

Triathlon Ontario Project 19

Informed Choices



Triathlon Ontario's guide to help athletes make informed choices and evaluate options and best opportunities for post secondary education and continued pursuit of excellence in sport.

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2019 TTF Elite Woman's Start

Triathlon Ontario Development Program Overview

Triathlon Ontario is committed to achieving a vision of sustained performance success through superior programming, clearly defined development pathways and clear and consistent criteria establishing benchmarks for tactical, technical and performance abilities through individual GAP identification.

In order to ensure Ontario's athletes are successful on the National and International stage, the High Performance pathway is comprised of:

- International experienced Provincial Development Coach
- Triathlon Ontario Development program
- Professional Development Opportunities for Coaches
- Provincial Race series to enhance relevant competition experience
- Regular skills, fitness and performance assessments

Triathlon Ontario's High Performance Vision

To develop an integrated high performance culture in Ontario, and become the leader in development of Canadian ITU level triathletes by developing sustainable programs which enable and support talented coaches to help our best provincial triathletes develop the proper skill sets for success.

Critical areas for Success

Triathlon at the Elite level is a very demanding and challenging endeavor. Triathlon requires more from an individual at the elite level than almost any other sport. Winning on the International stage will only come from a consistent approach to planning, preparation, and performance and the understanding that success is achieved through properly developing your physical, mental, technical, tactical and professional skills.

It is Triathlon Ontario's commitment to provide athletes continuing their athletic development after high school with the information, resources, training and racing opportunities to help each athlete to discover, assess and decide on the best option for them. The Project 19 document is an important resource to help athletes identify a training environment that will provide the best opportunities to continue along the World Triathlon development pathway and race at the highest levels of the sport.

SECTION 1 : NEEDS ANALYSIS

The needs analysis will help individuals ask themselves key questions that will establish what is important to you. This section's questions will help to identify important aspects of a triathlete's environment, education and surroundings. We recommend this portion of the document be completed individually AND with the help of someone that is trusted and knows the triathlete well, i.e. parent, sibling, friend, or coach. We suggest the triathlete ask people they are comfortable with and trust.

Each individual should feel free to add their own questions and/or adjust the process if they feel it will help. The objective of the exercise is for you to get a clear defining vision of what your needs and wants are. It is important to be aware that a "want" is not always the same as a "need".

Throughout this document we will provide examples of worksheets in addition to links to alternate resource's for various exercises that can help with the decision making process, the intent here is for you to use whatever system or process is best for you to help uncover all options, assess the pro's and con's of each and decide on the best option for you.



The pathway to professional racing is a long and difficult process. You should consider programs and coaching that will be of the greatest benefit to you and can provide the support, knowledge and environment based on triathlon's best practices.

Does the program's Organization fit your needs?

Does the program embody the competencies of High Performance development?



SECTION 2: POSSIBILITIES AND OPTIONS

In this section, we explore possible options using the needs identified in Section 1 to gather information that will help to make the best informed choice in Section 3. This section is not about trying to provide every triathlete with the answer. It is designed to showcase various options, support the consideration of those options and encourage researching additional information. It is important to remember while working through this section that the purpose is to gather information, keep all options open and keep an open mind.

There are many options and each individual will have different criteria, and will have prioritized different things. In order to streamline this section, we have divided it into two main topics.

#1) What are you going to do?

#2) Where is the best place to do it?



Post Secondary Education



Take time off



Work

It is important to recognize that every situation and every triathlete may have different ideas on what is best for them. We have tried to address the most common options that appeal to most.

- 1) Pursue Post Secondary education while continuing along the ITU pathway
- 2) Pursue full-time employment while continuing along the ITU pathway
- 3) Taking a "Gap year" or some time off to focus solely on training
- 4) Becoming a professional triathlete

POST SECONDARY EDUCATION

Pursuing post secondary education is by far the most popular choice for triathletes. There are a number of options available to Ontario triathletes to pursue, including full, part-time studies or online learning in either University or College programs.

Balancing Sport and Study

Balancing training and studying is one of the biggest challenges for most triathletes. With some long-term planning, organization and good time management, successfully balancing the demands of training and academics is possible. A critical fundamental of development that student/athletes should be aware of is that most triathletes will be finished their undergraduate degree before their true potential as a triathlete will be evident.

For most student/athletes, an undergraduate degree can be completed by 22-23 years of age. The triathlete has enough time to evaluate their situation once their undergrad is completed and be at the appropriate age when their true potential can be assessed



2017 Canada Summer Games Mixed Relay



Lactate Swim testing TEAM ONTARIO

Choosing to study at home in Ontario, another province or abroad, the process of determining what environment is ideal and how best to balance studies and training should be seriously considered.

