

Video Lecture 2 *(with slides)*

SMART goals, motivation and adherence strategies

Knowledge & Application
of Personal Training

LECTURE **2**

Hello, and welcome to Video Two

the Knowledge and Application of Level Three Personal Training Resources



Optional Health
& Fitness Testing.

What tests would
you like to
conduct at this
point?

Hello, and welcome to Video Two for the Knowledge and Application of Level Three Personal Training Resources.

We are now at the point where we're talking about Optional Health and Fitness Testing, and what tests you'd like to conduct at this point. And when we say "at this point", we're talking about: we've just done the initial screening with our client, we've gathered some information and this is going to start to inform how we're going to build our SMART targets with our client.

Now you may have spoken to your client and they may have indicated to you that they have high blood pressure and they may be on medication. This will influence the health tests that you'll do with your client. Later on in this video we'll be talking a lot about fitness testing, and we'll talk about the intricacies of fitness testing. There's also a range of protocols, individual protocols for each individual fitness test you can do, and each individual health test you can do as well.

So you can purchase different bits of equipment to be able to take heart rates, blood pressure, pulses, and others like that. This could be done at “resting heart rate”, “resting blood pressure”, “resting pulse rates”, or during activity.

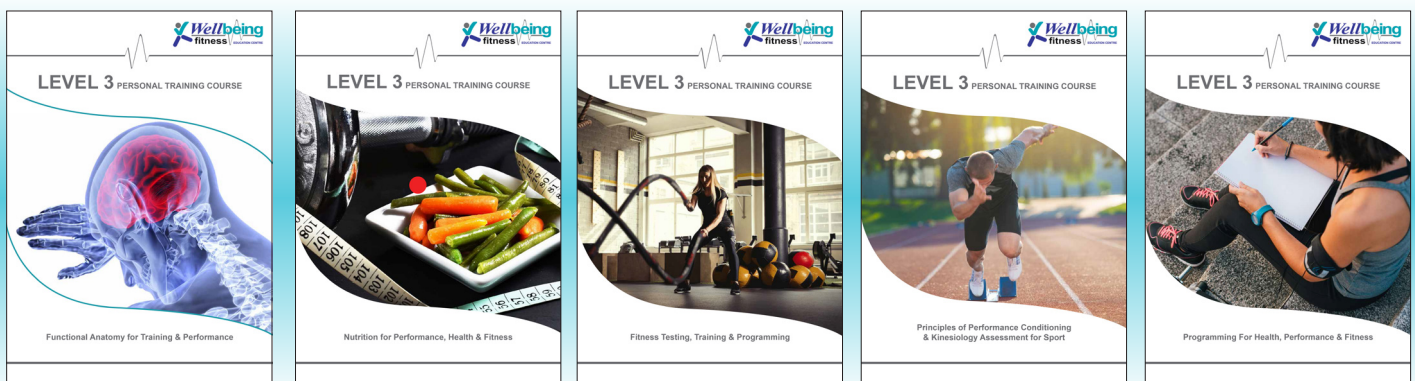
The development of these types of technologies is forever changing. Lots of people are now accessing and being able to purchase different products and brands of wristwatches that will take heart rates. You can purchase at reasonable prices different bits of equipment to take blood pressure readings and so forth. And it's important to trace if clients highlight to you that they have a medical need to have this monitored and tracked. So within the resources you will find protocols for each one of these health tests that you can do. And also there's a range of fitness tests also.

(For more information on this please see Written Lecture 8: Fitness Tests).

So I just want to pause on this point and explain to you something that's going to be happening during your delivery and your learning.

And we're just going to go back to the very first page to talk about the assessment booklets. So in the Fitness Tests and Training Programming booklet, as with all the other booklets, there is an underpinning knowledge that you need to have, or need to be aware of, to have a broad understanding of the components when it comes to fitness test training and programming. Now, there is a series of tests out there (there are lots of tests that you can do) which are mostly geared towards high performance training. And you may work with clients who have a nine to five Monday to Friday job - very professional jobs - who might actually take part in high performance training. What we're talking about here are marathons, ultra-marathons, triathletes, duathletes, or people who are really interested in different events of that nature.

