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From Olympic Athlete to Sports Psychological Consultant within the Ski Jumping Context: A Self-Narrative

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ABSTRACT

In this self-narrative, I reflect upon my career chance from an elite athlete and Olympic ski jumper to a sport psychological consultant (SPC) within the same sport and on the same team. Building on the transition framework of Schlossberg, Waters, and Goodman (2005), the article aims to elucidate how my elite sport background, my studies in the field of sport sciences and sports psychology, and my career as a sport transition researcher has influenced my professional philosophy and hence the team intervention strategies. First, the context of ski jumping sport and the setting of the Swiss team is described. Following, in the transition entry and progression phase, I elaborate on some of these interventions such as (dual) career planning, introduction to mindfulness and acceptance-based approaches, psychological skills training, and practical issues during training camps and competitive situations within the specific ski jumping context and culture. In the transition outcomes phase, I critically reflect upon the challenges (e.g., dual relationships, role clarity) of working as an SPC within a team in which I was a former member, but also the advantages stemming from the extensive contextual knowledge attained throughout my elite sports career. Finally, some examples of context-driven interventions are provided as well as concluding recommendations.

Keywords: Ski Jumping, Career Change, Transition, Applied Sports Psychology, Elite Sport

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Introduction
Although many former athletes become coaches following their elite sports careers, it is less common for Olympic-level athletes to proceed in post-graduate studies and to become a sport psychological consultant (SPC). Given that sports psychologist's identities are under-examined (Tod, Hutter, & Eubank, 2017), life histories and career stories have the potential to illuminate how events and relationships shape the practitioner’s identity. Hence, in the following self-narrative, I reflected upon my athletic and academic career including my transition from an Olympic athlete to an SPC, and I provide an understanding of how my background has informed my consulting philosophy and my professional practice as a novice SPC within the ski jumping context. Reflective practice is important since it can help practitioners explore their experiences and decisions in order to increase their understanding of themselves and their practice (Anderson, Knowles, & Gilbourne, 2004).

The impact of sports psychology service delivery on active elite athletes has been researched extensively (e.g., Bühlmayer, Birrer, Röthlin, Faude, & Donath, 2017; Gustafsson, Lundqvist, & Tod, 2017). However, little is known about how former elite athletes familiar with the principles of sport psychology might use this experiential information within their applied practice as an SPC after career termination. In line with the cultural sport psychology perspective (Schinke, McGannon, Parham, & Lane, 2012), which emphasizes that each context demands its own consulting approach, I first describe the context of ski jumping. Following, the article is organized from the view of a transition process (Schlossberg, Waters, & Goodman, 2005) with its different phases: (a) the pre-transition phase, which involves my sporting and academic curriculum; (b) the transition entry and progression, where I describe my comeback into the team in a new role, my professional philosophy, and the interventions within the team; and (c) the transition outcomes, which includes lessons learned and some recommendations.

The Context of Ski Jumping
Ski jumping is a traditional Olympic winter sport which attracts a wide TV audience and large crowds at the World Cup venues. Despite this attention, only a handful of ski jumpers can make a living from their sport, while most other athletes need to work part-time or are supported by a national army or police program. The World Cup season starts in November and ends in March, consisting of approximately 30 competitions. Even though ski jumping is originally a winter sport, most of the training jumps are in fact practiced during summer on artificial plastic hills. During the winter, around 200 to 300 jumps are carried out, most of them during competitions. Ski jumping is a technically demanding sport that combines the elements of athletics (i.e., a powerful take-off from a low in-run position) with the elements of aesthetics (i.e., elegant flying position, graceful “Telemark” landing). The take-off is executed in less than half a second at a speed of 90-100 km/h, which demands high precision and excellent timing skills. Aerodynamics is an essential performance factor, and gravity influences the jumpers’ flying curve (Virmavirta & Kivekäs, 2012); thus, low body weight is an advantage in ski jumping (Schmölzer & Müller, 2002). To prevent jumpers from striving towards an unhealthy-low weight, rules were changed in 2003 to regulate the ski-length according to the Body-Mass-Index. Additionally, weather conditions (e.g., wind, snow, fog) play a crucial role in ski jumping. Due to the changing weather conditions, jumpers need to adopt a flexible pre-start routine to deal with delays during competitions.