The most popular option is to pursue a degree while continuing to train & race at the U23 level. The competitive environment & ability to compete successfully at a senior level (U23 and Elite) should be considered when weighing the training environments and opportunities at the various Universities/Colleges. As covered in the Needs Analysis, it is important to research and develop an overview of the aspects that are important to each individual. Information has been included below on programs available in Ontario and across the country as well as, relevant information on the NCAA scholarship system.

There are very few full service* programs in Canada with NCCP Certified Competition Coaching and International Coaching success. It is Triathlon Ontario's belief that athletes moving from Junior to Senior racing should strongly consider the coaches knowledge, experience and success in helping athletes move successfully from Provincial to International level competition. Programs that provide full training across all 3 disciplines and a daily performance environment that aligns with Triathlon Canada's High Performance ethos.

Canadian vs NCAA Scholarship Systems

There have traditionally been notable differences in how student athletes in Canada and the United States have been perceived. Frequently Canadian student athletes are seen as students who participate in sport, while in the U.S. the view is often that they are athletes who are also going to school. This perspective is reinforced by the athletic scholarships awarded in each country.



Buffalo ITU Elite Men's U23 PATCO Cup

Canadian Athletic Financial Assistance Program

Canadian schools are allowed to offer financial awards (Athletic Financial Awards) to athletes, but they can only cover the cost of tuition and related fees such as course fees and books. These awards cannot cover housing and living expenses and are often much lower than U.S. athletic scholarships (maximum \$4,500 annually in Ontario). Canadian university student/athletes entering their first year must have an 80% grade point average out of High school and maintain at least a 65% average (70% in Ontario) at the end of each year to remain eligible for an athletic scholarship. These Athletic Financial Awards are not guaranteed for each of the student/athlete's five years of eligibility and can also vary in amount from year to year. At this time, Triathlon is not a University sanctioned varsity sport and athletic scholarships through post secondary institutions are not available to triathletes in Canada.

The NCAA Scholarship System

U.S. Colleges and Universities have a long history of providing athletic scholarships that have been very attractive to athletes from Canada. This overview will examine the pros and cons of these scholarships from a financial and development perspective, specifically in the sports related to triathlon (swimming, athletics, and women's triathlon).

It is important to note that NCAA scholarships are a 4-5 year commitment, and your obligation to the school is a legal contract.

Triathlon in the NCAA system is referred to as an "EQUIVALENCY SPORT" and this means that the available scholarship money can be divided among team members in these sports. There is no limit to the number of athletes receiving scholarships, only the total scholarship amount is limited. The school's Athletic Director and coaches choose how the scholarship money is distributed among team members. First year student/athletes must also meet academic requirements (a combination of high school grades and entrance test score results). Athletic scholarships are renewed annually and are not guaranteed for each of the four years of eligibility.

Triathlon is a new addition to the NCAA system and as such there is little long term information available on athlete experience or athlete transfer into ITU level racing. It is important to include, among other information, some of the following in your Needs Analysis if an NCAA scholarship is an option.

- ⇒ Quality Post Secondary education, access to athletic programs, available in-country (or often in-province), and the after-tax cost is often lower than attending a U.S. school on a scholarship.
- ⇒ Athletic development outcomes are much more variable in NCAA systems and careful research and long term performance objectives is recommended by athletes considering NCAA scholarships
- ⇒ USAT does not place identified High Performance Junior & U23 athletes in the NCAA programs, all USAT Junior and U23 top performing athletes train with USAT sanctioned programs that are identified as High Performance clubs with proven certified coaching and follow the USAT's best practices for athlete development



Picture : Courtesy of Kevin MacKinnon Sam Klus, Charlotte McShane, Nicole Van Der Kaay Super League Ottawa 2019

Knowing about the key elements that will define your life over the next 4-5 years (e.g., coaching experience and philosophy, injury treatment protocol, graduation rate, travel team criteria, typical practice schedules, plan for individual athlete development) are necessary to make a truly informed decision. If possible, reach out to current and former school team members to get a true perspective of the daily training environment.

By completing the Needs Analysis before pursuing any opportunity, you will have a better understanding of what their goals, both in sport and in life, are before making any decisions and may find better options for the long-term.

PLEASE NOTE : we have added a detailed breakdown of scholarship amounts vs institution costs, athlete commitments and information on of athlete experiences in Appendix 3

Entering the Employment Market

If your decision is to move directly into the work force from High School to make some money, gain life experience or just because you are uncertain about what you want to study in a post secondary program, there are many options and choices.

Are you looking for a job that fits around your triathlon training or are you looking for a job that you can fit your training around?

