknesses and would facilitate the super-strengths  
23 identification process. Future research should explore how identification could be conducted  
24 when there are little or no objective data available or limited potential methods to employ.

1           Something that all participants discussed was the need to influence key stakeholders  
2 in the sport to get a super-strengths-based philosophy engrained into the culture. To do this,  
3 participants suggested the need to get coaches/sport-science staff on board and to try and  
4 make super-strengths a shared language across disciplines in the sport. The suggestion that  
5 sport psychologists' work is more impactful when reinforced in the system, by those who  
6 support the athlete (i.e., multi-disciplinary team, coaches, organizational decision-makers)  
7 has been reiterated in the sport psychology literature (e.g., Arnold & Sarkar, 2015). Findings  
8 of the present study highlighted an "adaptation to training" phase which might involve other  
9 disciplines. Ideally, within this phase, athletes' physical training plans would complement  
10 their super-strengths strategy, reinforcing this need for collaboration. For example, if an  
11 athlete's super-strength was to have the most aggressive, fastest start in a race, inevitably they  
12 would need the strength and conditioning coach to adapt their training program to target this  
13 area. Thus, the integration of the approach within the training environment and wider culture  
14 of the sport is something that should be considered by coaches and sport psychology  
15 practitioners looking to adopt a super-strengths approach in practice.

### 16 **Applied Implications**

17           As the aim of this study was to provide a pathway for understanding how super-  
18 strengths could be implemented in applied practice, there are several implications for  
19 practitioners wishing to implement the approach. First, those facilitating the approach should  
20 be mindful of the definition of super-strengths throughout. Specifically, facilitators should  
21 ensure that athletes identify super-strength(s) that could provide them with a unique  
22 competitive edge in their performance context. It is also necessary for practitioners to engage  
23 in a continual process of reflection and monitoring to ensure that they are achieving this  
24 desired effect. Second, practitioners and coaches should consider the phases of development  
25 outlined in this study, to get the most impact from a super-strengths intervention. Particularly,



1 agreeing with the athlete how they will maximize their super-strengths through adaptations to  
2 training, and providing a license/context for using super-strength(s) in performance are  
3 important elements. Finally, practitioners should aim to influence key stakeholders within the  
4 sport they are working in, particularly those who shape the athlete's training environment to  
5 achieve a shared-language and common understanding of the rationale and intended plan for  
6 super-strengths.

### 7 **Limitations**

8         Although the study has generated a conceptual pathway for understanding a novel  
9 strengths-based approach, there are limitations to be considered. First, it is important to  
10 consider the unique population of coaches and sport psychology practitioners that were  
11 interviewed in this study (i.e., working in elite sport). The ability level of athletes that applied  
12 sport psychologists engage with varies significantly from school level (Martin, 2005) through  
13 to Olympic champions (Fletcher & Sarkar, 2012). Consequently, although generalizability is  
14 not the intention of qualitative research enquiries, the sample used in the study limits the  
15 possibility of generalizing the findings to other populations. The second limitation is the  
16 inclusion of the facilitators of a super-strengths approach in the sample, without the athletes  
17 who experienced the approach. It is necessary for future research to obtain athletes' views to  
18 gain an alternative perspective and their perceptions of the impact of the super-strengths  
19 approach. This research could inform our understanding about effective implementation, and  
20 help to maximize positive impact.

### 21 **Concluding remarks**

22         This study has facilitated an understanding of how super-strengths could be utilized in  
23 elite sport. The findings highlight various practical considerations for coaches and sport  
24 psychologists wishing to adopt the approach, particularly concerning gaining and maintaining  
25 engagement with the approach, methods to identify super-strengths, and the process for

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1 maximizing and developing the approach. Following the suggestions from Gordon and  
2 Gucciardi (2011), this study intended to address a gap in the literature on strengths-based  
3 approaches in sport psychology and has provided an insight into a particularly novel  
4 approach being used in the field. Some findings from the present study are congruent with  
5 existing literature from other domains (i.e., clinical psychology, coaching psychology,  
6 organizational contexts) regarding the considerations to be made by those facilitating  
7 approaches that utilize clients' strengths. However, there are many unique elements to this  
8 approach and the elite sport population sampled and thus, it extends the knowledge from  
9 previous studies. With the lack of research in sport psychology on strengths-based  
10 approaches, and particularly the absence of a method for employing such approaches, the  
11 findings offer a new insight for sport psychologists and coaches working in elite sport.  
12

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- 3 Figure 2: Themes generated from analysis concerning the identification of super-strengths
- 4 Figure 3: Themes generated from analysis concerning super-strengths phases of development

Figure 1: Themes representing the meaning of super-strengths.

