



HIGH PERFORMING PEOPLE
RESILIENCE

How to use this resource

We are really pleased to provide you with this resource on the topic of Resilience.

It sits as part of the **High Performing People Framework** and aims to provide some useful information on one of the framework's 13 identified characteristics. A resource will be available for each characteristic.

The recommendation is to use this resource to help you to understand the key theories that underpin Resilience and to provide you with practical recommendations as to how to apply the theories.

The resource isn't designed to be directly used by athletes, but instead to be used by the coach, to think about how the information might be best applied with the specific group you coach based on their age, experience, and unique characteristics. If you have access to a performance psychologist, then involving them in the conversation would be beneficial.

Enjoy the resource; we hope it stimulates some new ideas and, most importantly, actions.

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[Click to read about the High Performing People framework](#)

“**Resilience** is not about responding to a one time crisis. It’s not about rebounding from a setback. It’s about having the capacity to change before the case for change becomes desperately obvious.”

Resilience = ability to **withstand pressure**

Resilience = relatively **stable**, healthy levels of functioning and performance following a potentially stressful event

Resilience = **process** resulting from the interaction of an individual/team and their environment

Resilience = **preventative and proactive** approach to managing stress

Resilience ≠ rare or special quality found only in certain extraordinary people/teams.

Resilience ≠ fixed trait

Resilience ≠ found exclusively within a person

Resilience ≠ absence/suppression of emotions



Individual characteristics

SURVIVAL TO RESILIENCE

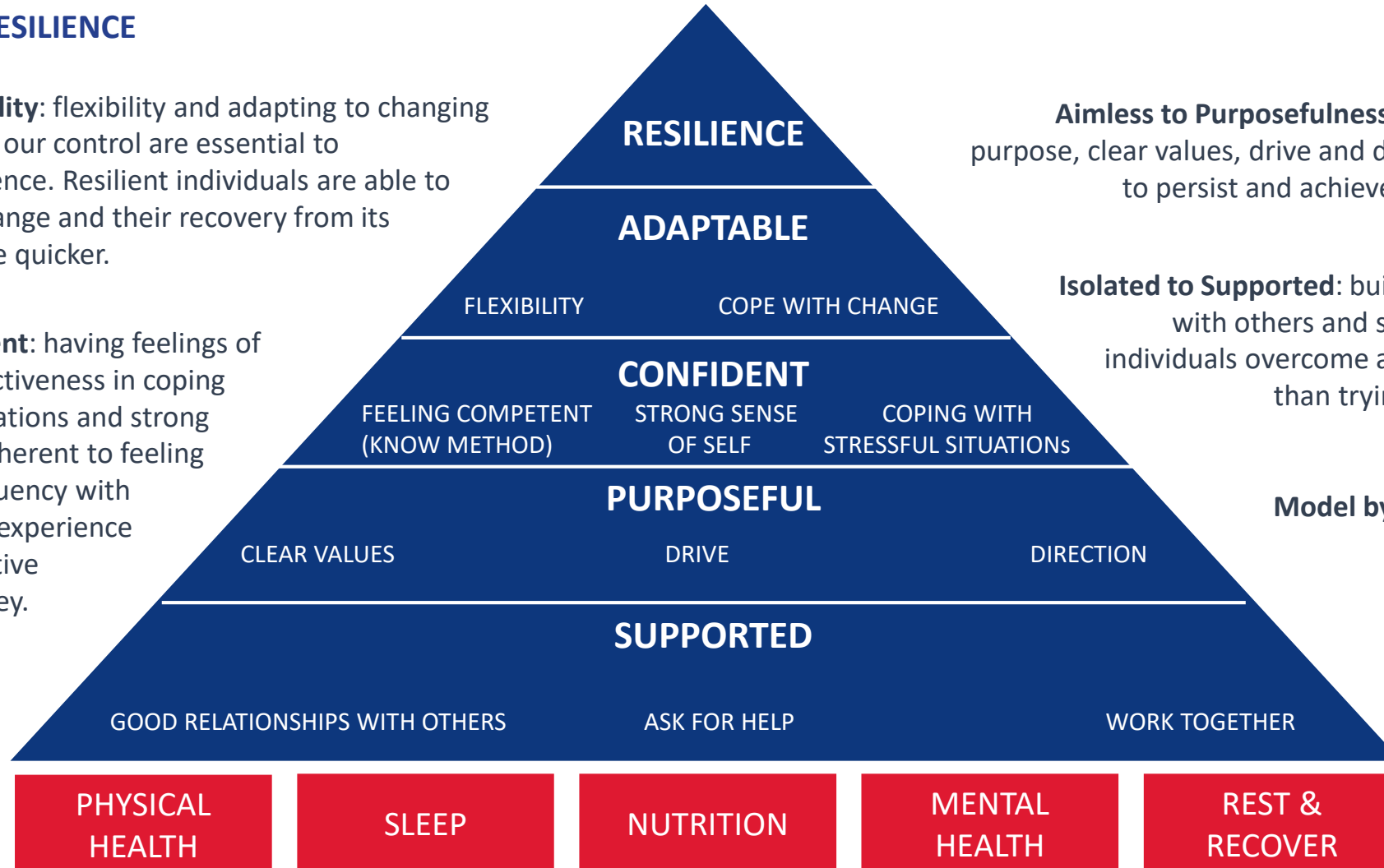
Fixed to Adaptability: flexibility and adapting to changing situations beyond our control are essential to maintaining resilience. Resilient individuals are able to cope well with change and their recovery from its impact tends to be quicker.

