Level 2
Know How to Support Clients Who Take Part in Exercise and Physical Activity
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Contents

1 Building rapport and relationships 1
   The importance of using different communication skills 1
   Forming effective working relationships with clients 2
   Presenting oneself and the organisation positively to clients 3
   The importance of valuing equality and diversity when working with clients 4

2 Barriers to change 5
   Barriers to exercise 5
   Common barriers to exercise 6
   Overcoming common barriers to exercise 7

3 Behaviour change 11
   The stages of change model 11
   Behaviour change intervention strategies 13

4 Motivating clients 17
   Motivation 17

5 Goal setting 21
   Reasons for setting goals 21
   Setting appropriate goals 22
   Setting short and medium-term goals 23
   Personal responsibility and adapting goals 24

6 Customer service 25
   Caring for clients 25
   The importance of dealing with clients’ needs to their satisfaction 26
   Where to get help in your organisation 27
   Exceeding customer expectations 27
   Managing client complaints positively 28

7 Learning activity answers 31

8 References 33
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Section 1: Building rapport and relationships

Learning outcomes

☐ To know how different communication skills can be used to assist clients with motivation.

☐ To understand why it is important to form effective working relationships with clients.

☐ To know why it is important to present oneself and the organisation positively to clients.

☐ To understand the importance of valuing equality and diversity when working with clients.

The importance of using different communication skills

One of the main qualities required by a successful fitness instructor or personal trainer is the ability to communicate with clients effectively. Those who communicate well will quickly build and establish rapport.

Two rules should be applied when trying to motivate, coach, instruct or assist others:

Rule 1: Establish rapport.

Rule 2: Attempt nothing else until you have established rapport.

In order to build rapport it is necessary to consider all three elements of communication. Figure 1.1 illustrates that 57% of communication is via body language; that is, eye contact, gestures (such as shrugging shoulders or waving), facial expressions, hand and body movements and breathing patterns. A further 36% of communication takes place through tonality; that is, tone (pitch), tempo (speed), timbre (quality) and volume. Words, or the things that are actually said, account for only 7% of communication. It is important, therefore, that people use the correct words to express what they are trying to say, but it is more important that the body language and tone of voice used are compatible with the message.
# Workbook

## Level 2

### Know How to Support Clients Who Take Part in Exercise and Physical Activity

#### Learning activity 1.1

Find an everyday situation where you can observe people interacting and communicating with each other; for example, the gym, the train station or the supermarket and consider the following:

- What sort of gestures do they use with each other?
- How do they use facial expressions to communicate?
- How do they stand when talking to each other?
- How often were they both doing the same things with their movements?

<table>
<thead>
<tr>
<th>Gestures</th>
<th>Facial expressions</th>
<th>Stance</th>
<th>Similar actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Forming effective working relationships with clients

> Nobody cares how much you know, until they know how much you care.

Theodore Roosevelt

In today’s competitive fitness market place companies are constantly striving for ways to ensure their hard-earned clients remain loyal. The fitness instructor has a crucial role to play in this area: instructors who work hard to build rapport and form good working relationships with their clients are likely to be rewarded with a good retention rate. Clients expect five star customer service every time they attend the gym, health club or leisure centre. In order to meet this expectation the fitness instructor needs to:

- be polite and professional at all times
- listen effectively
- use open and closed questions appropriately
- use clear jargon-free language
- control body language and facial expressions, and
- treat everyone with the same respect at all times.

Instructors who have built working relationships with their clients are far better placed to aid those clients with an exercise regime. It is essential that the instructor can motivate a client to achieve goals, add variety to a workout, demonstrate exercises and correct technique. These vital elements of an instructor’s role cannot be achieved without effective interaction with the client.
Presenting oneself and the organisation positively to clients

As already mentioned, clients expect a good experience and certain standard of professionalism when they visit their gym, health club or leisure centre. Consequently, instructors should always strive to maintain a positive attitude when communicating with clients. This can be achieved in the following ways:

**Act in a professional manner**

Professionalism concerns behaviour and attitude; that is, the way in which instructors act and speak to clients and colleagues including the language they use. Instructors should show respect for themselves, their clients and their employers.

**Behaviour and attitude**

Instructors should be polite to everyone and demonstrate good manners at all times. They should also have a ‘nothing is too much trouble’ attitude and go out of their way to help and assist clients. Instructors should always maintain a positive outlook.

**Self awareness**

Instructors should present themselves in a clean and tidy fashion and always take responsibility for their own behaviour and actions.

**Product knowledge**

Instructors should be able to advise clients about any of the services and products their employer offers. They should ensure that they are aware of the classes and personal training on offer as well as details such as what is available in the café or bar area and when the crèche runs.

**Company knowledge**

Instructors should be able to name their facility manager and any duty or line managers. It is important that they are correctly able to refer any problems or issues.

**Communication**

Instructors should continually be aware of and develop their communication and listening skills so they can interact and build rapport with clients more effectively. After every interaction they should consider ‘How well did that go?’, ‘How could it have gone even better?’ and ‘What can I do to make my next interaction even more effective?’

---

**Learning activity 1.2**

Write down the things you would do to demonstrate to clients that you have a positive attitude towards yourself and the organisation you work for:
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

The importance of valuing equality and diversity when working with clients

All instructors should follow the REPs Code of Ethical Practice and abide by the following four principles:

- **Rights**: To promote and respect the rights, dignity and worth of every human being.
- **Relationships**: To develop a relationship with customers based on openness, honesty, mutual trust and respect.
- **Personal responsibilities**: To demonstrate proper personal behaviour and conduct at all times, and be fair, honest and considerate to all participants.
- **Professional standards**: To retain a high level of competence through qualifications and a commitment to ongoing training that ensures safe and correct practice.

