



Group Fitness Instructor University Curriculum

Chapter 5: Principles of Adherence and Motivation



Learning Objectives

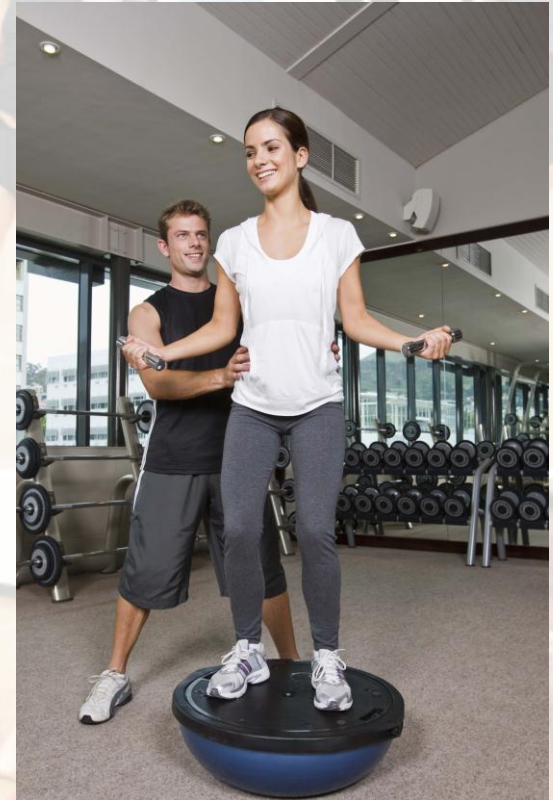
- Upon completion of this chapter, you will be able to:
 - Apply the principles of the transtheoretical model of behavioral change in a group fitness setting
 - List personal attributes, environmental factors, and physical-activity factors that influence exercise participation and adherence
 - Explain the difference between intrinsic and extrinsic motivation
 - List the characteristics of an ideal group fitness instructor (GFI)
 - Use strategies that build exercise program adherence
 - Recognize the relationship between exercise and body image

Introduction

- Fitness professionals have a significant challenge in getting people to start, and then stick with, an exercise program.
- Motivation is a complex construct.
 - Refers to the psychological drive that gives behavior direction and purpose
- Adherence refers to the voluntary and active involvement in a behavior.
 - Taking a “one size fits all” approach to class design is detrimental to long-term adherence.
- 50% of people who start an exercise program drop out within six months.
 - Existing programming models may not be effective.

Transtheoretical Model of Behavioral Change

- Motivation and adherence are two separate concepts.
 - The factors that motivate people to adopt exercise are different than those that cause them to stick with it.
- The transtheoretical model of behavioral change (TTM) provides insights into a person's readiness to adopt exercise.
- Succeeding at making a behavior change is a difficult task.



Transtheoretical Model of Behavioral Change (cont.)

- The TTM is important for GFIs to understand when promoting group fitness participation.
- The TTM is made up of five stages.
 - Precontemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance
- A table describing the TTM is presented on the following slide.

Transtheoretical Model of Behavioral Change (cont.)

Transtheoretical Model of Behavioral Change—Processes of Change		
Stage of Change	Goal	Interventions
Precontemplation	To make inactivity a relevant issue and to start thinking about being active	<ul style="list-style-type: none"> • Provide information about the risks of being inactive and the benefits of being active. • Provide information from multiple sources (e.g., news, posters, pamphlets, and general health-promotion material). Information is more effective from multimedia sources than from family and friends. • Make inactivity a relevant issue.
Contemplation	To get involved in some type of activity	<ul style="list-style-type: none"> • Provide opportunities to ask a lot of questions and to express apprehensions. • Provide information about exercise in general. • Provide information about different types of activity options, fitness facilities, programs, and classes. • Provide cues for actions, such as passes to nearby facilities and invitations to facility open houses, tours, or information sessions.
Preparation	Regular physical-activity participation	<ul style="list-style-type: none"> • Provide the opportunity to be active. • Provide a lot of support, feedback, and reinforcement. • Provide participants the opportunity to express their concerns and triumphs. • Introduce different types of exercise activities to find something they enjoy. • Help create support groups of similar people who are also adopting exercise programs.
Action	Maintain regular physical activity	<ul style="list-style-type: none"> • Provide continued support and feedback. • Identify things and events that are potential barriers to adherence. • Identify high-risk individuals and situations. • Educate participants about the likelihood of relapse and things that may trigger relapse. • Teach physical and psychological skills to deal with potential barriers. • Provide continuous opportunities to be active and a plan to maintain activity in the changing seasons, during vacations, and through schedule changes.
Maintenance	Prevent relapse and maintain continued activity	<ul style="list-style-type: none"> • Maintain social support from family and friends and from within the exercise environment. • Provide continued education about barrier identification. • Keep the exercise environment enjoyable and switch it up to fight boredom. • Create reward systems for continued adherence. • Identify early signs of staleness to prevent burnout.