Level 3 Personal Training Application of Personal Training.



What we do find is actually there are so many tests, but we don't do a lot of these on the gym floor with our clients. This again will really underpin and make you consider the types of people that you're going to be working with and the types of services that you do. I often talk to students and talk about the client journey when we're talking about testing. We're talking about thinking about the behavior change and the cycle of behavior change. If when somebody comes into your gym you immediately start testing them and telling them where they're weak, or where they're perhaps not adequate in certain areas, that's going to cause a relapse. So you may have to think about how you construct your conversations with people to put them at ease, to relax them, to gather the information that you need, and then think about how are you going to test them, and why do we test?

So when it comes to testing, we're thinking about the information that, firstly, has been given to us by our client. We're thinking about setting a baseline so that we can help the client stay motivated during their training. Because if a client is coming to you training all the time, if they don't see progression in areas that are important to them, they're

perhaps going to stop training with you. So it's kind of a Catch 22 area. Now, if a client comes to me who, let's say, is overweight. And if you were to write in the booklet a question that asks you:

"Your client is overweight. How would you test them to set baseline data for you to move forward?"

Telling us to make your client stand on the scales is the right answer. Yes, stand on the scales. You'll get a weight reading and you can move on. But what we want our PTs to be able to do is just think a little bit more commercially.

Now, if somebody is overweight, guess what? They probably already know that. And they may have gone to their doctors, and they have put on weight following an injury that they've had. They've not been able to train and they've put on weight because they ate the same way than when they were training. It's very common in people. Or they they've stopped doing compulsory exercise: lifestyle changes, had a family, and they haven't put a lot of attention on themselves and they've put on weight.

And they've had a massive shock to the system where they thought, "Gosh, I am now overweight." And they're probably a little bit nervous, a little bit embarrassed. And the first thing you do is make them stand on the scales and you say, "Guess what? You're overweight." Well, they already knew that.

So what we want to be able to teach you is: can you find another way? We know what the testing protocols are, and we know what the important elements of that are. Can we find another way?

Client: *"So I want to lose weight because I'm going on holiday".*

Trainer: *"Well, let's pick a holiday dress. What dress size would you like to be?"*

And keep it like that. We can do subjective elements as well.

Client: *"I get out of breath when I run up the stairs at work.*

Trainer: *"Okay, let's get it so that we feel competent with our fitness levels, and we can do that."*

So we can go from being very objective with data-driven elements, standing on scales and getting numbers, or we can be subjective. And this is what's really going to underpin it.

Now, if you're working with clients who've got into running, and they've might have progressed from Couch to 5K park runs, and now they're doing half marathons - elements like that. And you'll work with that range of clients, from people that are starting, to high-performers. You might have to think about, "Well, what tests am I going to do with these clients? How am I going to consult with them?".

Because some people are going to want really objective data. Some people are going to need that to help gauge where they're progressing and to keep training with you. But some people might just want subjective data, because they've tried everything else and it just hasn't worked for them.

So this is why your consultation with your client is really important, and this influences decisions moving further.

Now, please don't worry. You have got all the protocols for the health tests, and we will be talking about these further down the line. And you've got them for the fitness tests as well, and we'll talk about that. And also I will then come back to this page to then tell you how that information relates to what we talked about here. So we have got a lot of journey to go on with the resources we teach in each week.

But keep going back to the thought of, "When a client walks in to when a client walks out". How is the information that I'm learning relevant to that process? And how is that going to influence the decisions that I then make with my training?

Because there are a lot of personal trainers out there - and we can say that there's good trainers and there's bad trainers. There's also differences in trainers as well; different types of people that they work with and the tools and the systems that they use to do that. And the types of results people want, and how we're diversifying and changing for that.

