

STRENGTHS PROFILE

The strengths profile is our unique take on performance profiling from sports psychology^{13 14}. Used in sport, this tool is an effective strategy for helping athletes to refine their skills and competencies and highlight areas in need of improvement. In our MST4Life™ programme, participants have found this tool an engaging method to learn more about themselves and build a sense of ownership for their personal development during the programme. Our findings suggest this tool was associated with improvements in resilience, self-worth and well-being¹⁵.



Completing the strengths profile (50–75 minutes)

You'll need:

- A paper copy of the strengths profile (first and second pages)
- Two coloured pens
- One biro

Your strengths profile

Name: Mia Clarke
Date: 25/10/19

Strength and description	1	2	3	4	5	6	7	8	9	10	Importance	Discrepancy
1. Confidence												
Confidence to speak to new people											9	1.8
2. Communication												
Letting others know when and how I need help											10	20

See below for the steps for to completing a strengths profile, and right for an example of what it might look like:

Step 1

Brainstorm what are important mental strengths to the young person, both what they're currently good at and ones they'd like to develop (use page 2 to help with this).

10 minutes

Step 2

Aim to fill out as many strengths as possible (ten is not a target, fewer relevant and valued strengths is better than more strengths that hold less value).

5–10 minutes

Step 3

Score each strength for current, ideal and importance. It might be helpful to break this down into three smaller steps (ie, first rate current, then ideal, then importance levels).

10–15 minutes

Step 4

Now you can work-out the discrepancy score (see calculation on sheet). This can seem a bit 'mathsy', so maybe emphasise how the process is important to understanding more about themselves.

5–10 minutes

Step 5

Reflect on the strengths profile and the process of completing it (see reflective questions).

Set action steps or goals for where, when and how the young person can use their strengths in their day-to-day lives.

15–20 minutes

Step 6

Enter scores into an Excel spreadsheet (for a formatted version see our website*) to generate a visual depiction of scores and track progress over time.

*www.sprintproject.org

5–10 minutes

Your strengths profile

Name: Date:

Strength and description

1 2 3 4 5 6 7 8 9 10

Importance

Discrepancy

1.
(write description here)

Current



Ideal



2.

Current



Ideal



3.

Current



Ideal



4.

Current



Ideal



5.

Current



Ideal



6.

Current



Ideal



7.

Current



Ideal



8.

Current



Ideal



9.

Current



Ideal



10.

Current



Ideal



Ideal and current

1 = couldn't be any worse;
10 = couldn't be any better

Importance

1 = not very important, I don't
use this strength often;
10 = very important, I use this
strength on a daily basis

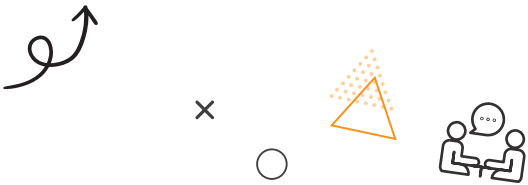
Understanding your scores...

Current score – ideal score = difference score
Difference score x importance = discrepancy score*
*Highest scores: areas for the most growth
Lowest scores: your signature strengths

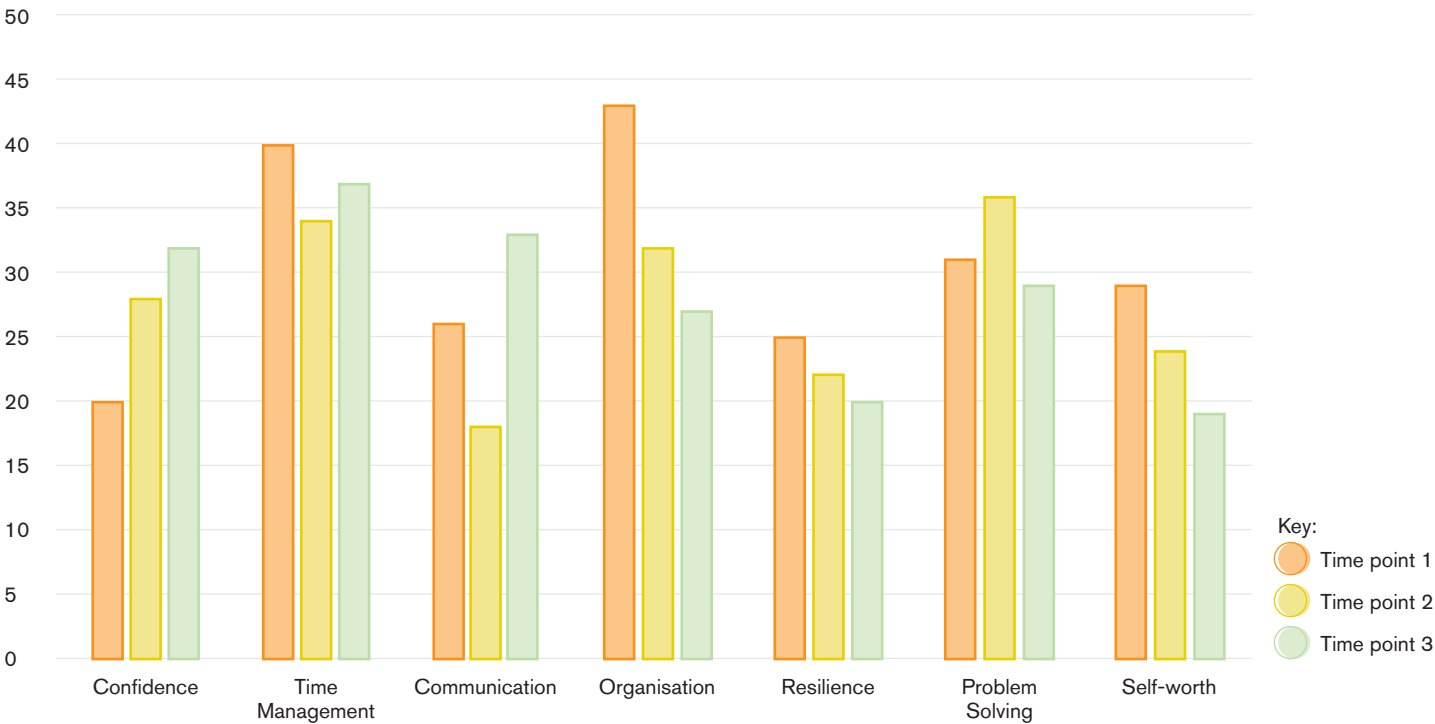
Brainstorming strengths: get the ideas flowing!