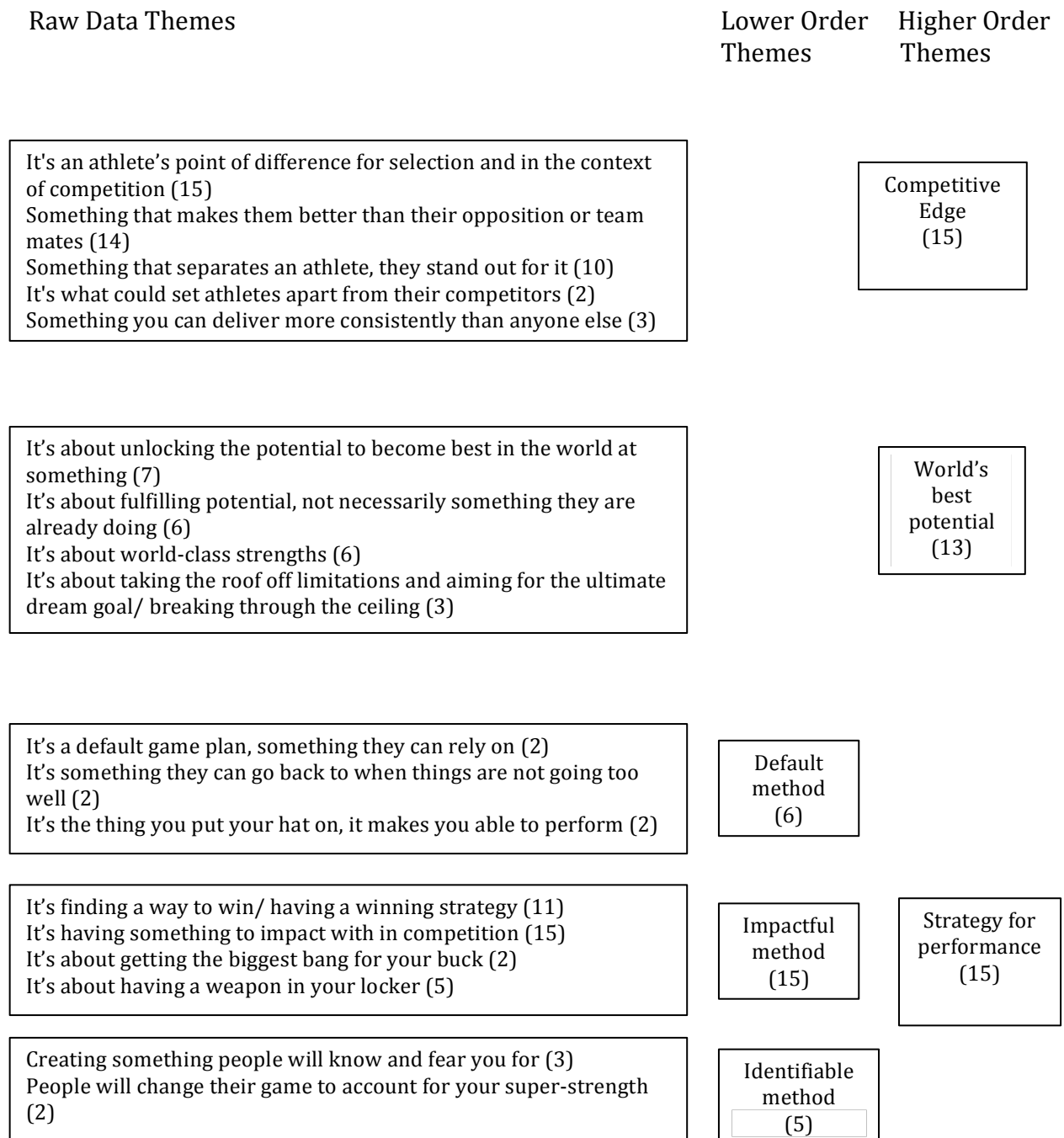




Figure 2: Themes representing the identification of super-strengths