**Rights**

The rights, dignity and worth of every human being and their ultimate right to self determination should be respected. Specifically, exercise professionals must treat everyone equitably and sensitively within the context of their activity and ability – regardless of gender, age, disability, occupation, ethnic origin, colour, cultural background, marital status, sexual orientation, religious or political opinion. *(REPs Code of Ethics, 2010)*

Instructors should ensure that any programmes they write are client specific and address distinct individual needs. Clients who receive individual consideration are more likely to have a positive experience, achieve their goals and benefit from their club membership.

**Summary**

You should now be able to:

- describe the different ways in which to communicate with clients (body language, vocal tonality, words used) and be aware of the importance of using these to build rapport
- explain ways in which to develop professional relationships with clients
- explain why it is important for instructors to present themselves and their employers to clients in a positive way, and
- explain why it is essential to treat all clients with the respect they deserve according to the REPs Code of Ethical Practice.

You should also understand the value of professional instructor/client relationships to an employer.
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Section 2: Barriers to change

Learning outcomes

☐ To know the common barriers to exercise and physical activity experienced by clients.

☐ To be able to empathise with clients who struggle to fit exercise into their lifestyles.

Barriers to exercise

Many studies have been carried out to identify what people perceive to be the main barriers to beginning an exercise programme. Most barriers can be placed in one of five categories: physical, emotional, motivational, time and availability. The Allied Dunbar National Fitness Survey (1992), the most comprehensive study in England on the patterns of physical activity and levels of fitness, reported the following factors given as barriers by people aged 16 to 69.

- **Physical**
  - “I have an injury or disability that stops me exercising.”
  - “I am too fat.”
  - “My health is not good enough.”
  - “I’m too old.”

- **Emotional**
  - “I’m not the sporty type.”
  - “I’m too shy or embarrassed.”
  - “I might get injured or damage my health.”

- **Motivational**
  - “I need to rest and relax in my spare time.”
  - “I haven’t got the energy.”
  - “I don’t enjoy physical activity.”

- **Time**
  - “I haven’t got the time.”
  - “I have to work long hours.”
  - “I have young children to look after.”

- **Availability**
  - “There is no one to do it with.”
  - “I can’t afford it or, there are no suitable facilities nearby.”
  - “I haven’t got the right clothes or equipment.”

Current health education initiatives attempt to counteract certain barriers by encouraging people to view exercise or activity as something that can easily be incorporated into their everyday lives rather than as an extra addition that needs to have time allocated to it. Becoming more active in this way; for example, by walking more briskly whenever walking is necessary or by taking stairs instead of lifts and escalators can help to increase self-efficacy and encourage positive behaviour change.

Research statistics show that between 50 and 65% of people drop out of exercise within six months of starting and that, in total, between 76 and 82% of people will drop out of their exercise programme. The UK Fitness Industry Association report *Why People Quit* (FIA, 2000) identified the key reasons for people leaving a health club. These were club fees, not having time, failing to achieve goals, loss of motivation, injury or illness, and bad atmosphere.
Common barriers to exercise

The previous section illustrates that people have a wide variety of reasons for not exercising. Some reasons are physical whilst others are circumstantial. Sometimes people perceive problems or barriers that could actually be overcome. People will often say they would love to exercise or train but . . .

- "I haven’t got time."
- "I am too unfit."
- "I find the gym or aerobics classes too complicated."
- "I can’t afford it."
- "I find the gym or studio classes are too intimidating."
- "I have family commitments."
- "I don’t know what to do."
- "I think exercise is boring."
- "I don’t have enough energy."

Individuals need to understand that exercise can become part of their daily regime and an instructor can provide advice and reassurance in this respect. Many of the barriers listed above have a physical or practical element to them but they also have a psychological element based upon perception and beliefs about exercise; for example, people who think they are too unfit to exercise may have had uncomfortable or painful experiences in the past when trying to exercise at intensity beyond their ability level. This will have shaped their current belief that they are now too unfit to exercise. It is often the belief that is the barrier rather than the physical barrier itself. Taking such people through a gentle exercise session within their capabilities might change their belief and remove the barrier.

Learning activity 2.1
List the barriers that you have to overcome in order to exercise regularly:
Overcoming common barriers to exercise

As has already been identified, there are many barriers to exercise and this section looks at ways in which to tackle some of the most common.

Time

Setting aside time to exercise can be a challenge but creative instructors can help their clients to make the most of their time. Instructors should tell clients who maintain they do not have time for a full workout not to worry – perhaps they could try to squeeze in a few brisk 10 minute walks throughout the day. Instructors should reinforce the belief that shorter spurts of exercise spaced throughout the day offer health benefits. Clients may be able to make time by getting up earlier. If their days are packed and the evening hours are just as hectic, they could get up 30 minutes earlier twice a week to exercise.

Some clients might be able to exercise during their lunch hour. Group fitness sessions lasting 30 to 45 minutes are often available at lunchtime and could offer a perfect solution. A client might also like to consider a quick swim, a gym workout or a walk outdoors. It is often useful to encourage clients to record for a week how they spend their time each day. This process allows clients to consider whether exercise could be prioritised over some of their other activities. Clients could be encouraged to involve their family in daily activity such as cycling or walking. They might also like to consider joining a gym with a crèche facility.

I’m too unfit and the gym is intimidating

Those with these feelings need to be reminded that everyone has to start somewhere and that as soon as they do start they will be doing themselves a great favour. It can be helpful to talk about other people who have succeeded in similar situations. Clients should be encouraged to think about how good they will feel about themselves in a few weeks, months or even years if they start exercising now.

Instructors can be key to ensuring that new club members feel comfortable within the gym environment. It is helpful to introduce new clients to each other and to members of staff.

Clients who are really uncomfortable exercising in the presence of others could try an exercise video or an activity-oriented video game. They might also consider investing in a stationary bicycle, treadmill, stair-climbing machine or other piece of home exercise equipment. As they become healthier and more at ease with exercising, self-confidence is likely to improve.
Know How to Support Clients Who Take Part in Exercise and Physical Activity

I don’t know where to start

This is a common worry for many non-gym users and one that can be overcome with an appropriate induction process. Such individuals could be encouraged to learn how to use one or two machines each visit or could be directed to studio classes suitable for beginners. Instructors should reassure worried clients that more complex exercises can be learnt later when they feel more comfortable with their surroundings.