From an outsider perspective, ski jumping might appear to be a very dangerous sport. However, despite crashes happening occasionally, there are relatively few serious accidents in ski jumping. Nevertheless, jumpers deal with high levels of arousal before each jump. As part of a scientific research project (Kusserow, Amft, Gubelmann, & Tröster, 2010), I experienced that the heart rate can reach up to 180 bpm in a sedentary state just before the jump in competitions. Given the characteristics of the sport (i.e., high risk, uncontrollable external conditions, non-repeatability, high arousal level), ski jumping has often been referred to as a “mental sport” in the media (e.g., FAZ, 2018; Gubelmann, 2004). However, despite its unique sports psychological profile, there has so far only been a limited academic sport-psychological interest in the ski jumping sport.
Pre-Transition Phase

My sporting and academic curriculum. One of the first childhood memories I can recall is getting a chocolate bar from a doctor who had just sewed a cut on my forehead. I ended up in the emergency room at the age of three because I attempted to imitate what I had just observed on television: ski jumping. However, instead of landing on snow as the jumpers did, I hit my head against the edge of the table next to the couch from which I was jumping. It seems that ski jumping has had a magic attraction to me even before I realized it myself. I began jumping at the age of seven and entered the World Cup at the age of 16. During my 15 years on the World Cup tour, I have participated at three Olympic Games and eight World Championships achieving several top rankings and winning medals. Besides these highlights, there were also difficult periods in my career, especially in critical transition phases where I experienced many changes in the coaching staff, during long periods of performance slumps, or when recovering from injuries. In these periods, I was glad that I had something more than just the sport to focus on and I could concentrate more on school or studies.

From an early age, I had the aspirations not only to succeed in sport but also to challenge myself academically. This motivation for a dual career (Lupo et al., 2015) resulted in a master’s degree in sports science in 2005. My keen interest in the psychological aspects of the sport gave me the chance to incorporate the knowledge I had gathered from the studies into my elite sports endeavors. The sports psychology course was primarily based on traditional psychological skills training literature (PST; Vealey, 1988). Hence, in collaboration with our team sport psychologist, who was also my lecturer at the university, I worked on distraction control, improvement of my performance state, visualization techniques, and goal-setting (Gubelmann, 2004). Role awareness and career planning were other important issues on the agenda since I had difficulties to set boundaries between my student role and the role and identity of an elite athlete in the first years of my studies.

I remember writing an essay for the final exam in sport psychology entitled “Control your emotion, or they will control you!”. This approach that is rooted in cognitive-behavioral therapy (CBT)– which assumes that optimal performance occurs when athletes learn to control their thoughts and emotions (Hardy & Gould, 1996)– was also my pre-dominant strategy during competitions. However, as I experienced as an athlete, trying to suppress unwanted thoughts and trying to control emotions in demanding situations (e.g., changing weather conditions, final round at Olympic Games) can lead to a paradoxical effect. For example, when I tried to change doubts and negative self-talk into more positive thoughts or more constructive self-talk, I was more occupied with an active scanning process to detect unwanted thoughts and thus, not focused at the task itself (i.e., the technical execution of my jump). Moreover, I became more aware of these negative thoughts, which increased arousal in my pre-start routine.

Although I was not systematically working with mindfulness approaches during my sporting career – mindfulness-acceptance-commitment (MAC; Gardner & Moore, 2004) was just emerging – I have naturally developed acceptance-based techniques that resemble MAC during my sports career which I practice ever since. Mindfulness techniques emphasize the development of nonjudging, nonevaluative attention to present realities, including both external stimuli and internal processes. That is, internal or external stimuli that enter awareness are noticed, but not evaluated as good, bad, right, or wrong. In general, I am convinced that working systematically with sport psychology during my ski jumping career gave me a competitive advantage and also helped me to deal with transitional challenges.