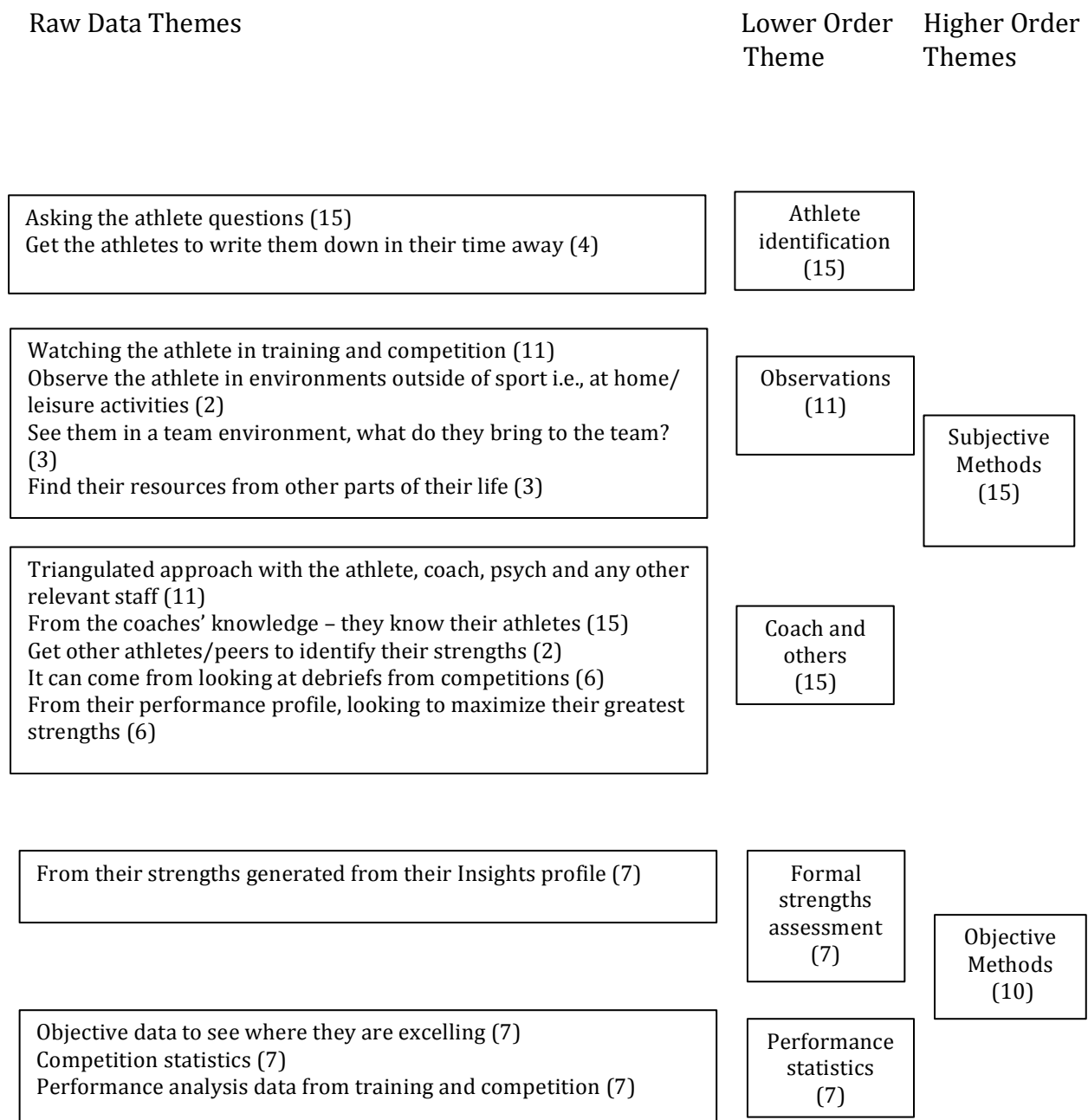


Figure 3: Themes representing super-strengths phases of development