You might get a client that wants to work with you, but you don't feel competent in your knowledge and application and ability to do so, or that your services don't match their needs. And it's really professional to say to that person, "I'm sorry I can't train you, because I don't think I'd give you a good service. Here's someone I think you should go and train with." Now, bear in mind you're on a Level Three course. You're only a Level Three Personal Trainer when the course finishes, and you're at the start of your journey. And actually, it's really professional to tell someone, "I think you should train somewhere else." Now, if afterwards you think, "I really wish I could have trained that client," you might need to then source another course or train in a regime to help build your knowledge and build your competence when training with that type of clientele. That will give you a lot of respect in the world, and people will start to really know that you are a professional, ethical trainer.

So as you can tell from the questions that we asked in the PARQ, where they are on their journey regarding what training they've done before or haven't done before, that can lead us on to our goals. What is your client trying to achieve from your training? This is a great opportunity to then find out what does your client know or not know about training?

So let's talk about "toning up", which is often a common response that we get from our clients. This is again when we have to "Think trainer: Talk client". And then start to talk the client over into the ways that WE think.

So what do I mean by "I want to tone up. I want to tone," which is often the response we get. What does that mean, "tone up"? Does that mean you want to be leaner - get muscle mass, lose body fat? For me, when someone says "tone up" I think of body composition - understanding that body composition is everything from bone, muscle, flesh. Everything that makes up our body is body composition.

And I actually will then start to use that language with a client.

Setting SMART Goals.

A goal without a plan is just a wish.



Client: "I want to tone up".

My response will be, "Okay, so we need to look at body composition. So your body composition is all of this."

Client: "Yeah, yeah, yeah. But actually I want to lose fat off the my back of my arms," or, "I want to tone this part of my body."

Me: "Well actually, the science tells us that you can't do spot training, the spot development. The body will burn fat from where it wants to. Now, are we talking fat? Are we talking that you want to spend 40 minutes on a cardio piece of equipment, or you want to do cardio training, high intensity training? Or is it that actually your understanding of training is not adequate enough for you to meet this goal? And what do we mean by that? So what do you like or not like about training?"

Client: "Well, I like this, but I've stopped training because I've got burnt out before."

Me "So if you're going to the gym four or five times a week doing two hours in the gym doing high intensity cardio and you're not getting the results you want, then we need to make a change."

But how do you get your client on board with your thinking and your understanding? And this is where this conversation has to be. Now, you can't push your agenda. Even if you're right, you have to go softly, softly, slowly, slowly, and bring

your client onto your way of thinking. And how you do that is really important. So strength training is a really important element for everybody. We know that strength training and weight bearing will improve the density and health in our bones. It will improve the density and the health in our muscle tissue. It will make us leaner, more supple, stronger. And actually you might need to talk about how we do weight loading and weight bearing with different clients.

You're always going to get the response:

"I don't want to bulk up."

But I always say to clients, "Well, I've been trying to bulk up for many years and it's still not working."

And you can make a little bit of a joke about it. You can bring it onto a level and start to talk about:

"Well, if you don't do drastic changes, you'll probably only change your body shape by 10% unless you start doing X, Y, and Z. So the likelihood of you becoming excessively bulky and muscular is not going to happen."

So again, that's an example of how we can start to educate our clients without lecturing them.

And start to talk about,

"Well, this is what you told me that you WANT. To get there, this is what you have to DO."

And then see if they're willing to do that. And what adjustments do you have to make in order for them to achieve that and stay on target?

I've actually worked with some clients who've come from a high training background. Some clients that have worked in high performance sports, or the arts - from ballet and dance. That's a really intensive element.

And the clients have told me,

"I want to train to maintain my fitness, but I just want to have fun when I exercise."

So again, if you start pushing a different agenda onto that client, they're not going to want to train with you anymore. If you don't understand that need and what is was they're asking for, you're going to lose them as a client. So this is why this process is quite important. How you go about setting your SMART targets and having these conversations with your client and gathering this information can be quite unique to you as a personal trainer, the services that you offer. And how the SMART goal might develop in future, because some people might not think of what they've wanted as a SMART goal.