Career termination and adapting to a new environment. Shortly after my voluntary withdrawal from elite sports in 2011, I emigrated with my family to Denmark. Insofar, I was simultaneously facing the challenges of the transition out of sports and the demands of the cultural transition and adaptation. Despite having periods of doubts about what to do in the first months after retirement (in the beginning I stayed home taking care of my one-year-old son) and missing the lifestyle of an elite athlete, I felt that I had the competences and the readiness for a career change. Thanks to my former education, I soon found a part-time job as a physical education teacher at a local gymnasium. While being engaged as an athlete role model in educational workshops at the Youth Olympic Games
2012, I got interested to investigate career transitions from an academic point of view and therefore, I played with the thought to return to University and apply for a PhD project. After funding was in place, I could start the three-year doctoral study that examined the role of the national elite sports and dual career system in relation to athletes’ careers and their athletic retirement. Being part of a research unit which main focus lays on talent development environments (Henriksen, Stambulova, & Roessler, 2010), I got acquainted with the holistic and ecological approach concerning athletes’ careers. Through my ongoing teaching activities in master-level sports psychology courses, I constantly update my knowledge within the area. In recent years, inspired by my colleagues’ work (e.g., Henriksen, 2019) and international scholars (e.g., Kaufman, Glass, & Pineau, 2018; Mumford, 2016), I have developed a great interest for mindfulness practices that are based on the MAC approach.

The Transition Entry
Collaboration with the Swiss national ski jumping team. I was initially contacted at the end of the season 2016/2017 by the performance director of the Swiss national ski jumping team following a disappointing season for most of the team members. With the Olympic season ahead, it was the director’s idea to bring me back to the team as “one who knows the way,” assisting the younger athletes with mental performance and lifestyle issues. In 2017, the team consisted of five athletes and four coaches. The most prominent representative of the team is Simon Ammann who is the only ski jumper in history to win four individual Olympic gold medals. Simon and I were teammates for over a decade, and together we developed the high-performance culture of the small Swiss team in which open communication, innovation, and knowledge sharing served as the fundamental pillars. A common biography describes our strong mutual connection but also highlights our different approaches in reaching international sporting success (Wälti, 2011).

Even though I was familiar with the ski jumping culture in Swiss, I needed to update my contextual intelligence to understand the decision-making processes and planning principles within the team, as well as the values and attitudes of the team members, since its culture and its members had evolved during my absence. For that reason, I had an initial meeting with the coaches and the performance director where we discussed the areas and boundaries of my consultancy. In line with the team’s vision and goals (i.e., support athletes in fulfilling their potentials, qualification of a team of four athletes for the Olympics 2018), we agreed it was my main task to work individually with each athlete. Moreover, I also was supposed to help to improve the team culture concerning its function and efficiency.

My personal professional consulting philosophy. According to Poczwardowski, Sherman, and Ravizza (2004), one’s professional philosophy guides practice and influences not only the theoretical paradigm(s) and model(s) of practice but also the intervention techniques and methods when working with athletes and coaches. The underlying core beliefs of my philosophy, shaped by my collaboration with a sports psychologist over an extended period during my sports career, and inspired by the literature (e.g., Henriksen, Diment, and Hansen, 2011), are: (a) athletes (and coaches) have their own personalities, values, and identities that shape their lives and actions; (b) elite athletes are more motivated when they can take responsibility for their action(s); (c) elite athletes are not only practicing sport, but they are also active and develop in other spheres of life and are embedded in an environment that includes key persons; (d) a sports career is a progression through a series of natural phases containing unique challenges. The transitions through these phases are key challenges for athletes and hold the potential for crisis or growth; (e) adversity is a part of elite sports, and athletes need to learn to develop strategies to successfully cope with it; (f) the mental component plays a major role in both training and competition, and therefore, quality performances require quality training; and (g) mental skills development should be integrated into daily practice.

The Transition Progression – Interventions and Implementation
Based on my above-mentioned professional consulting philosophy, the theories and frameworks upon which the interventions are built are worth mentioning. First, I was guided by the “whole career” and “whole person” approach. The holistic athletic career (HAC) model (Wylleman & De Knop, 2011) relates to being sensitive to the different stages of the athletic career. The HAC model highlights that different transitions happen at
the various levels of an athlete’s life course. Second, ensuring that the Swiss ski jumpers further develop their mental skills package, I considered psychological characteristics of developing excellence (PCDE; MacNamara, 2011) as useful. Third, based on the notion that personal values shape meaning in life and guide our actions, I was inspired by Henriksen’s (2019) value compass model that is based on acceptance-commitment therapy (ACT; Hayes, Strosahl, & Wilson, 1999) and MAC (Gardner & Moore, 2004).