Factors Influencing Exercise Participation and Adherence

- Personal attributes
 - Demographic variables
 - Biomedical status
 - Activity history
 - Psychological traits
 - Knowledge, attitudes, and beliefs
- Environmental factors
 - Access to facilities
 - Time
 - Social support
- Physical-activity factors
 - Intensity
 - Injury



Intrinsic Versus Extrinsic Motivation

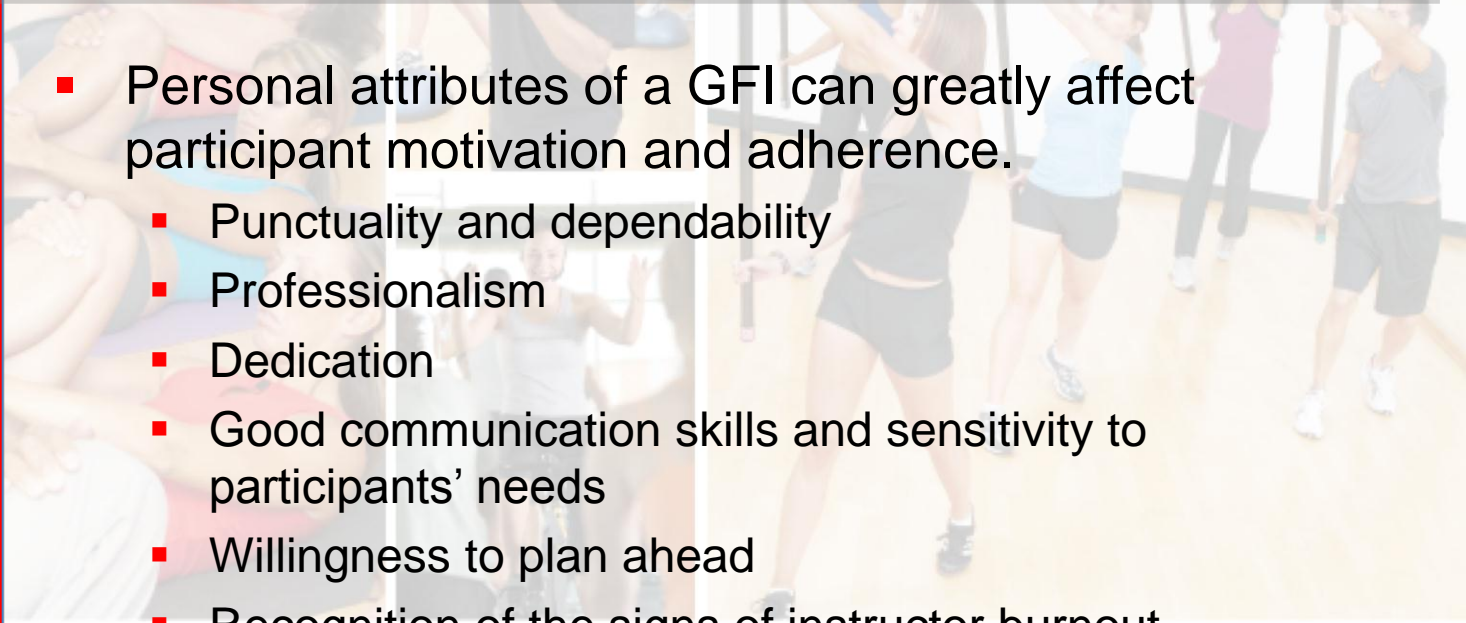
- Understanding motivation is a complex issue.
- Intrinsic motivation
 - Performing an activity due to pure enjoyment
- Extrinsic motivation
 - Performing an activity due to any reason other than pure enjoyment
 - Introjection is the least effective type of motivation.
- Integrated regulation
 - Performing an activity due to the perceived benefits
- GFIs can help build intrinsic motivation by enhancing participants' feelings of enjoyment and accomplishment.