This is often an overlooked question, International racing is expensive and time consuming, planning and budgeting are important aspects of extending your racing career over the development period. How much do you need to earn? This may not seem like an important question but consider that if your decision to work is to help pay for training and travel costs to races, then knowing what your day to day living costs are will help you to determine what type of job you work, how much you work and if you will be able to own a vehicle, live at home or move? Working out a simple budget to allow you to identify day to day expenses, training time and travel for racing is time well spent.



Will you have flexibility in your schedule to meet daily training commitments? Are you able to take extended periods of time off to during race season to race. Talking to your employer before hand and addressing these issues may help months later when your sport schedule changes during race season, but your work commitments may be the same or even increase.

Not always as popular a choice but a good option for some are apprenticeships or internships. Apprenticeships are a great alternative to college or university for those interested in a trade, however once again the work / sport balance becomes something that needs to be seriously considered, work in most trades is also physically taxing and the ability to train consistently at the level needed will need to be addressed.

Deciding to do something other than enter post secondary education immediately after High School is a popular choice for many. There are many career counselling centres that can help if you are unsure of the different choices and options to you.

<https://www.ontariocolleges.ca/en/programs/education-community-and-social-services/counselling-career-work>

<https://www.ontario.ca/page/employment-ontario>

Taking a GAP Year to Focus on Training

Taking a year off is an option especially for those who do not have a clear career choice or path and are not decided on a program in post secondary school. The key to a successful GAP year is planning and ensuring that you have key objectives you want to achieve. A structured period where you are committed to goals set both in and outside of triathlon.



San Sebastián—Spain 2015



2013 Canada Summer Games

SECTION 3: INFORMED CHOICE

Once you have completed your needs analysis and explored all options, you are ready for the next phase.

INFORMED CHOICE.

The next step in this process is to look at the information you have gathered in the NEEDS ANALYSIS (section 1) coupled with the information presented in POSSIBILITIES & OPTIONS (section 2).

The stage is about highlighting the options you have discovered and taking sometime to think about which is best suited to your needs.



The INFORMED CHOICE section will also introduce some tools you can use to help you identify which option(s) you may want to consider more closely by providing an objective assessment process that you can do alone or with someone you trust and know well to help you through the process.

You may however already have a system or process you feel comfortable with when weighing information, the important part of this section is just to get you to assess the information you have collected, and to provide tools for assessment, as with the other parts of this document we are not attempting to provide a full list of options but to simply provide an outline and starting point that will help you to decide or discover what is critical to you in finding the most appropriate solution for your individual situation.

Decision Making

Decision making is about being faced with a choice, the average person makes over 30,000 decisions everyday and rarely even thinks about them. Most decisions are easy and are done without any consideration, brushing our teeth, getting dressed are all automatic, other decisions like when to brush our teeth or what to wear take some thought but are hardly decisions that have a profound impact on your life so the process is pretty simple and straight forward.



Harder decisions that may have long term effect on your life or ones that have multiple options are a bit more complicated and not so easily decided upon. Deciding which university program and which university is hard enough, adding to that trying to find a proper triathlon training program to meet your long term development needs is one of those harder decisions.

Models for decision making have been around for many years, businesses use decision making models all the time in order to help individuals make the best choices for the business, it's employees and customers. Without a set process for decision making for many large businesses, operations would be kaotic and random. We believe that using a process to help make an important complicated decision is not only a good practice but can help you identify the best choice in an objective efficient way.

There are literally hundreds of decision making tools that are easy to find and to use. We encourage you to look into different options and find one that you are comfortable with.

We have included a number of decision making tools in Appendix 2 (as a reference) that you can use if you'd like or develop a system of your own. As mentioned the purpose here is to get you to think about the options, compare them to your NEEDS ANALYSIS and narrow down the choices in a purposeful way.

SECTION 4—MOVING FORWARD

Finishing high school is usually associated with a time of change in your life's structure regardless of which decision or direction you chose to take. The combination of study and training or work commitments is a transition for many triathletes and planning and being prepared is a good way to minimize any stress these changes bring as you experience your first year away from the daily structure you have had since grade school.



11 TIPS FOR TIME MANAGEMENT

1. **STOP MULTITASKING**
2. **SET REMINDERS**
3. **ONLY FOCUS ON WHAT MATTERS**
4. **BREAK TASKS INTO STEPS**
5. **GET MORE ORGANISED**
6. **REMOVE DISTRACTIONS**
7. **PLAN YOUR DAY**
8. **WRITE DOWN YOUR PRIORITIES**
9. **MAKE A "STOP DOING" LIST**
10. **CHECK YOUR EMAILS ONLY 2 TIMES A DAY**
11. **HAVE BREAKS & REFRESH YOUR MIND**



Time Management – is an essential skill to development. Understanding how much time you have for work, training and studies without overloading your schedule. A consistent week to week schedule is more constructive and manageable and less stressful. Leave time for yourself. Plan on proper sleep and recovery. Remember gains from training come from what you do after or between sessions (recovery), not always the training itself. Good time management skills are important.