**Initial meeting and start of the consultancy services – A holistic approach.** The initial sport psychological intake (Simons, 2010) with each athlete took around two hours and served foremost to build up trust and mutual respect, to establish a common language, and to discuss expectations for our collaboration. It was important for me to shortly summarize what I had been doing in the six years of my absence from the team. I described my research and teaching activities in the field of sport psychology at the university, but also mentioned my rather limited experience as an applied practitioner. Accordingly, I emphasized the importance of providing mutual feedback aiming to strengthen our collaboration which in turn could also help me to improve my professional development as a novice practitioner. In the first meeting, ethical principles (Andersen, 2005; Oliver, 2010) such as confidentiality were discussed and I explained my role and function within the team. Based on my own experience and the recommendations of Sharp and Hodge (2014), applying an athlete-centered consulting style approach is key for an effective consulting relationship. Therefore, the athletes were encouraged to be an active participant in the consulting relationship by being open and honest. I further emphasized that I can be contacted any time also outside the consulting sessions concerning sporting and non-sporting topics or issues.

Most athletes wanted to further develop their performance enhancement skills. Accordingly, athletes showed keen interest in psychological skills training (PST; Moran, 2009; Vealey, 1988) and wanted to work more specifically with different foundation skills (i.e., self-awareness, self-confidence, and volition) and/or performance skills (i.e., achieving an optimal performance state, attention awareness, distraction control). Based on my own practices and experience in these areas, developed over a decade in collaboration with a sport psychologist, we came up with tasks that served as a homework. This could be, for example, to establish a clear pre-start ritual including focus awareness and breathing exercises, or, to reflect about own rituals and habits when preparing for a competition. To improve the imagery of their jump, athletes described the jump in detail and wrote down the key points of each phase. Additionally, I inspired them to draw the jump with a stickman, highlighting muscle tension/relaxation using different colors. I encouraged the athletes to discuss their verbalizations and drawings with their main coach, aiming to increase their mutual understanding of the technical movement.

During the training camps, it was important for me to observe the athletes in the gym, on the jumping hill, and during common lunches. This process that Mellalieu (2017) called “immerse in the culture” served as the basis to work successfully within the different members of this high-performance team. As Larsen (2017) highlighted, a fundamental part of applied sport psychology is paying attention to the relationships practitioners build with the athletes and coaches, since their work constantly builds upon this relationship. My role was being friendly but not a friend, which is a key characteristic essential for SPC effectiveness (Sharp & Hodes, 2014). In the training sessions at the hill, where athletes typically complete five to six jumps, I observed the athletes’ start rituals and their immediate reactions after the jump. Furthermore, I listened to the feedback that was exchanged on the radio between athletes and the coach to better understand athletes’ self-reflection and get a sense of the coach-athlete communication.

**Career planning and lifestyle issues.** Elite athletes have a busy schedule and they need to make decisions about how much priority is given to education or work at every stage of their sporting career (Stambulova, 2010). Half of the athletes had just finished a yearly army course, others had been semi- or fulltime professionals. With the Olympics 2018 in Pyeongchang, South Korea, ahead, only one athlete intended to start a degree program. The others wanted to focus on the sport and considered starting or continuing with education or work after the Olympic season. During a third camp in the summer, I highlighted benefits of the dual career (Aquilina, 2013) including
consequences of lifelong learning for the career after sport (Kuettel, Boyle, Christensen, & Schmid, 2018), illustrating it with examples from my own dual career and my present post elite sport situation. I introduced the Five-Step Career Planning Strategy (Stambulova, 2010) to the team members emphasizing the importance of making plans for their sports career and their life beyond. This instrument can help athletes and coaches in career planning and goal setting, in prioritizing, in preparing for a career transition, and in improving social support systems. The reflective notes from the workshop were used for the forthcoming individual sessions where we discussed the present prioritization of time and resources to the sport, education and work, friends and family, and their potential impact on future plans and goals.