Education really is the key. Instructors should provide clients with information and advice not only on their exercise plans but also on activity and lifestyle issues that will help them to be successful in achieving their goals.

I can’t afford it

This is often a matter of priority. People may spend a substantial amount of money on socialising or certain hobbies. If they are serious about improving their well being and health status or even their appearance then they may need to consider spending less in other areas. They may even need to alter their current lifestyle habits to help achieve the desired change.

This is a difficult barrier to challenge and sensitivity is undoubtedly required but people can be guided towards a positive outcome. Someone with a weight loss goal, for example, could be encouraged to identify that drinking less alcohol would aid weight loss and generate financial savings which could be used to start an exercise regime.

Exercise is boring

Someone who uses this excuse often does not understand the wide variety of exercise possibilities. Many people have lingering negative experiences of exercise that could even stretch back to PE at school.

Such clients could be informed about the different exercise options available such as group fitness classes, dance classes, gym floor work outs, gym challenges, running clubs, CV training, resistance training with various equipment, five-a-side football teams or tennis lessons.

Family commitments

This barrier is similar to the time one but more specific. Clients with young children or a lack of childcare could be informed about crèche facilities in health clubs. They could also be encouraged to identify whether a partner, family member or friend could look after their children to allow them to train. Clients with families might be able to incorporate exercise into a family lifestyle change and spend time doing more outdoor activity.

Lack of energy

This is a very common complaint amongst those who do not exercise. It is a good idea to use the simple fact that exercise gives a feeling of having more energy to motivate such people. Instructors could try lines such as “You’ll feel so much more alive after a good workout” or “A lot of people sleep better after exercise and find they have a lot more energy the next day because they feel refreshed”.

Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity
Know How to Support Clients Who Take Part in Exercise and Physical Activity

Learning activity 2.2

Imagine you have just walked into a health club you have never been in before. You are someone who has never exercised as an adult and hated PE at school. You would like exercise to become part of your lifestyle because you know it would be good for your health but you are unsure of the following:

1. How to fit it in with your demanding nine to five job and two hour commute?
2. Whether you would fit in with the ‘lycra-clad beauties and hunks’ in an intimidating gym environment?
3. What type of exercise you might enjoy or be able to do as you hated PE at school and are a bit overweight?
4. That you can even afford the gym fees and whether it is worth spending money on something you do not even know you will like?
5. Whether exercise is something you will want to do after work as you feel tired in the evening and have low energy levels anyway?

Write down how an instructor might help you to overcome these issues:
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Summary

In order to identify barriers to exercise it is necessary to understand a person’s physical and psychological situation. An instructor needs to be able to differentiate between real physical barriers and barriers which are perceived or psychological. There may be a number of solutions to a client’s barriers but it is common for a client to be unable or unwilling to see an answer to his or her own situation. Once barriers are overcome the instructor is in a position to offer the client support and guidance to start an appropriate exercise programme.

You should now:

- be able to identify the common barriers to exercise (physical, emotional, motivational, time and availability barriers)
- be able to empathise with clients who struggle to fit exercise into their lifestyles, and
- understand why it is important for clients to take personal responsibility for finding ways to exercise but that you can help and support them in their endeavours.
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Section 3: Behaviour change

Learning outcomes

☐ To know the stages of change model of behaviour change.

☐ To be able to identify different strategies that can help clients overcome barriers to exercise / physical activity.

The stages of change model

This psychological model was originated by Doctor James Prochaska and his colleagues at Maryland University, USA in the 1980s. The model has since been tested and refined and is a useful tool for fitness professionals who wish to understand their clients and assist them to make appropriate lifestyle changes.

STAGES OF CHANGE MODEL

The model identifies seven stages of change:

- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Termination
- Relapse

Each stage of change is commonly associated with particular types of language:

- I won’t or I can’t
- I might
- I will
- I am
- I still am
- I always will
- I’m not any more

Learning activity 3.1

Can you match the following pictures to the stage of change they represent?
Pre-contemplation: I won’t / I can’t
People in this stage are disinterested in changing their habits. They perhaps have a sedentary lifestyle and drink or smoke too much but can defend their habits and will do so to prove that anyone who disagrees with them is wrong. This will be the case even in the event of facts being against them. Pre-contemplators will say “I don’t have a problem” and often do not believe they are capable of changing. Sometimes they are demoralised by previous attempts and subsequent failure. Basically they have given into their problems.

Using the analogy of going somewhere on a holiday, these people would not even entertain that thought and would give 101 reasons for wanting to stay at home.

Contemplation: I might
During this stage people are thinking about change. Imagine they are on a seesaw that is evenly balanced between changing and not changing. They are perfectly aware that changing will benefit them but have not put a time frame on this change. They are weighing up the benefits of change against the effort it will take to change. They will often express opinions and feelings of doubt.

Returning to the holiday analogy, they may have the brochures from the travel agents and like the idea of going away but are unsure of where to go.

Preparation: I will
People in this stage have consciously decided to take action and make change within the next 30 to 90 days. They are currently planning how to make this change successful. Some people in this stage may be exercising sporadically but have not made a full commitment to the change.

In the holiday analogy this is the stage of actually planning the details and deciding which hotel and flight are best.

Action: I am
At this stage people become consistent in their new behaviour and this tends to be the busiest stage for most people. There is potential for ‘buyer’s remorse’ – people are aware of their decision to change and continually question whether they made the right decision. This is the stage at which most people drop out. It is necessary to remain at this stage for six months to ensure a true commitment to change.

This would be the stage where the clients are on holiday on the first day and are unsure whether they like the chosen destination.

Maintenance: I am still
People at this stage have adopted a new behaviour and have been doing so for six months or longer. They are committed and are confident in their own ability to maintain the new behaviour. They may often look for new ways to train to keep up their enjoyment.