Goals and Objectives – This may be a challenging year for setting goals and objectives, most athletes will be a last year Junior, performance expectations are understandably higher and the tendency to set goals based on past performance is normal. For most your choice of school or work, away from home may have a profound impact on the environment you find yourself in and the level of stress you may be under. It is a good idea during this year to set process goals based on long term success. Work with your coach to identify skills that can be improved. Sport should be an enjoyable outlet, not an added pressure.

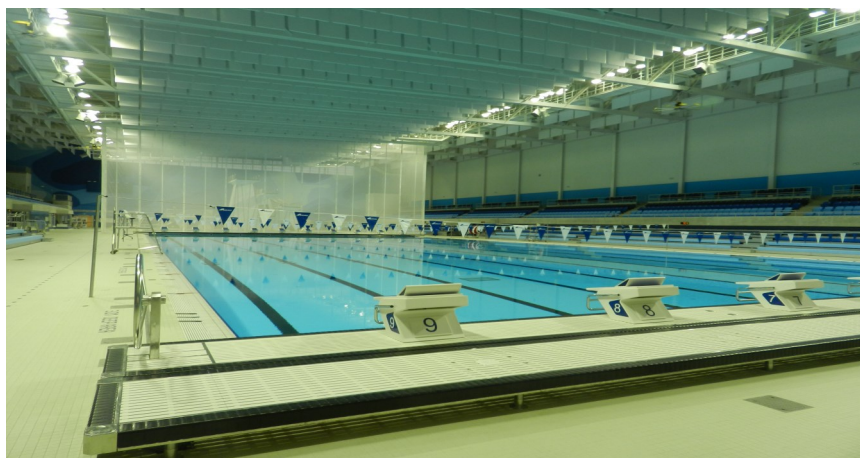
Consider All Options/ Be Flexible – Things may not workout for you exactly the way you planned, what if you don't get into the course you want? Or are refused by your first choice Uni? Keep an open mind and explore all options, maybe a different program can be accessed and you can transfer over. Can you take a reduced course load. Take the time to explore all our options.

From this point your journey will be filled with exciting times, great experiences and goals conquered, you will also experience poor results, disappointment and doubt. As you transition onto the ITU development pathway it is important to have a clear idea of your goals and the flexibility to adjust. Surround yourself with people who are supportive and willing to help, your coaches should be knowledgeable and experienced in developing athletes for senior level racing and care about the person you are.

DECISIONS ARE THE
HARDEST THING TO
MAKE, ESPECIALLY
WHEN IT IS A
CHOICE BETWEEN
WHERE YOU
SHOULD BE AND
WHERE YOU WANT
TO BE.

The next section of this manual includes resources to help you with some of the processes explained earlier as well as links to some other options you may want to consider. If you are serious about pursuing triathlon at the elite level, our intent is to provide you with a document that will encourage you to consider, research and weigh all options available to you as you leave high school and begin your journey.

Resources



APPENDIX 1— Sample Decision making Tools

We have included some templates and examples for reference and use to help you with your Needs Analysis. Please be aware these are a few example of many tools that help with the decision making process. We have added some links to other sites that provide information on alternate processes that may be better suited for you.

A few websites

<https://toughnickel.com/business/An-overview-of-decision-making-models>

<https://www.unf.edu/~gbaker/Man6204/Decision.PDF>

https://www.mindtools.com/pages/article/newted_00.htm

<https://medium.com/tools-for-entrepreneurs/7-best-tools-to-help-entrepreneurs-to-take-decisions-844da2445ccb>

Decision Making Tool Examples —PRO'S and CON's

One of the most popular decision making tools is a simple Pro's and Con's list. This type of list typically looks to critically appraise a single decision or option. When faced with multiple choices you could use a pros and cons list for each option and compare across each list.