Introduction of mindfulness-acceptance-commitment approaches. As described earlier, ski jumpers need to have a flexible pre-start routine and deal with high levels of arousal and distractions before each jump. MAC has been shown to be effective especially in high-precision sports (Bühlmayer et al., 2017). Opposed to PST approaches where athletes try to control or alter their performance state, MAC and ACT interventions in sport aim to help athletes increase awareness and flexibility. In the beginning, I presented the basics of mindfulness (i.e., to be present in the moment, being aware of one thoughts and emotions without judging them) linking them to the elite sport setting where focus and task at hand are important performance indicators. We practiced repeated formal mindfulness exercises focusing on breathing in a group setting, and athletes were encouraged to practice informal mindfulness exercises also in their daily practice and life. In a workshop for athletes and coaches, I presented a strategy that can guide value-based action when facing difficult situations (3R’s, inspired by Ravizza & Osborne, 1991): First, register your thoughts and emotions (what thoughts and feelings have shown up?) that take the focus away from the task. By labelling the thought, athletes learned to create a distance to them; second, release your thoughts by accepting them and letting them pass without the attempt to change them or fight against them (e.g., metaphor of placing thoughts in the backseat of a bus, the quiet space within the hurricane eye); and third, refocus on your values, your mission (the game plan and the task at hand), and act accordingly. We discussed in plenum different release/defusion strategies (Hayes, et al., 1999) that could be applied in such situations.

Using the value compass (Henriksen, 2019) as a working model, athletes should be able to make more informed decisions in critical situations that bring them towards their valued long-term goals and mission. Through repeated functional analysis, athletes reflected which thoughts and emotions typically evolve when facing a stressful situation (e.g., gusty wind, overexcitement before the jump, conflict with coach). The jumpers were invited to think about their emotionally-driven (re)action that might bring a short-sighted relief but do not bring them closer to their long-term goals, and they were encouraged to think about how they could act based on their defined values in similar upcoming situations. Athletes learned to understand that having a feeling of unease might be necessary when being under pressure and that this state not necessarily needed to be consciously altered. Working with role clarity and identity issues as a dual career athlete, the jumpers had to ask themselves questions such as “who am I?” or “how do I want to be as an athlete, a student, or a friend?”, and accordingly, “how do I act in these roles?”.

Following context-driven sport psychology practice (Schinke et al., 2012; Stambulova & Schinke, 2017), the value compass model was accordingly adapted to the specific target group and tailored for each athlete.

Transition Outcomes – Personal Reflections and Lessons Learned
Generally, I applied a holistic and humanistic perspective rooted in positive psychology, emphasizing athletes’ personal growth, promoting self-reflection and responsibility, and I used the positive relationship with the athletes as the vehicle for behavioral change. Recognizing the central role of the practitioner in successful practice reflects a movement away from problem-centered approaches to humanistic athlete-centered approaches that are based more on counseling and consulting than mental skills training models (Holt & Strean, 2001). Applying an eclectic approach does not mean that “anything goes,” rather it should be viewed as a creative synthesis of many perspectives and techniques with an underlying coherent theoretical logic to it (Poczwardowski et al., 2004). Not being bound to a specific theoretical orientation provides the basis for the necessary flexibility to best meet the individual athlete’s needs (Tod et al., 2017).
Effectiveness of service for the Swiss ski jumping team. As a former athlete, I am aware that training camps are packed with training sessions at the hill and in the gym, video analysis, team meetings, regeneration interventions, and the development and adjustment of the equipment. Finding the time and a proper location for sport psychological interventions in this busy schedule is challenging (Gould & Szczygiel, 2018), and thus flexibility in the planning is needed. If sport psychological workshops are squeezed in between demanding training sessions that require high concentration (i.e., jumping on the hill), then there is a risk that athletes are not receptive for the planned interventions, even though athletes consider them as interesting and valuable. It was important that a solid fundament of trust was established with each athlete and the coaches during the summer months before supporting the team in the hectic winter season. Again, based on my experience when starting to collaborate with a sports psychologist as an athlete, it simply took time until I was ready to talk about sensitive issues, and this did not happen before we got to know each other better. During the competition season, performance enhancement, as well as communication issues, were the main topics on the agenda, while career planning topics were put on hold until toward the end of the season.

In terms of assessment, I received an ongoing qualitative assessment from athletes and coaches, as well as written feedback, at the end of the season. Ongoing evaluation is an important part of any intervention, although the effects of sport psychology intervention are often hard to measure (Larsen, 2017). In the written assessment, I asked the athletes for general feedback, and more specifically about the topics in which they felt they made the most progress. The athletes appreciated the holistic approach and the possibilities to talk about topics that were not only performance-related, such as future plans, their competences in and outside the sports domain, or just the possibility to ask me how I handled similar situations during my career. Because of the fast-paced and outcome-focused culture of elite sport, mindfulness approaches were at first perceived as a mismatch by the performance and goal-orientated athletes. The jumpers were and still are used to label thoughts as either “positive” or “negative” with the intention to control or alter them. Those patterns have been internalized and learned over a long period and thus take a longer time to change. However, the athletes expressed the wish to continue working with the value compass model and to build in mindfulness exercises in their daily life and training, and so the work continues.