Considering the holiday, they are having a great time and may even be returning to the holiday destination but may also be looking for different things to do to keep their interest.

Termination: I always will
There is some debate as to whether this stage of change is attainable in the context of becoming active; there are times during life when people are more active than others irrespective of their intentions. In respect of smoking and alcohol addiction, for which the stages of change model was first developed, termination describes the state of an ex-smoker or ex-drinker who plans never to smoke or drink again.

In the holiday analogy the clients have probably bought a holiday home in the area and will have no interest in holidaying anywhere else ever again.
Relapse: I am not anymore

The original stages of change model was linear, with the thinking being that a person would start at one end, proceed through the stages and pop out the other end a reformed character. In reality this is not what happens and the model has since been changed and updated. Most psychologists now view the model as spiral; a person may begin a journey, get so far along then relapse back to a previous stage of change. This can happen at any point in the model and it has been noted that a person will typically take four to five attempts to make a change before finally succeeding.

Relating this to the holiday analogy, it could be that the clients like the idea of going away and get the brochures but then something else happens and they need to prioritise money elsewhere so take it no further. Perhaps the next year they have the same idea, get brochures again, get as far as booking the holiday and then have to cancel the trip because of a change in circumstance. They may eventually get there but have numerous set backs.

Behaviour change intervention strategies

Instructors who fully understand each stage of change are better placed to assist clients to start and maintain exercise and activity regimes. They will also be in a position to help move their clients through the appropriate stages with the correct techniques and support.

Pre-contemplation stage

Characteristics:
Pre-contemplators have little awareness of their inactivity and the health related consequences of their sedentary lifestyle. Many pre-contemplators resist change and may well place responsibility for their problems on other factors such as genetic make-up, family or society.

What the instructor can do:
• Give the individual information about the problem and provide them with opportunities to recognise the consequences of inactivity and to consider the idea of behaviour change.
• Deliver feedback regarding associated risks in a non-judgemental way with a focus on building the client’s self-efficacy.
• Motivational interviewing techniques are appropriate in examining an individual’s ambivalence towards behaviour change.

Contemplation stage

Characteristics:
Contemplators balance the potential benefits against the disadvantages of a change in behaviour. Although contemplators often acknowledge the need for a positive behaviour change they are often undecided or uncommitted to change.

What the instructor can do:
• Motivational interviewing techniques are appropriate to encourage movement to the preparation stage.
• Provide contemplators with opportunities for discussion; provide taster sessions and promotional events to increase knowledge of facilities and options.
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Preparation stage

**Characteristics:**

Individuals in the preparation stage are planning to elicit a positive behaviour change, perhaps more regularly, but have not necessarily resolved their ambivalence. Instructors can provide opportunities and options for participation during conversation and help a client to consider a personally appropriate course of action. Guidance at this point should aim to increase an individual’s self-efficacy and to focus on facilitating commitment.

**What the instructor can do:**

Self and social liberation are the processes to emphasise with clients in the preparation stage:

- Understand the reasons for wanting things to change.
- Reinforce the benefits of making change (vulnerability health messages must be approached carefully to sufficiently motivate response without turning off).
- Understand the effectiveness of the behaviour change and instil in clients the belief that they can make the change happen (increasing self-efficacy).
- Help clients to review their priorities and tackle the initial barriers to making a change.
- Recommend a specific tailored regime: goal setting.

Action stage

**Characteristics:**

Individuals in the action stage have recently become physically active on a regular basis. Instructors should feedback to individuals, helping them to develop personal strategies to facilitate their change in behaviour. Instructors should also provide regular feedback and reinforcement on progress and attempt to increase a client’s self-efficacy and commitment to their exercise participation. This stage requires the greatest commitment of time and energy, as people in the action phase are extremely busy learning many new behavioural techniques.

**What the instructor can do:**

The processes that can be used to move clients through the action stage to maintenance include; helping relationships, positive reinforcement, stimulus control and counter conditioning:

- Encourage goal setting, initially emphasising behavioural and process goals.
- Work on exercise prescription and programming strategies.
- Give positive reinforcement and be attentive to the client (frequent initial contact and continued regular client tracking).
- Offer social support both directly and indirectly, by helping clients to identify people in their lives who will be willing to offer them support.
- Promote self-responsibility by placing emphasis upon the role clients can play in achieving their own goals.
- Suggest coping strategies. Clients should be encouraged to develop contingency plans and strategies for coping emotionally when things do not go to plan.
- Offer relapse prevention strategies.
Maintenance stage

Characteristics:
Most programmes are orientated to those who are trying to establish a habit and do not deal with the difficulties faced by those trying to maintain behaviour in the long term. People in the maintenance stage have different needs to those in the action stage as their habits and behavioural techniques for exercise participation are better established.

What the instructor can do:
Instructors should continue to make use of the processes utilised during the action stage whilst identifying new alternatives and opportunities for the client. Factors facilitating intrinsic motivation need to be encouraged:
- Prescribe interesting and varied programmes to prevent boredom and plateaus.
- Reassess goals: emphasise outcome goals with different time frames to help maintain client focus.
- Give continuing positive reinforcement; for example, use fitness assessment results to demonstrate the progress that has been made.
- Offer continuing social support.
- Develop relapse prevention strategies for the client’s new and changing situation.
- Give advice on injury prevention.

Termination stage

Characteristics:
In theory if someone were in termination stage activity would be so ingrained into their lifestyle it would take little or no extrinsic motivation to keep them active. Whether anyone is truly in this stage is debatable but the suggestions for the maintenance stage also apply.

Relapse

Characteristics:
This stage is difficult, people will generally feel guilty, disappointed in themselves and as if they have let themselves and others down. It may be hard to get in contact with these people as they may feel embarrassed about having not exercised regularly and they may even hold their instructor or the organisation that the instructor represents responsible for their failure to achieve their goals.