Fearful to Confident: having feelings of competence, effectiveness in coping with stressful situations and strong self-esteem are inherent to feeling resilient. The frequency with which individuals experience positive and negative emotions is also key.

Aimless to Purposefulness: having a clear sense of purpose, clear values, drive and direction help individuals to persist and achieve in the face of setbacks.

Isolated to Supported: building good relationships with others and seeking support can help individuals overcome adverse situations rather than trying to cope on their own.

Model by Robertson and Cooper



Environmental characteristics

Resilience demonstrated by an individual or team is influenced by the interaction between the individual's characteristics and the environment. In simple terms we can think about it as the support and challenge experienced by the individual/team in the environment.

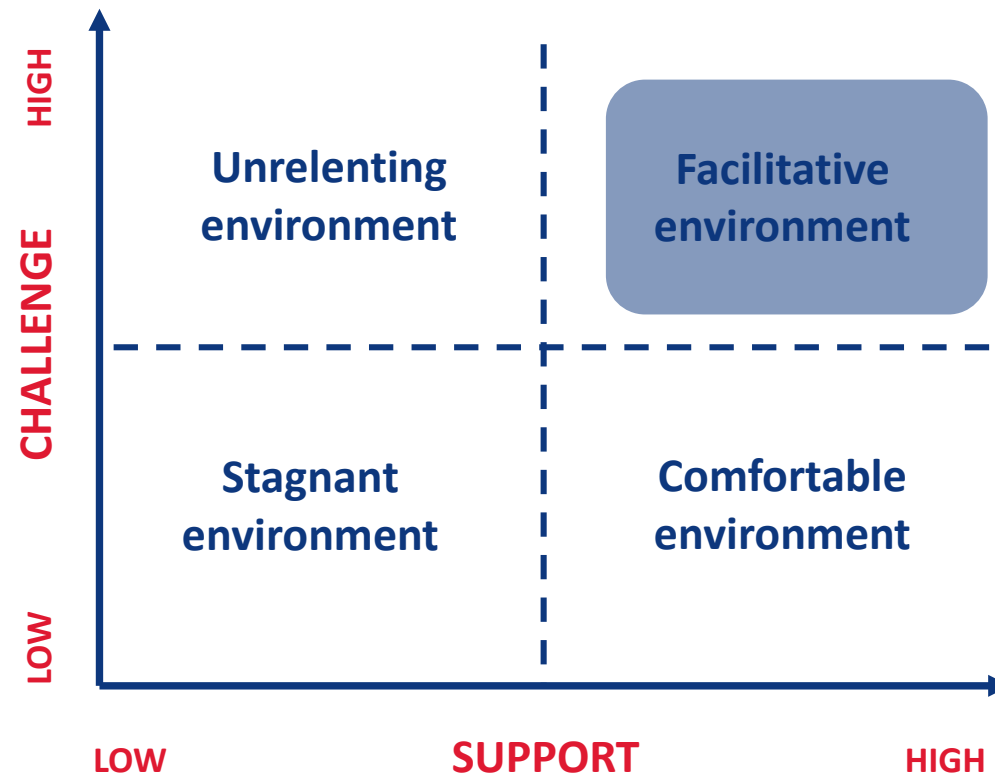
The challenge relates to the high expectation of people in both their behaviours and their performances. It is the level of responsibility or accountability that is required in the environment. Support on the other hand refers to the enabling factors that promote developing personal qualities, learning and trust between people.