So what do we mean by a **SMART** goal? Well, you'll see by the images there:

it needs to be **Specific** - it has to be working towards something.

It needs to be **Measurable**.

It needs to be **Achievable**.

It needs to be **Realistic**

and **Time-bound**.

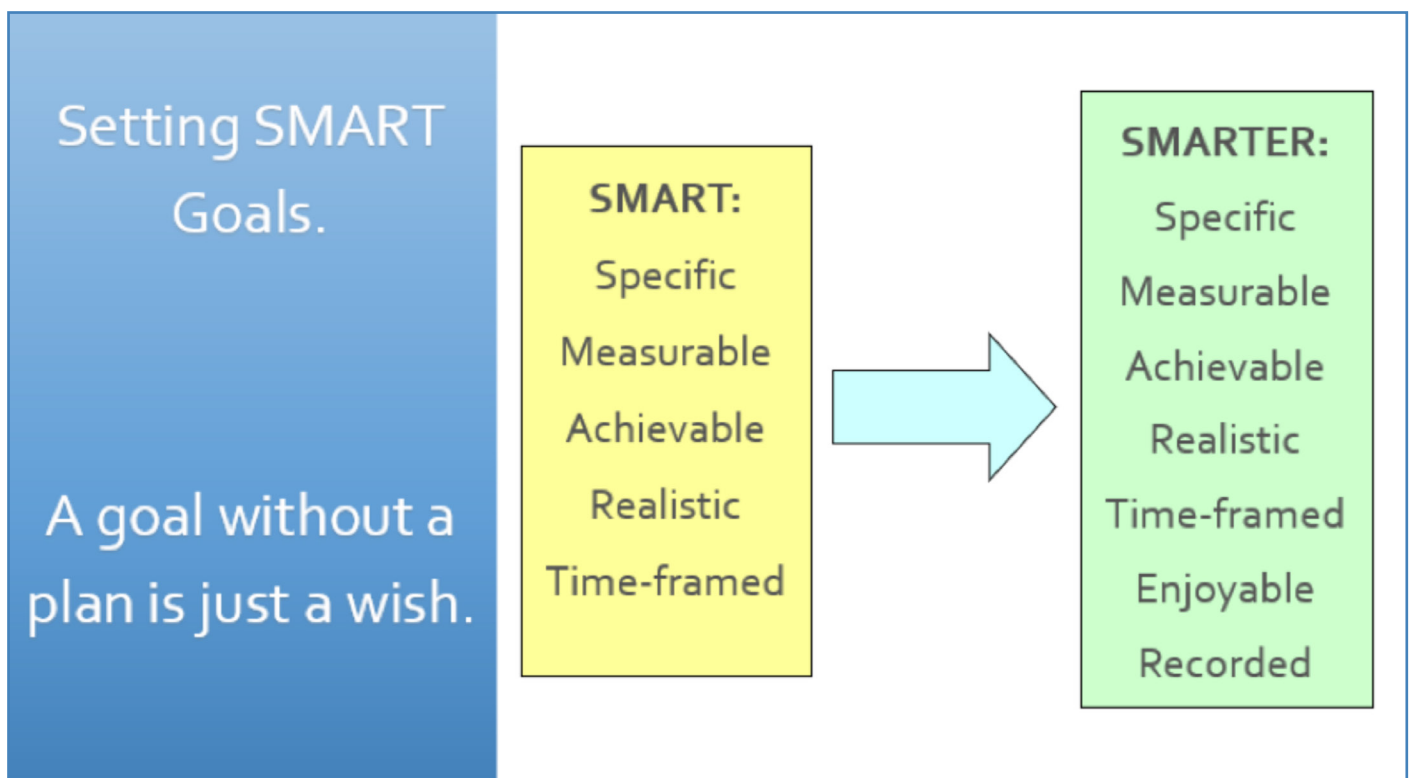
So these are the types of conversations that I have with clients where sometimes I might even use the science behind supporting them.

"I want to lose three stone in four weeks."