Simple Pro's and Con's List

Pro's for / advantages / +ves	Con's against / disadvantages / -ves
1. Close to home 2. Small training group 3. Experienced Coach 4. Access to Sport Science	1. Expensive living costs 2. Busy roads for riding 3. Little off road running 4. Lack of job flexibility

Pro's for / advantages / +ves	Con's against / disadvantages / -ves
1. Close to home +5 2. Small training group +3 3. Experienced Coach +5 4. Access to Sport Science +2 Score = +15	1. Expensive living costs -5 2. Busy roads for riding -2 3. Poor off road running -2 4. Lack of job flexibility -4 Score = -13

A simple scoring system 1-5 with 5 being good allows you to prioritise and weight the needs that are most important to you. Giving each side a score can mean for some that a little more objectivity is brought to the process and allows you to see which side comes out better.

++ Pro's ++	-- Con's --	? Interesting ?
1. Close to home +5 2. Small training group +3 3. Experienced Coach +5 4. Access to Sport Scholarship +2 Score = +15	1. Expensive living costs -5 2. Busy roads for riding -2 3. Poor off road running -2 4. Lack of job flexibility -4 Score = -13	1. Different training programme +3 2. Lab testing +2 3. Experienced older athletes to train with +3 Score = +8

Adding 'Interesting' potentially broadens thinking as you are now thinking about the decision from 3 rather than 2 dimensions

Total = +10

NUMBERLINE TOOL

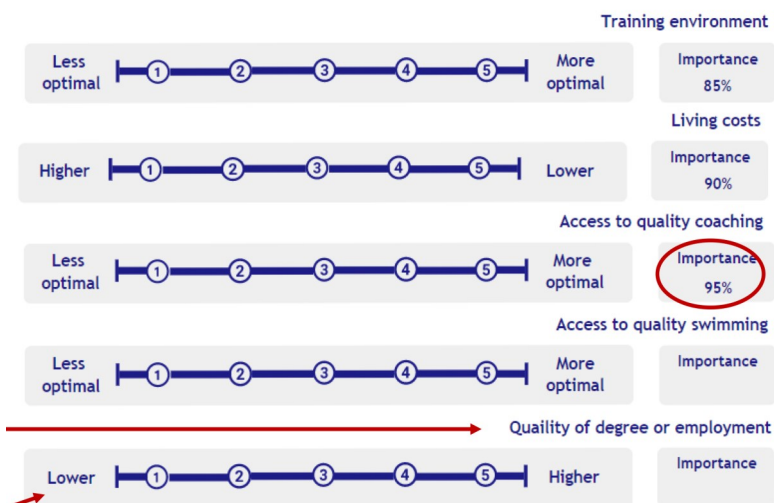
Where Pro's and Con's allows you to appraise a single option the NUMBERLINE tool allows you to compare a number of options across a set of individual needs with each item having its own score. This tool works well if you are a visual thinker or learner because once the Numberline is complete it provides you with a visual picture of each option. The Numberline is also a great way to compare options that are a close call because of the advanced method of scoring and list of needs.

Numberline Decision Making Tool

This tool from 'Idea Sandbox' allows you to compare and prioritize multiple options across a range of needs. With this example we will work through just 5 needs (but you can add as many as you like with whatever needs you want).

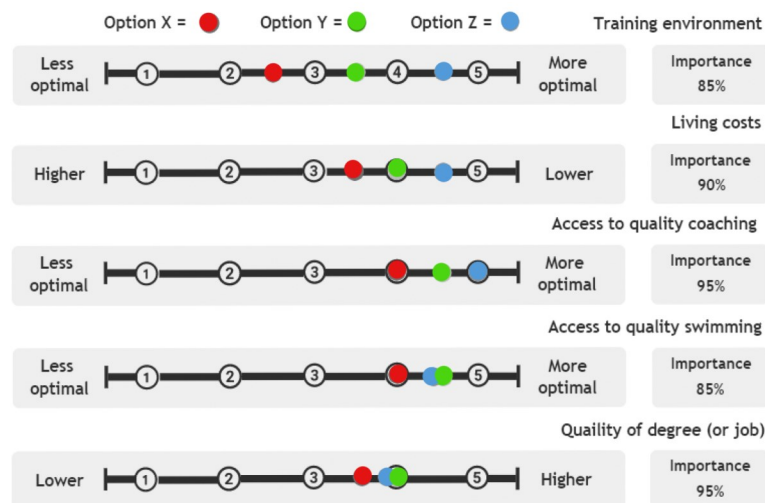
How it works - Step One

- (1) Each Numberline is set to one of your given or important needs. We would suggest numbering 1-5 as a minimum scale.
- (2) Title each numberline as 1 = less optimal choice and 5 = Most optimal choice.
- (3) Think about how important each subject line is and circle the corresponding number.