Advantages and disadvantages of my role as a former athlete delivering sport psychological service to the team. An important strength of my role as a former athlete is the fact that I was treated as a cultural insider from the beginning of the collaboration with the team and thus, a “negative halo effect” (Mellalieu, 2017) towards my consultancy service could largely be avoided. My sporting background and record helped to establish credibility and trust from all members of the team, and my detailed understanding of all facets of the sport facilitated the engagement of the athletes in the SPC interventions. Athletes describe their jumps with subtle metaphors that are difficult to understand for an outsider or non-expert. Talking the same language as the jumpers and being able to interpret the subtle feelings is crucial when working with issues concerning the visualization of the jump. Since it is insufficient for SPCs to learn a theory and simply apply it to complex practical situations (Anderson et al., 2004), I consider it advantageous to draw on my extensive aesthetic and personal knowledge that contributes to my “knowledge-in-action” when working as an SPC within the ski jumping context. Interestingly, my limited applied experience as an SPC was not mentioned as a limitation for a successful collaboration by any of the team members. The importance of supervision to become more confident in one’s own practice has been emphasized by Tod et al. (2017). However, formal supervision is difficult while working applied with a team and athletes during camps and competitions. Therefore, I regularly discuss my strategies and some of the practical issues with my former sports psychologist as well as my SPC colleagues at the university who are experienced practitioners.

Being a former athlete who engages in the function of an SPC in his or her former sport also has some potential disadvantages. I described my dual relationship (AASP, 2011) with Simon Ammann earlier. At the beginning of our collaboration, we agreed that my service to the team should not jeopardize our friendship. We decided that in his case I would play more the role of a critical friend (i.e., a trusted person who asks provocative
questions) rather than an SPC. However, it is difficult to be a friend and to work as a practitioner, as the boundaries are not clear (Andersen, 2005; Sharp & Hodges, 2014). Another drawback of the insider role is that I quickly overtook functions (e.g., filming the jumps during competitions instead of observing the athletes) that are normally the tasks of the coaches. Additionally, coaches also asked for my opinion when selecting athletes for future competitions, which puts an SPC in an ethical dilemma since confidentiality issues are at risk (Oliver, 2010).

Through my career narrative and the description of my connection to the ski jumping sport and Swiss team, I aimed to provide an understanding of my transition from an elite athlete to an SPC and to describe how my background has influenced my applied work with the team. Reflective practice is not only important for athletes and coaches but especially for novice practitioners working in the applied field of sport psychology (Holt & Strean, 2001). Based on my reflections, I provide some recommendations for SPCs who work in a sport setting or context in which they have a strong personal history and/or dual relationships.

**Recommendations**

- **Be aware of your multiple roles.** When working with athletes and coaches, adapt consciously to different situations and the changing context. Discuss ethical issues and boundaries with team members you have strong personal ties or dual relationships.

- **Avoid the “been there, done that” attitude.** What worked for you does not necessarily work for others! Therefore, it is important to listen mindfully to each athlete’s story, their experiences, and interpretations of events. Each athlete has different values and motives that guide his/her actions. Learning from one’s own mistakes is an important feature of the athletic career development and your own SPC development.

- **Practice clear communication.** When guiding and consulting athletes and coaches, clearly communicate what is based on your own athletic experience and contextual expertise, and what is based on research findings and/or the scientific literature. Well-informed communication can help team members make more cognizant decisions, and they learn to become better in evaluating different sources of evidence.

- **Open and curious mindset.** Even though you consider yourself a cultural insider, look at the team and its evolving culture with a curious and open mindset. What is the power distribution in the team? How is the feedback culture? Who is mainly involved in making decisions? Challenge your own basic assumptions and the ones from the team.

- **Live what you preach.** Role-modelling enhances credibility and trustworthiness. Explicitly share your own values with the team members, write down your consulting philosophy, and constantly engage in reflection on the what, when, why, and how of your applied work by using a reflexive journal.

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**References**