The environment that is created by coaches can be separated into four categories, as shown on the right.

In a facilitative environment there will be:

- supportive challenge towards a goal, which looks at what we can learn from a situation
- individuals will have input into their goals
- leaders look to develop healthy relationships between individuals, where people support each other
- there is a feeling of 'we are in this together' rather than a sink or swim attitude

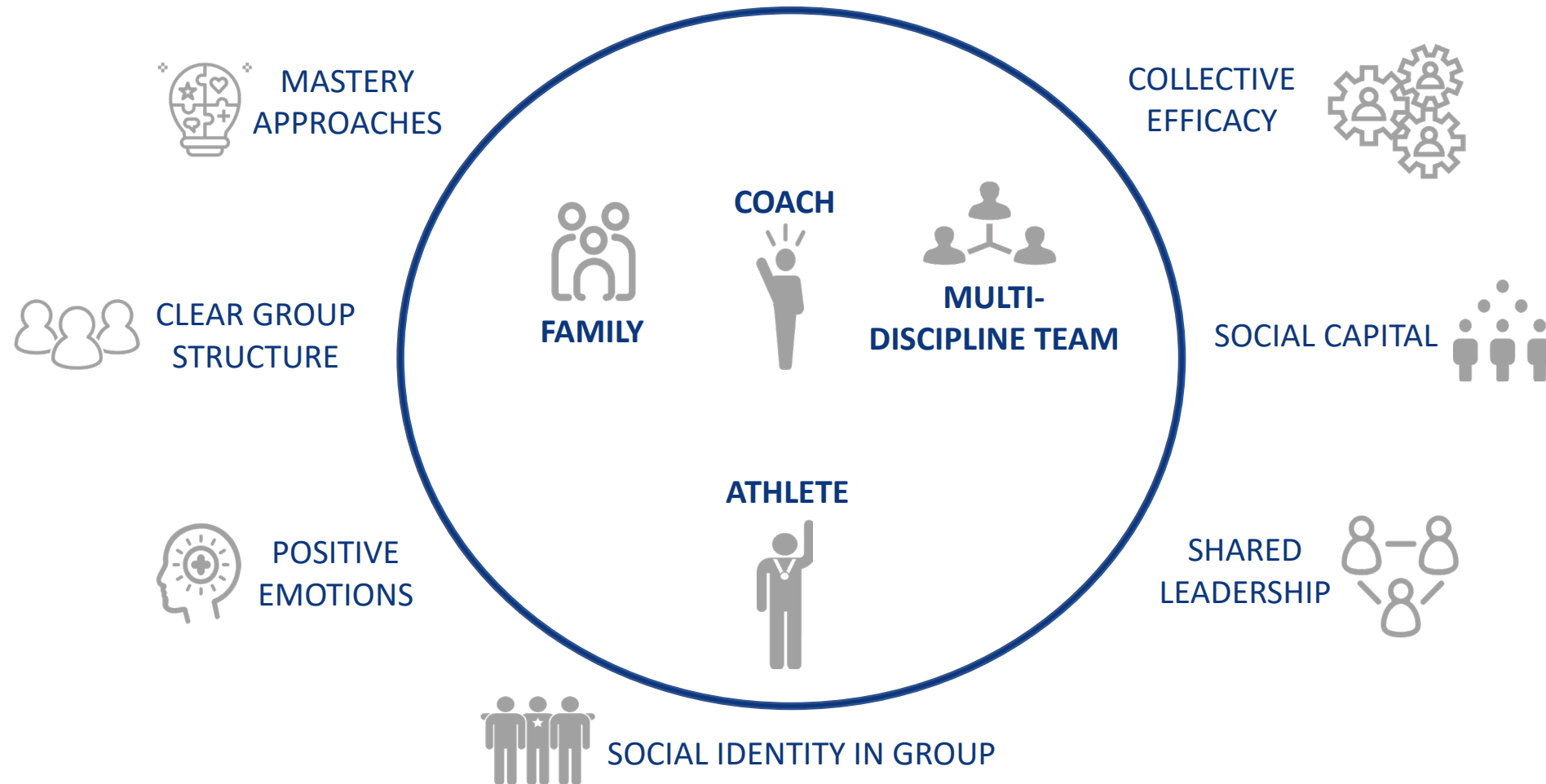
Fletcher and Sarkar (2016)