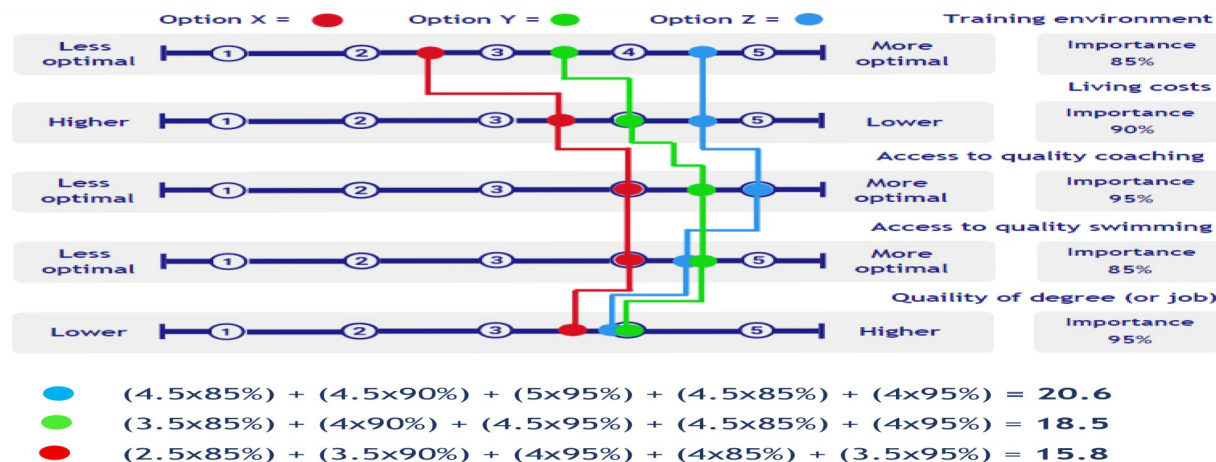
Step Two— Colour Coding

- (1) Now decide on a different colour for each option (ie Option X, Y, Z could be University choice or training program choice etc).
- (2) Add a score for each colour (option) on each numberline.
- (3) As you can see (below) we have scored some choices as 2.5 or a 5. It's up to you if you want to rank your scores as whole numbers only or decimals. Which ever you feel will be easiest for you.



Step Three – Linking the Options

- (1) If you are working across a number of options that are close it may be easier to link them up
- (2) Doing this allows you get a look at the scoring patterns for each option (option X, Y or Z)
- (3) Weighing the Options, as shown below the graphic indicates clearly that Option Z (blue) would be the best.



Grid Decision Making Tool

Similar to the NUMBERLINE system the GRID approach enables you to compare over different options across the individual needs. Each NEED is attributed a score and weighted in a spreadsheet style page, by scoring each box and adding the scores up you can quickly see what options are due more consideration.

Informed Choice - Grid Decision Making Tool			Follow the steps 1 to 7 to learn how to work the tool				
1. The decision you are making 2. The highest total score should be your most desirable option 3. Enter the Option you are considering 4. Enter the theme the need is linked to (from your Needs Analysis) <small>*substitute employment needs for educational needs if that is more relevant for you</small>			5. Enter the need (from your Needs Analysis) the example uses 2 per theme, please don't feel limited here - in the template there is space for many more needs 6. Weight/prioritise your need (see key under options) 7. Score your need (see key under options)				
1. The decision			Where should I base myself?				
2. Total Score			25	20	24	36	27
3. Options			Uni A	Uni B	Uni C	Uni D	Uni E
KEY: Priority: 3 = very important; 2 = quite important; 1 = important			Score (in meeting need): 3= very much; 2= well; 1 = somewhat; 0 not at all				
4.Theme	5.Need	6.Priority	7.Score	7.Score	7.Score	7.Score	7.Score
Personal Needs	Be within 2 hours of home	1	3	1	1	2	1
Personal Needs	Academic Support	2	2	1	1	2	2
Education Needs	Quality of Course	3	2	3	1	3	3
Education Needs	Entry Requirements	3	1	1	3	3	2
Triathlon Needs	Access to 25km coached swimming per week	3	2	1	2	3	2
Triathlon Needs	Off road running	1	3	2	3	3	1

Appendix 2—Needs Analysis Work Sheet

As you move on from High School working out what to do next is a huge step and can be overwhelming for some. Balancing your academic needs and pursuing your objectives and dreams in sport is a confusing multi layered decision. Everyone is different and will have different things identified as important to them. It is important for you to first be able to identify and list what is important to you to help you succeed (NEEDS). It is as important to identify things that are important to you but may not help you move toward your overall objective (WANTS).

