

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

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## Overview

This standard is about working with participants to develop and maintain the motivation needed to adhere to exercise and physical activity.

The main outcomes of this standard are:

1. establish and maintain an effective relationship with participants
2. encourage participants to develop and maintain motivational strategies
3. provide ongoing customer service to participants

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for instructors who work with participants to help develop and maintain their motivational strategies for adhering to exercise and physical activity.

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

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## Performance criteria

You must be able to:      **Establish and maintain an effective relationship with participants**

1. define your own role and responsibilities with **participants**
2. record **information** about **participants**
3. maintain confidentiality requirements, following **legal and organisational procedures**
4. identify the **participants' goals** for taking part in regular exercise and physical activity
5. identify the **participants'** reasons for taking part in regular exercise and physical activity
6. identify potential **barriers to participation** to taking part in regular exercise and physical activity
7. inform **participants** about opportunities for regular exercise and physical activity in relation to their needs, abilities and preferences
8. ensure **participants** are given information about the benefits of taking part in regular exercise and physical activity
9. provide the **participants** with information about the recommended amount of exercise and physical activity

### **Encourage participants to develop and maintain motivational strategies**

10. support **participants** to minimise and overcome **barriers to participation**
11. use **teaching and motivational styles** that match individual **participants'** needs
12. identify incentives and rewards for the **participants** taking part in regular exercise and physical activity
13. help the **participants** identify, develop and use their own **motivational strategies**
14. encourage and support the **participants** to build on opportunities, preferences and rewards

### **Provide ongoing customer service to participants**

15. monitor the **participants'** adherence to exercise and physical activity

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity



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16. consult **other professionals** if **participants'** needs and expectations are outside your level of competence
  17. provide **participants** with information and advice
  18. handle **participants'** queries and complaints following **legal and organisational procedures**

## Knowledge and understanding

You need to know and understand:

### Establish and maintain an effective relationship with participants

1. why you need to clearly define your role and responsibilities with participants
2. how to present a positive image of yourself and your organisation to participants
3. **methods** of analysing participants' lifestyles
4. **methods** of recording information in a way that will help with analysing it
5. **communication skills** used to engage participants
6. ways of maintaining confidentiality
7. ways of identifying participants' goals
8. ways of identifying **barriers to participation** to physical activity
9. procedures for identifying the participants' reasons for taking part in regular exercise and physical activity
10. the types of exercise preferences that different participants may have
11. the **health benefits** of regular exercise and physical activity
12. the amount of exercise and physical activity required to achieve **health benefits**
13. where to find information on social and psychological support for inactive individuals

### Encourage participants to develop and maintain motivational strategies

14. ways of minimising and overcoming **barriers to participation**
15. ways of identifying potential opportunities for exercise and physical activity
16. the range of different opportunities for exercise and physical activity
17. techniques of working with participants to build on opportunities, preferences, rewards and incentives to taking part in exercise and physical activity
18. procedures of identifying and developing **motivational strategies** for participants
19. **teaching and motivational styles** that match individual needs

### Provide ongoing customer service to participants

- 20. ways of providing support to participants
- 21. how to monitor participants' adherence to exercise and physical activity
- 22. when to consult **other professionals** if participants' needs and expectations go outside your level of competence
- 23. techniques to assist participants to adapt and refine their adherence to exercise and physical activity
- 24. techniques of handling participants' queries and complaints following **legal and organisational procedures**

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

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**Scope/range related Participants** (to cover a minimum of 3)  
**to performance**  
**criteria**

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs
5. inactive individuals

**Information**

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
8. stage of readiness
9. psychological readiness

**Legal and organisational procedures** (to cover a minimum of 4)

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

**Goals**

1. general health and fitness
2. physiological

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

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3. psychological
4. lifestyle
5. social
6. functional ability

**Barriers to participation** (to cover a minimum of 5)

1. time
2. work commitments
3. family
4. cost
5. motivation
6. confidence
7. lack of facilities

**Teaching and motivational styles**

1. goal oriented
2. social
3. learning

**Motivational strategies**

1. intrinsic
2. extrinsic
3. goal setting
4. incentives/rewards
5. behaviour change

**Other professionals** (to cover a minimum of 2)

1. physiotherapists and medics

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

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2. psychologists
3. physiologists
4. biomechanists
5. lifestyle support specialists
6. participants' social support network
7. physician
8. supervisor
9. specialist health/exercise professional
10. nutritionist/dietician



Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

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**Scope/range related to knowledge and understanding**

**Methods**

1. interview
2. questionnaire
3. verbal screening
4. observation

**Communication skills**

1. open ended questions
2. active listening
3. summarising
4. body language

**Barriers to participation**

1. time
2. work commitments
3. family
4. cost
5. motivation
6. confidence
7. lack of facilities

**Health benefits**

1. physical benefits, such as reduced blood pressure, improved body composition, reduced risk of certain diseases including coronary heart disease (CHD), some cancers, Type 2 diabetes, hypertension, obesity, osteoporosis
2. psychological benefits, such as reduced risk of stress, depression, anxiety
3. implications of inactivity, such as obesity

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### **Motivational Strategies**

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2. extrinsic
3. goal setting
4. incentives / rewards
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### **Teaching and motivational styles**

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3. learning

### **Other professionals**

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### **Legal and organisational procedures**

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Assist participants to develop and maintain the motivation to adhere to exercise and physical activity



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5. First Aid Regulations
  6. individual organisational policies and procedures

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

## Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

## Behaviours

The following **behaviours** underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

14. show sensitivity and empathy to the participants and the information they provide

## Skills

The following **skills** underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

## Glossary

### Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

### Goals

Assist participants to develop and maintain the motivation to adhere to exercise and physical activity

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Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

### **Participants**

People, as individuals, or in groups, who will be taking part in a physical activity session.

### **Welfare**

Supporting participants' well-being including basic lifestyle, nutrition and drug awareness.

### **Links to other NOS**

This standards links with SKAEF4, SKAEF6, SKAEF8, SKAEF10, SKAEF12, SKAEF16 and SKAEF20.

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