This is an image of a word cloud with thought bubbles including reflective questions.



Example bar graph, showing discrepancy scores for personal strengths over time

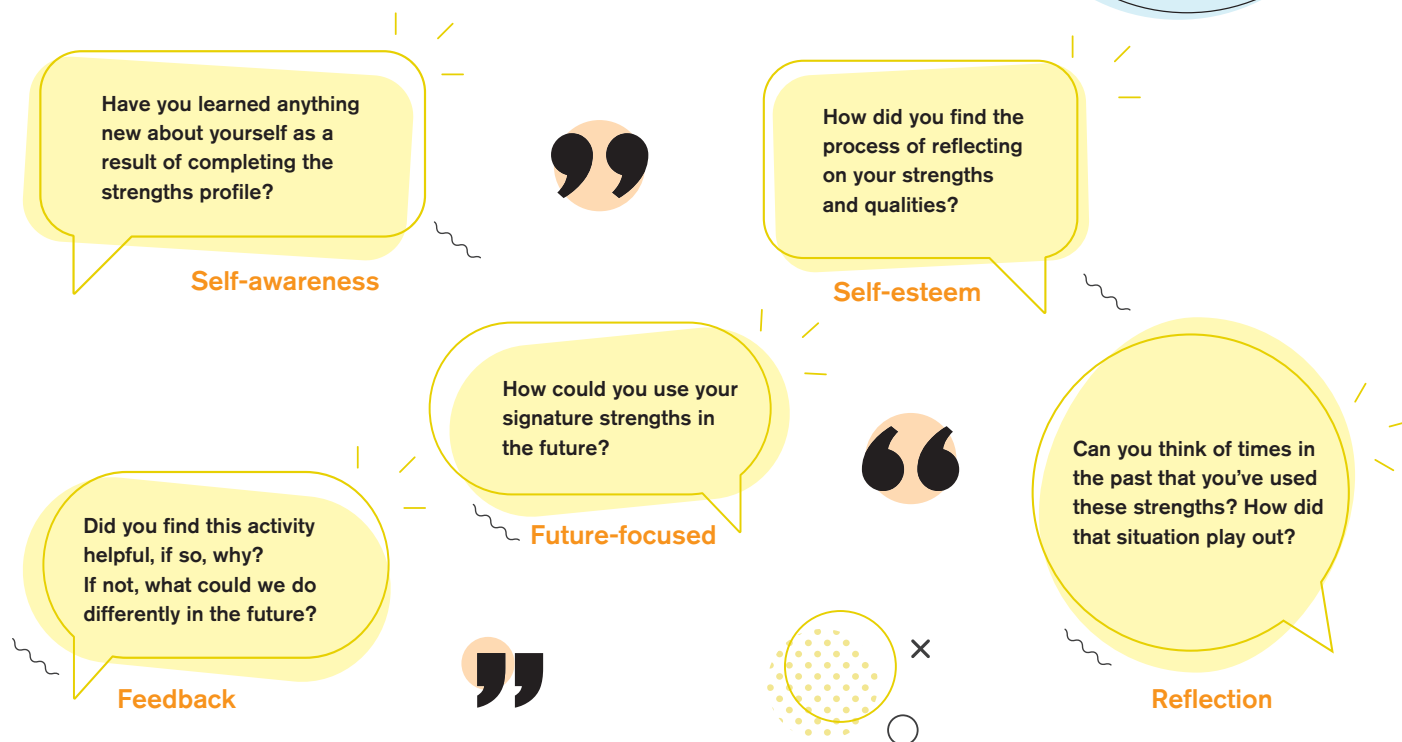


This is an image of an example bar graph that could be used with the strengths profile.



Strengths profile: reflective questions

Ask reflective questions about the mental strengths and qualities identified through these steps: either directly: *'What mental strengths did you need to complete this activity?'* or indirectly:



Action plan

Identify a situation where you can use your strengths...



Continuing to grow

Having completed the strengths profile, discuss possible ways in which the young person could continue to learn about their strengths and build on them. It might be helpful to identify situations where the young person feels comfortable and shows the best version of themselves, versus more challenging situations – this way you can work together to pick appropriate times and places to work on their strengths.

Don't forget to check in! If you've made an action plan together, don't forget to ask the young person how it went. If you expect the young person to follow through with the plan, you've got to show the same commitment to being part of the process.

When reflecting on how it went, recognise and acknowledge what strengths were used, before mapping out the next action plan!

To do...