Our suggestion for this part of the process is to engage someone you trust and knows you well. Doing this portion of the process with someone as part of a conversation will help you. We suggest that the person(s);

- 1) Have this document in front of them
- 2) Ask questions that will guide the conversation in the proper direction
- 3) You (or your facilitator) should write down your answers

At the end of the day the approach you take is solely up to you and what you feel will work best for you. The important part of this part of the process is that you take the time to understand;

- 1) What your goals are
- 2) What you need to best achieve them
- 3) Be objective, honest and open to things that may come up that are new

We have included a Reference Guide to help you go through this process. The Needs Analysis Reference Guide should be used by the person(s) you chose to help you with your needs analysis. Remember this person should be someone you trust to help you, who will be objective and helpful, not someone to direct you to a specific outcome.

NEEDS ANALYSIS— SAMPLE QUESTIONS

ASPIRATIONS

What would you like to achieve in sport and life over the next (please use paper pad for answers)

- A) 6 to 12 months?
- B) 3 to 5 years?
- C) 8 to 10 years?

Who? What? Where? How?

- A) Who would you need around you to achieve your aspirations?
- B) What support would you need to achieve your aspirations?
- C) Aside from triathlon what other things are important to you?

Education or Employment Needs?

- A) If attending College or University what is important to you when deciding where to base yourself? (try to list items in order of importance to you)
- B) If you are NOT starting post secondary education what is important to you when deciding where to base yourself?

Triathlon Specific Needs

- A) What would your ideal programme look like?
- B) What would your ideal facilities, environment and support network look like?
- C) Who would be in your ideal training environment? (ie: coaching experience, athlete mix, IST support)

Conclusions: After the analysis has been completed, you should prioritize your needs into a list)

- A) What is NON negotiable for you?
- B) What is a priority but negotiable?
- C) What is important but flexible?

Based on the priorities list you may use it to think about what information you need to gather to provide further information. Are there coaches you want to interview*, Universities or Colleges to visit, employment opportunities and list questions you may want to ask them. Yes you should interview potential coaches to ensure they can help you move in the direction you want, have access to the facilities you feel are important and have the support (IST) to ensure the health and welfare of your long term development.

NEEDS ANALYSIS FACILITATORS REFERENCE GUIDE

This part of the document is designed to help facilitate the process for athletes to discover what areas they feel are important to their continued development as an athlete as they pursue post secondary education or employment options.

As a facilitator you are responsible for guiding the needs analysis process, by completing the needs analysis process with the athlete. As a facilitator please keep in mind:

- 1)** The most important role will be helping the athlete with being able to define between wants and needs. Needs are necessities, wants are desires, it is important to be able to distinguish between the two.
- 2)** There are NO right or wrong answers, athletes may feel that they need to answer some questions with a certain answer. This is not the case. The more honest and open the conversation without leading it in a specific direction the clearer the answers will be.
- 3)** Be aware of your position and bias to the answers, (as humans we all have them) and we naturally seek to confirm our own bias (confirmation bias) to help prevent this, check and challenge the athletes answers regardless if you agree or disagree, refrain from leading the answers down a specific path.
- 4)** Support the athlete to make their own best decision by being as neutral as possible, encourage athletes to see both sides of the "coin" and whenever possible facilitate conversations that promote an open mind and free conversation.
- 5)** Keep to open questions that start with – WHAT/WHY/HOW/TELL ME ABOUT and stay away from questions that encourage a yes or no answer
- 6)** We have provided some sample questions in this guide, but don't feel you need to stick to these questions or restrict the conversation, the overall intent of the guide is to get the athlete to THINK about different opportunities and consider options. Encourage self discovery, it is normal for an individual at this age and point in their life to have no idea what they want as a future career or are unsure of the options open to them. This part of the process is a discovery phase so help the athlete collect as much relevant information as possible.



2013 Canada Summer Games

FACILITATOR SAMPLE QUESTIONS (use these or use your own)

ASPIRATIONS

Q1a: What are your goals / objectives in the short term (0-6mth), medium (3-5 years) long term (8-10 years)

Q1b: What options have you considered?

Q1c: Have you thought about where you might be in 6months / 3 years / 8 years?

Q1d: Considering those options what might your long term goals / objectives in triathlon might be?

Q2: Who might you need support from to achieve your goals and objectives?

LIFESTYLE NEEDS

Q1: Aside from education, employment or triathlon what is important to you?

Q2: Who do you need around you to achieve your goals?

Q2a: Who are the important people right now for you and what happens if this will change?

Q3: What might you need support with to achieve your goals / objectives? What happens if that changes?

EDUCATION or EMPLOYMENT NEEDS

Q1: If you intent to pursue post secondary education what is important to you when deciding where to go?

TRIATHLON NEEDS

Q1: what does your current training programme look like?

Q2: What might the ideal facilities and environment look like?