What would brilliant look like?

You can influence a number of people (e.g. coach), in the environment to create a facilitative environment.

Morgan and Fletcher (2015)



What would brilliant look like?

CLEAR GROUP STRUCTURE

WHAT DOES IT LOOK LIKE?

- shared vision
- group accountability
- open and honest communication
- frequent communication
- positive verbal communication
- humour during setbacks
- shared leadership roles
- clear roles – acceptance of roles

HOW MIGHT YOU CREATE THIS?

- sessions designed for clear short & long term goals, created by all
- clarity of roles (e.g. captain; leading value)
- numerous communication loops (e.g. shared social space; individual sessions with coach; review meetings post block/competition)
- clarity of approach to communication type

COLLECTIVE EFFICACY

WHAT DOES IT LOOK LIKE?

- belief from past success
- drawing on experience of adversity
- fighting spirit in challenging situations
- sticking to the task in difficult moments
- commitment to the team
- sustaining team morale
- working together during setbacks
- others spreading belief after failure
- exhibiting a positive team attitude
- gaining feedback after disappointment

HOW MIGHT YOU CREATE THIS?

- highlights board with struggles & how they have been overcome
- use of challenges to support the building of efficacy
- opportunity for players to share positives about each other (e.g. conversations around what they bring; regular player awards).

What would brilliant look like?

MASTERY APPROACHES

WHAT DOES IT LOOK LIKE?

- focus on learning & improvement as a group
- resetting the team focus
- reinforcing positives from poor performance
- preparation to withstand stressors
- refusal to give up despite setbacks
- digging in when facing challenges
- not dwelling on setbacks
- adaptability
- gaining experience of challenging situations
- flexibility
- learning from collective adversity and applying knowledge in the future

HOW MIGHT YOU CREATE THIS?

- individual & group goal setting & review opportunities
- what-if planning meetings
- highlight boards of improvements & lessons learnt
- small group discussions between senior athletes & new athletes around areas learnt from
- opportunity for the athlete team to come up with solutions rather than staff team

SOCIAL IDENTITY WITHIN THE TEAM

WHAT DOES IT LOOK LIKE?

- band of brothers
- doing it for each other
- team identify
- shared experiences of adversity and attachment to each other

HOW MIGHT YOU CREATE THIS?

- team kit
- opportunities for social exposure
- opportunities for team to experience adversity which requires group cohesion

What would brilliant look like?

SOCIAL CAPITAL

WHAT DOES IT LOOK LIKE?

- deep emotional bond
- loyalty to each other during adversity
- trust and respect in tough times
- friendship in times of need
- emotional support
- tangible support
- esteem support
- informational support
- no blame culture when experiencing failure
- selfless exchanges during challenging situations
- frequency of positive interactions

HOW MIGHT YOU CREATE THIS?

- create opportunities to create understanding of each other (incorporation of families in this process)
- buddy system for support
- recognising the effort that an individual puts in
- treating individuals with respect

SHARED TEAM LEADERSHIP

WHAT DOES IT LOOK LIKE?

- player and coach leadership group;
- active involvement in decisions

HOW MIGHT YOU CREATE THIS?

- player and coach leadership group;
- development of skills to give feedback;
- player code on feedback based on key values

POSITIVE EMOTIONS

WHAT DOES IT LOOK LIKE?

- optimism
- enjoyment of experience

HOW MIGHT YOU CREATE THIS?

- individuals to role model optimism