What the instructor can do:
- Explain to the client they should not feel guilty or embarrassed and that relapse is a normal part of making a lifestyle change.
- Help the client to identify reasons for the relapse and strategies to overcome these barriers to change in future.
- Review the client’s original goals and help them to set more realistic ones based upon their current situation.
### Learning activity 3.2

For each stage of change give two intervention strategies you could use to help a client move through to the next stage successfully:

<table>
<thead>
<tr>
<th>Stage of change</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-contemplation</td>
<td></td>
</tr>
<tr>
<td>Contemplation</td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
</tr>
</tbody>
</table>

### Summary

The merging of the stages of change with matching motivational techniques provides a knowledge base from which to better understand and implement strategies for encouraging positive and permanent behaviour change. It is important for instructors to have an understanding of the perceived barriers to physical activity in order that they may develop strategies and counter-persuasions to overcome negative perceptions.

The take-home message is that it is not enough to just be good at instructing exercise technique. A successful exercise professional will also have the knowledge base and communication skills to apply a variety of motivational techniques in order to move individuals through stages of change so that positive behaviour change becomes established and habitual.

You should also now:

- know the stages of change model and be able to describe the characteristics of each stage, and
- be able to suggest stage-matched solutions for clients that may help them overcome their barriers to activity.
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Section 4: Motivating clients

Learning outcomes

☐ To be able to explain to clients why it is important for them to take personal responsibility for their own fitness and motivation.

☐ To understand how incorporating clients’ exercise preferences into their programme can strengthen motivation and adherence.

☐ To know a variety of different incentives and rewards that can aid clients’ motivation and adherence.

Motivation

Motivation can mean many things to many people. What motivates one person may not motivate another. An effective instructor needs to be skilled in a variety of motivational techniques and should be able to choose the method which best suits any given client to help that client achieve continued levels of enthusiasm for training. The various motivational methods should be viewed as tools in a toolbox to be pulled out for use in different situations and at different times. Two tools may both do a job but one could make the job much tidier and more professional. An understanding of the subtle differences between motivational techniques helps to make an excellent instructor. Using the tool analogy, an instructor with an excellent understanding of motivation could be described as a tradesperson as opposed to a less skilled handyman.

Motivational techniques

Clients may or may not know what has motivated them to start training or change their lifestyles. Instructors need to establish what has motivated their clients in the past and what is motivating them now.

Learning activity 4.1

Think of the last time someone motivated you.
What did they do? Make a note of it in the space below:

What might need to happen to motivate you now? Write it below:

Would it involve you having fun, achieving something or enjoying yourself?
One simple way to motivate people is to ensure that their programmes and sessions include activities they enjoy. By including questions about exercise preferences in an initial consultation and then acting upon these preferences, instructors can avoid programming activities their clients dislike or wish to avoid and which will, almost inevitably, lead to them leaving to do something else with their time. Many people do not expect to enjoy exercise so it is easy to surprise them and exceed their expectations by making sessions fun.

This does not mean sessions should always be easy. Most people enjoy challenge and a sense of achievement. Selecting activities which clients enjoy, delivering sessions with a sense of fun and providing just enough challenge for clients to feel they have achieved without being exhausted is a recipe for motivational success.

Motivational methods

There are many ways to motivate clients, including:

- visual imagery: client uses pictures of themselves or role models
- vocal encouragement and support
- having a specific outcome each session
- setting a specific goal for the next week
- setting a virtual visual image in your client’s head of a previous or future situation
- making sessions fun and enjoyable
- using diverse training methods and approaches
- rewarding a client with loyalty gifts at pre-determined time frames, and
- achieving goals and results.

Types of motivation

There are broadly two types of motivation: intrinsic and extrinsic. Although intrinsic is often more highly valued both are useful and can be equally effective.

**Intrinsic motivation**

This is when a client is motivated internally and does not need too much external help. Intrinsically motivated clients have a very strong desire to achieve for their own enjoyment and satisfaction. Intrinsic motivation is thought to be of key importance for a healthy, fulfilling and meaningful life.

**Extrinsic motivation**

This is when a client is motivated by an external reward such as a prize or winning a race or competition. It is often thought that all athletes are motivated in this way but many fitness enthusiasts also find this approach useful. It may also be that some people are motivated by the return of their good health; for example, a reduction in blood pressure or an increase in energy levels.
Motivational styles

There are two main approaches which can be used to motivate:

**Demonstrative and authoritarian motivation**

Many instructors view this as being the only motivational style. Some clients may find this useful but others will shy away from the approach. Someone who motivates in this way will use strong vocal encouragement and will direct rather than ask, demand rather than suggest.

**Supportive motivation**

Many clients prefer to be motivated in this way particularly those who are unsure about exercise and need a more guiding approach to assist and motivate them. Many good instructors benefit from using this approach as most people undertaking their fitness journey need support more than direction.

Summary

Some of the methods and techniques described in this section may come more naturally than others but a fully rounded and professional instructor needs to be able to choose the method of motivation required in any given situation. The ability to choose the correct tool is often the difference between a great instructor and an average instructor.

You should now be able to explain to clients that there are different types of motivation (intrinsic and extrinsic) and that you can support their motivation using different methods and incentives but that the decision to exercise is their own and they are ultimately in control of their activity level.

You should now understand that it is important to consider a client’s preferences when designing exercise programmes in order for them to find the activity enjoyable and encourage them to adhere to their programme.

You should be able to identify incentives and rewards such as charity events, races, gym challenges, loyalty schemes, achieving results and personal satisfaction that can be used to motivate clients.
Workbook

Level 2
Know How to Support Clients Who Take Part in Exercise and Physical Activity

Section 5: Goal setting

Learning outcomes

☐ To be able to assist clients with developing their own strategy for motivation and adherence.

☐ To know how to set short, medium and long-term SMART goals.

☐ To know how to review and adjust short, medium and long-term SMART goals.