Q3: Who would be in your ideal training environment?

Q3a: Team Me: who is currently in my training environment and what do they do for me?

APPENDIX 3—NCAA SCHOLARSHIP ANALYSIS

Information on NCAA programs

For some athletes there may be the appeal or opportunity to accept an NCAA triathlon scholarship.

It is essential that prospective athletes ask critical questions before committing to any program. Knowing about the key elements that will define your life over the next few years (e.g., coaching philosophy, injury treatment protocol, graduation rate, travel team criteria, typical practice schedules, plan for individual athlete development) are necessary to make a truly informed decision.

One must also consider that high-quality post-secondary education, with access to athletic programs, is available in-country (or often in-province), and the after-tax cost is often lower than attending a U.S. school on a scholarship.

It is important to note that the USAT does not place its identified high performance Junior and U23 athletes in NCAA programs. USAT uses a system of identified High Performance programs sanctioned through USAT. These clubs are identified using the best practices in identifying programs with experienced, certified competent coaching, IST infrastructure and access to suitable training facilities across all disciplines.

Finally, athletes need to be clear on what their goals, both in sport and in life are before making any decisions related to post-secondary education. Using an informed decision-making approach such as this process should allow each athlete to make a choice that best fits his/her future plans.



2017 Canada Summer Games Girls Relay

TRIATHLON PROGRAMS—Women's Athletic Scholarships vs Tuition Costs (Selected Schools)

In 2019, 25 U.S. colleges sponsored varsity triathlon teams (6 Division I, 10 Division II, 9 Division III). Triathlon is an **equivalency** sport, and athletic scholarships awarded can be split in any proportion up to the maximum allowed. The scholarship limit per team for triathlon (women's only) is 4.5, while the average team size at Division I schools is 9 members. Therefore a school can choose to provide each of its team members a ½ scholarship to meet the team limit of 4.5 scholarships or distribute the scholarships any other way it wishes.

For comparison, the following table shows average athletic scholarship amounts for all sports and the cost of out of state tuition and fees, for selected schools with triathlon teams (in USD).

School	Division	Average Athletic Scholarship	Out of State Tuition and Fees
Arizona State University	I	\$19 253	\$27 372
University of San Francisco	I	\$40 158	\$46 250
University of South Dakota	I	\$11 058	\$12 019
Drury University	II	\$12 018	\$27 015
Belmont Abbey College	II	\$3690	\$18 500

Source - NCAA Goals Study

The next section of this manual includes resources to help you with some of the processes explained earlier as well as links to some other options you may want to consider. If your serious about pursuing triathlon at the elite level our intent is to provide you with a document that will encourage you to consider, research and weigh all options available to you as you leave high school and begin your journey.

Worksheets & References



INFORMED CHOICE PRINTABLE WORK SHEETS

Numberline Decision Making Tool



Importance



Importance



Importance



Importance



Importance

5. Enter the need (from your Needs Analysis) - do not be constrained, add more boxes if required
6. Weight/prioritise your need (see key below options)
7. Score your need (see key below options)



1. The decision					
2. Total Score					
3. Options					

KEY: Priority: 3 = very important; 2 = quite important; 1 = important **Score** (in meeting need): 3= very much; 2= well; 1= somewhat; 0 not at all

[illegible]

Information Sources for this document

Triathlon Sources

British Triathlon – www.britishtriathlon.org

Triathlon Australia – www.triathlon.org.au

Triathlon New Zealand – www.triathlon.kiwi

NCAA Sources

5 Myths About Athletic Scholarships (<https://www.usnews.com/education/best-colleges/paying-for-college/articles/myths-about-athletic-scholarships>)

Athletic Scholarships in Canada Versus the United States (<https://medium.com/streamline-athletes/athletic-scholarships-in-the-united-states-versus-canada-5a5531a4e13f>)

College Swimming and Scholarship Opportunities (<http://www.scholarshipstats.com/swimming.htm>)

College Track and Field Scholarship Opportunities (<http://www.scholarshipstats.com/track.htm>)

College Triathlon Scholarship Opportunities (<http://scholarshipstats.com/triathlon.html>)

NCAA Eligibility Center (<https://web3.ncaa.org/ecwr3/>)

Post Secondary Journey - The Canadian Perspective (<http://swimontario.com/userfiles/file/Provincial%20Team%20Programs/Post%20Secondary%20Journey.pdf>)

What Sets Track and Field Recruiting Apart From Other Sports (<https://usatodayhss.com/2018/what-sets-track-and-field-recruiting-apart-from-other-sports>)

This document was developed for Triathlon Ontario (2020) as a athlete resource by Coaches Greg Kealey and John Cameron.