Creating Compelling Class Experiences

- Be both professional and popular.
 - Educate and entertain simultaneously.
- Set a theme.
 - Provide a central focus that ties the class together.
- Utilize the five senses.
 - Use hearing, smell, taste, sight, and touch to heighten the class experience.
- Provide meaningful openings and closings.
 - Present a planned opening statement and an inspirational closing message to open and close the class.

Characteristics of an Ideal GFI

- Personal attributes of a GFI can greatly affect participant motivation and adherence.
 - Punctuality and dependability
 - Professionalism
 - Dedication
 - Good communication skills and sensitivity to participants' needs
 - Willingness to plan ahead
 - Recognition of the signs of instructor burnout
 - Willingness to take responsibility



Strategies That Build Adherence

- Several strategies have proven successful in different group fitness settings.
 - Formulate reasonable participant expectations.
 - Set exercise goals using the SMART method.
 - GFIs can use an exercise contract.
 - Give regular, positive feedback.
 - Participants can record their daily activity with an exercise log.
 - Make exercise sessions interesting and fun.
 - Acknowledge exercise discomforts.
 - Use exercise reminders, cues, and prompts.
 - Encourage an extensive social-support system.
- The following two slides present a sample exercise contract and a sample exercise log, respectively.

Sample Exercise Contract

My Promises

1. To attend 10 out of 12 exercise classes during the next four weeks.
2. To exercise out of class for at least 30 minutes one time each week during the next four weeks
3. For any exercise class I have to miss due to illness or other unavoidable reasons, I will plan to make up the session by (specify): _____
4. To reward myself at the end of each week that I meet my exercise goals by (for example, going to the movies, meeting a friend to shop, buying a new CD) (specify)

My Group Fitness Instructor's Promises

1. To lead all classes, except when ill, unless advance notice is given
2. To give me individual feedback regarding my progress
3. To help me set new goals if the ones I set are unrealistic

This contract will be evaluated on: _____
Date

Participant Signature _____

Group Fitness Instructor Signature _____

Sample Exercise Log

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Date							
Type of exercise							
Number of minutes							
Resting heart rate							
Exercise heart rate							
Ratings of perceived exertion							
Feelings before class							
Feelings after class							



Strategies That Build Adherence

- Several strategies have proven successful in different group fitness settings.
 - Develop group camaraderie.
 - Emphasize the positive aspects of exercise.
 - Help participants develop intrinsic rewards.
 - Prepare participants for inevitable missed classes.
 - Prepare participants for changes in instructors.
 - Train to prevent exercise defeatism.
 - Emphasize an overall healthy lifestyle.

Exercise and Body Image

- The perceived “ideal body type” is often associated with extreme thinness.
 - May put some individuals at risk for developing eating disorders and addictions to exercise
- Guidelines for spotting a potential problem:
 - Weight loss in a short time period
 - Paleness
 - Complaints of being cold
 - Dressing in layers
 - Dizziness and fainting
 - Hair loss
 - Dry skin
 - Compulsive exercise

Summary

- This chapter covered:
 - The application of the transtheoretical model of behavioral change
 - The personal attributes, environmental factors, and physical-activity factors that influence exercise participation and adherence
 - The difference between intrinsic and extrinsic motivation
 - The characteristics of an ideal GFI
 - Strategies that build exercise program adherence
 - The relationship between exercise and body image