Reasons for setting goals

Instructors who have developed rapport with a client are in a position to understand the needs, wants and goals of the client and to appreciate how these will influence behaviour and affect exercise adherence. An instructor who is able to understand what someone wants to achieve from exercise is in a position to offer advice and help that person to develop realistic expectations.

It is useful to think of goal setting in terms of planning a journey: the instructor acts as a navigator offering guidance on how to reach a destination. Some people may be doubtful as to the benefits of goal setting but it is unlikely that they would get into a car and drive aimlessly without a destination in mind. This analogy will help clients to understand that planning is as important as the journey itself. One of the main reasons given for exercise cessation is a lack of results. People tend not to achieve results when they have not identified goals and strategies for meeting their aims. Clients who plan their fitness journeys are far more likely to remain motivated and on track.

Learning activity 5.1

List reasons as to why it is important to set goals with clients:

...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Setting appropriate goals

Initially when clients and members are asked about their fitness ambitions they give vague goals such as getting fit, feeling healthier, improving muscle tone, losing weight, getting bigger muscles, improving energy levels or getting stronger. Such goals do not have a definite end point: how will clients determine when they are as fit, healthy, toned, light, energetic or strong as they wish to be? They are also subjective and will mean something different to every individual.

The role of the fitness professional is to help the client turn a vague statement of intent into SMART goals. Such goals are:

- Specific
- Measurable
- Achievable
- Relevant
- Time-framed

To use an example, a new club member may wish to lose weight. A fitness professional can help the member to make this aim into a SMART goal by establishing how much weight they would like to lose and how best to measure and record the weight loss. The instructor is in a position to offer advice about weight loss and can point out that guidelines suggest losing no more than one to two pounds per week. The instructor can also discuss with the member whether the intended weight loss is healthy in terms of BMI and whether the weight loss time frame is realistic. Asking questions and getting a client to consider detail is a useful process.

It is possible to work with most clients to identify specific outcomes. Clients may say “I want to weigh” or “I want to lift” or “I want to run”. This helps instructors to make goals more SMART principled. Most goals can be started with phrases such as:

- to achieve …
- to do a …
- to weigh …
- to be a …
- to lift …
- to be able to …
- to win …

Clients may set themselves additional goals based upon what they must do in order to achieve their outcome goals. These are known as process goals and are like an action plan or a ‘to do’ list. Two examples of process goals are:

- to exercise …… times per week
- to walk to the station every day this week.

Once suitable goals have been set an instructor can help a client to add detail, determine a method of measurement and ensure a realistic time frame.

<table>
<thead>
<tr>
<th>Learning activity 5.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
</tr>
</tbody>
</table>

Steve is 35 years old and has not exercised for ten years. He used to run three times a week for approximately 45 minutes per run. He did this for about three years and managed to run a half marathon in 1 hour 45 minutes. He has since become sedentary and has put on over two stone in body weight. His BMI is now 32 (it had previously been 25). His body fat is now 25 % (previously 15 %). Steve has had medical clearance from his GP and would like to start running again.

Set Steve four long-term goals (with a time frame of three months or more):

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Setting short and medium-term goals

Clients will often have long-term goals in mind when they start exercising. These may seem unachievable and a very distant target. A long-term goal can be compared to a journey; for example, travelling from England to southern Spain. This might seem like a daunting prospect but if the journey was split into smaller sections each with its own interesting destination, say two to three hours apart, it would start to look more achievable and, indeed, the journey may actually become a lot of fun! Instructors need to be able to help their clients develop short and medium-term goals that build towards their main objective.

**Short-term goals**

These could have a time frame of a single session or a week: what does the client want to achieve for the day / week? Process goals and action points to tick off are best suited to these time frames.

**Medium-term goals**

These would typically have a time frame of two weeks to a month but occasionally could be a little longer. In this time span achieving small outcome goals is more likely; for example, changes to physical appearance or improved performance. It will take at least four to eight weeks to see a noticeable difference in outcome measurements and it is important to be realistic about the amount of change that is possible in relatively short time frames.

### Learning activity 5.3

Now set Steve, the client from the earlier case study, three short-term and three medium-term goals:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>SMART goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-term</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Medium-term</strong></td>
<td></td>
</tr>
</tbody>
</table>
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Personal responsibility and adapting goals

It is common for clients to struggle to be specific when talking about their goals. An instructor can help but it is important that the client leads the discussion – the instructor is there to assist with the detail. It is essential that clients understand that they are responsible for their own training regimes. The instructor is a guide who can educate and support clients along the way. Instructors cannot give their clients the results they want, these can only be earned through the clients’ own efforts.

Sometimes goals may need to be changed due to a change in circumstances. Such changes may be beyond a client’s control and allowances need to be made. Suitable contingency plans are useful but sometimes things just happen and cannot be anticipated:

- injury
- illness
- holiday
- work commitments, or
- family issues.

Summary

When setting goals with their clients, instructors should ensure the goals are based on the SMART principles. The goals should be challenging yet realistic. They should also be client led rather than instructor led. Goals need to have a short, medium and long-term outcome to keep up enthusiasm. Goals need to be flexible to accommodate lifestyle issues and any changes in circumstance. Goals should help clients to change their lifestyles as well as their exercise regimes.

You should now:

- be able to explain the process of goal setting in a consultation with a client such that the client is the one expressing his or her wants and you are helping to shape these ambitions into SMART goals that can be used to design a programme
- know how to set long-term goals with clients and be able to break these down into medium-term goals that are more motivating and into short-term process goals or action plans, and
- know how to review goals. You should understand that it is important to adjust goals as a client progresses through a programme, in line with their rate of progress and any unexpected barriers that may occur.
Section 6: Customer service

Learning outcomes

☐ To know the importance of client care both for the client and the organisation.

☐ To understand why it is important to deal with clients’ needs to their satisfaction.

☐ To know where to source relevant and appropriate information to meet clients’ needs.

☐ To understand the importance of dealing with any delay in meeting clients’ needs timely and effectively.

☐ To be able to give examples of how to exceed customer expectations.

☐ To understand the importance of handling client complaints positively, following an organisation’s procedure.

Caring for clients

All bodies dealing with health and exercise, be they a privately owned health club, a local authority leisure centre or a voluntary organisation looking after sports and exercise participants, have a duty of care to look after their clients. They are duty bound to give their clients the best possible care and customer service every time they visit the facility.

What is customer service?

It can be defined in the following different ways:

• It is providing a service that is better than the customer expects for the money they are paying.
• It is the ability to provide a service or product in a way that it has been promised.
• It is about treating others as they should and would expect to be treated and about going that extra mile to assist.

Facilities which provide their clients with an enjoyable, positive experience and take care of their wants and needs every time they visit are more likely to retain these clients. If clients are retained inevitably revenue will improve. Good customer service will improve the likelihood of clients achieving their goals. Clients who receive good service are likely to tell others. Members of staff who pay attention to customer service are likely to feel a sense of satisfaction as they assist people to make changes.

Learning activity 6.1

Think of a time when you received poor customer service. How did this make you feel? What was your reaction? Write your thoughts below:

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

Now think of a time when you received good customer service. Again, write down how this made you feel and what your reaction was:

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................

..............................................................................................................................................................................................................................
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

The importance of dealing with clients’ needs to their satisfaction

All clients have different needs and how these needs are met determines the level of satisfaction the clients gain from the service. How an instructor deals with clients will have a direct impact upon whether they remain clients or members.

Learning activity 6.2

List five examples of good customer service you might expect if you joined a health club or leisure centre:

1. 

2. 

3. 

4. 

5. 

Good customer service in a leisure situation means:

- clients should receive acknowledgment from the instructors every time they go to the gym or a class
- all the equipment should be in good working order
- the changing rooms, gym floor, studio and all other areas should be clean and tidy, and
- clients should be treated with respect and in a professional manner.

Clients who are unhappy with the way in which they are treated or who feel the level of customer service is not satisfactory may leave. This has a direct effect upon the revenue of the club. Additionally, dissatisfied customers are likely to discourage others from joining.

It is worth noting that if someone is happy with a product or service, they typically tell one person. If someone is unhappy with a product or service they will typically tell 10 people or more.

Clients will want to know that if they are not satisfied with their treatment or the level of service being offered to them that there is someone who can take responsibility and help them to resolve their issues.
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Where to get help in your organisation

Learning activity 6.3

List three people you could approach should you find yourself unable to deal with a client’s question:

1. 

2. 

3. 

Nobody knows everything and it is important to recognise that it is sometimes necessary to seek information from others. This is especially the case for those who are new to a job and still learning how things operate. Identifying some key people in the organisation who can act as mentors is a great way to learn more about how everything works. Those who are unsure about anything in their place of work should always seek the advice of someone who does know.

Advice can by sought from colleagues, the general manager, the duty manager – people who have worked at an organisation for a while and who have experience. A member of staff who is knowledgeable and able to deal correctly with a client will enhance the experience of that client.

Exceeding customer expectations

If a company can exceed a customer’s expectations then it is likely that the customer will remain loyal and recommend the organisation’s services to others.

There are numerous things an instructor can do to meet and exceed a client’s expectations:

- Go the extra mile: do little things that are unnecessary and unexpected but might just make someone’s day and really impress.
- Acknowledge every member on every visit: literally say hello to all clients and have a couple of minutes chat with them if they indicate they have the time.
- Remember names and use them frequently.
- Remember things about people and ask about them.
- Be genuinely curious and ask questions with interest.
- Always smile at people when greeting them.
- Listen attentively or empathically when clients speak.
- Always be positive and have something good to say about other people.
- Never moan or complain in front of clients.
- Keep facilities and equipment clean and tidy.
- Know the products and services and be able to advise on them.
- Treat everyone (clients and colleagues) in a respectful, professional and equal manner.
Managing client complaints positively

Even the best organisations are not perfect and clients may sometimes feel the need to complain. Often, the more a facility has to offer the higher the membership fees and, consequently, the higher the client’s expectations and demands.

Every organisation will have its own methods for dealing with customer complaints and staff should be familiar with relevant procedures. There will be certain protocols and reporting procedures and there will also be a time frame within which a complaint should be handled. If a customer service complaint is not dealt with efficiently and successfully it may result in the client leaving the club. On the other hand, a complaint handled well can leave a client feeling very happy about the service received.

When dealing with complaints it is important to offer as much assistance as possible. Instructors who fully understand a client’s problem are best placed to do this. Instructors should, therefore, always listen properly to a client with a complaint.

The following is a simple guide to dealing with someone who is making a complaint:

L  Listen carefully to them.
E  Empathise and acknowledge what they are saying.
A  Apologise if necessary, Accept responsibility and Act to resolve the problem.
P  Propose a potential solution that is acceptable to the client.
S  Summarise the issues and actions and if necessary seek help from a manager or colleague.

As has already been stated, it is important to listen carefully to a client’s complaint and then ask questions to ensure a clear understanding of the nature of the complaint, why the client is unhappy, who is responsible, how the client would like their complaint resolved and when this needs to happen.

Listening

According to Carolyn Boyes there are six main ways in which people listen to others:

Figure 6.1 Six ways of listening to others

The types of listening illustrated in the diagram above can be defined as follows:

**Empathetic listening**

Listening carefully to what is being said with the intent to understand both emotionally and intellectually.

**Attentive listening**

Really paying attention and focusing energy on what is being said. Listening to the words and the context of what is being said.

**Selective listening**

Tuning in to selected parts of what is being said. These are usually only the things of interest to the listener.

**Gap searching**

This is when someone is listening for gaps in another person’s speech rather than what is being said, permanently searching for the opportunity to interrupt to put a point across.

**Pretending**

Hearing and making encouraging noises, ‘uh huh’ et cetera without attending to what is being said.

**Ignoring**

Hearing someone speak but not listening or paying any attention.
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Learning activity 6.4

Write down times or situations when you have listened in some of the different ways described:

There are several ways in which instructors can demonstrate that they are listening to their clients:

• nodding the head
• making agreeable noises
• repeating information back to the client to make sure it is correct, and
• using facial expressions to show understanding.

Once a complaint has been heard it is important that it is dealt with as quickly and effectively as possible.

Also, identify what type of a listener you are most of the time:

☐ empathetic
☐ attentive
☐ selective
☐ gap
☐ pretending
☐ ignoring
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Questioning

To obtain accurate information about a complaint it is often necessary to ask appropriate questions. Two methods of questioning can be used:

Closed questions

These are questions that will usually get a one word quick reply such as “yes” or “no”. They are useful for clarifying information that is already known but will not bring forth a great deal of new information. An example of a closed question is “Did you just lift that weight?”

Open questions

These will usually elicit more new information from a client. Open questions often start “What?”, “When?”, “Why?”, “How?”, “Where?” and “Who?” An example of an open question is “What activities have you enjoyed in the past?”

Having asked one open question it might be necessary to go on to ask more to gain further information. These are probing questions and they allow more detail to be gathered until a complaint is fully understood. At this stage those dealing with a complaint should be in a position to judge whether they are able to deal with the issue themselves or whether they need to speak to someone else. Closed questions may then be useful as a method of ending the conversation with the client. The complaint could be summarised and then followed up with “Does that sound right?”, “Have I understood this correctly?” or “If I were to offer you X would that be an acceptable resolution for you?”

Employees who are unable to handle a complaint themselves should always ensure that they contact somebody who can deal with the situation. Clients must feel that they have received a satisfactory resolution to their complaint. If a complaint cannot be resolved immediately it needs to be followed up and the client must be informed of the conclusion.

Summary

You should now:

- know why customer care ensures clients feel they receive value from their membership and consequently wish to remain as members
- understand that if clients’ needs and expectations are met they are likely to remain as clients and speak positively of the organisation
- know how to obtain more information about the services offered by an organisation
- be able to give examples of ways in which customers expectations can be met and exceeded, and
- understand why it is essential that complaints are handled in a timely and effective manner and also know how to deal with complaints to achieve a positive outcome for the client and the organisation.
Section 1: Building rapport and relationships

The learning activities in this chapter were subjective so there are no right or wrong answers.

Section 2: Barriers to change

Learning activity 2.2

1. The instructor could suggest training at lunch time to help break up the rigours and strains of a nine to five work day. It could also be possible to replace evening social activities with exercise a couple of times per week. The instructor could explore the possibility of weekend training.

2. The instructor would need to reassure you that many people feel the same way when they first join. You could be introduced to other members who do not fit your stereotypical perception of gym users. The instructor could also show you some basic kit and the layout of the club and introduce you to reception and gym staff.

3. The instructor could book you in for a full consultation as soon as possible and, as part of the session, could help you to identify activities which you might enjoy. The instructor could also show you the basics of a few different exercises and ask for your feedback as to whether you liked them or not.

4. The instructor could break the cost down to a daily or weekly figure to help you understand how affordable the facility is. The instructor could also look at other costs you currently incur.

5. The instructor could educate you about the benefits of exercise and explain that you will start to feel your energy levels change very quickly once you start exercising. The instructor could point out that this could have positive effects on your work and social life.

Section 3: Behaviour change

Learning activity 3.1

- Preparation
- Action
- Maintenance
- Contemplation
- Pre-contemplation
Learning activity 3.2

<table>
<thead>
<tr>
<th>Stage of change</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-contemplation</td>
<td>Give subtle information on exercise benefits.</td>
</tr>
<tr>
<td></td>
<td>Explain how people the client views as ‘role models’ may have changed a habit</td>
</tr>
<tr>
<td>Contemplation</td>
<td>Provide the client with opportunities for discussion</td>
</tr>
<tr>
<td></td>
<td>Provide taster sessions and promotional events to increase knowledge of facilities and options</td>
</tr>
<tr>
<td>Preparation</td>
<td>Get to understand the reason for the client’s change in behaviour and use this as a motivational tool</td>
</tr>
<tr>
<td></td>
<td>Reinforce the benefits of the change</td>
</tr>
<tr>
<td>Action</td>
<td>Set some small, achievable goals</td>
</tr>
<tr>
<td></td>
<td>Introduce a new machine or exercise each visit</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Start some different type of training</td>
</tr>
<tr>
<td></td>
<td>Set a diverse range of goals to keep interest high</td>
</tr>
</tbody>
</table>

Learning activity 5.2

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>To start running two to three times per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>To lose one stone</td>
</tr>
<tr>
<td>Goal 3</td>
<td>To have a BMI of 27</td>
</tr>
<tr>
<td>Goal 4</td>
<td>To have a body fat of 20%</td>
</tr>
</tbody>
</table>

Learning activity 5.3

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>SMART goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term</td>
<td>Within one week:</td>
</tr>
<tr>
<td></td>
<td>Walk / run twice</td>
</tr>
<tr>
<td></td>
<td>Do this for 15 minutes without stopping</td>
</tr>
<tr>
<td></td>
<td>Make three lifestyle changes to improve well being and health</td>
</tr>
<tr>
<td>Medium-term</td>
<td>Within one month:</td>
</tr>
<tr>
<td></td>
<td>Run for 20 minutes three times per week</td>
</tr>
<tr>
<td></td>
<td>Lose five pounds of body fat</td>
</tr>
<tr>
<td></td>
<td>Reduce BMI to 30</td>
</tr>
</tbody>
</table>

Section 4: Motivating clients

The learning activities in this chapter were subjective so there are no right or wrong answers.

Section 5: Goal setting

Learning activity 5.1

- They help focus attention.
- They increase internal motivation.
- They increase exercise adherence.
- They clarify clients’ expectations.
- They help improve clients’ self-confidence.
- They help reduce boredom.
- They help improve results and achievement.
Workbook

Level 2

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Section 8: References