*"Okay, that's **specific**. It's **measurable**. We can talk about if it's **achievable** and **realistic**, but it's **time bound**. So you need to be burning this many calories. How often do you want to come to the gym?"*

"Well, I only want to come to the gym for one hour a week."

"Okay, then you need to be burning this many calories for that, and this is the exercises that you need to be doing."



You can see it, and that it's not achievable. It's not attainable.

And you say, "Well, you can't do that in this timeframe. I know I can't change the timeframe because this is what you're doing, because you're going on holiday or to a wedding, whatever it might be. This is actually the weight that you can lose."

Understanding that if the client is still not on board with you, and they say,

"Well no, this is what I wanted. This is what I'm paying for. This is what I want to do,"

You might have to say,

"Sorry, no. I'm not going to train you, because what you want is not healthy. And it's not attainable. And this is the reason."

You might be thinking,

"Well, why would I turn away money?"

But when that client doesn't achieve their goal, they will blame you. And they'll tell everybody that you're not a good trainer. All because your initial screening, your SMART goal processes weren't stringent, and you didn't stick by them. So this is why you've got to look after yourself, you've got to protect yourself.

Now you might not have a formal discussion where you'll actually write down on a piece of paper, "Yes, this is specific for this reason – it's measurable for this reason – realistic – time-bound." But just by having a casual conversation with people, you'll start get this information.

(For more information on SMART goals see Written Lecture 5)

But then let's look at the **SMARTER** ones as well. Is it **enjoyable**? And record it. How you **record** it and how you want to go about recording it is completely up to you and your client, but this can really help with the frequency – burnout - not achieving the goals - perhaps even feeling poorly if they're over-training to start with - haven't got a strategy with their training. We talk about that further down the line when we talk about periodization of training programmes.

I think the enjoyability factor really has to come into it. Why do we set **SMART** goals? Why do we test? We need a starting platform. And we need to be able to measure what it is that we're doing in the right way. And it's got to be **enjoyable**.

Thinking about why people stop training - that question that we asked before:

"You worked out before. What do you like? What don't you like? Why did you stop training?"

This is going to build that infrastructure to keep them on board. Believe it or not, (whether you think ethically or not) you can use that to help keep motivating them. It could be, "Right, I'm now a grandfather. I want to have more energy for work and my grandkids, and I want to live for longer. But I'm overweight and I've got high blood pressure."

So if they start to fall off the wagon a little bit, cancel a few sessions, you can call and say:

"Look, you told me, when you first started training, that you want to have better energy levels for your grandkids (or your kids, whoever it might be) and that you want to live longer and have a better lifestyle with them. You're being selfish. You're not thinking about your children now by canceling your training sessions."

Quite a strong, fierce way to go with a **SMART** goal, but just a very extreme example to show you how you can use that to keep people on board.

So again, you want to think about how would you keep motivating and adhering to a training exercise programme? Think about your systems as a personal trainer.

Do you have t-shirts for them? I've seen many a running club or personal trainers that work with running clubs or boot camps, and they're all branded up. And I see their brand and I see the t-shirts. You see people walking around with them. Before you even know who the trainer is, where they're even located or based, it's a really good marketing campaign to maybe use a reward system: different t-shirts, different colours. There's going to be an expense there, but then it's something you can look at if you're thinking about keeping your clients training with you during the winter months. Will you have a stock so they can buy woolly hats or win a woolly hat by training with you? Think about things like that.

How you monitor your clients - retest them - reevaluate their goals.

As their knowledge and understanding might change with you, so will their goals. So it might be frustrating for you to say, "We're going to work on this area." And you know what? You haven't been able to give your client a lot of information around it because they're not ready to attain that knowledge. And you're thinking, "Gosh, this client could be working on X, Y, and Z, but ..."



HOW WOULD YOU KEEP
MOTIVATED / ADHERE TO YOUR
EXERCISE PROGRAMME?



(THINK ABOUT THE E IN SMARTER)

Use a reward system when the goals are achieved- behavioural process to aid those in behaviour change (for example buying themselves a new item of clothing).

Encourage them to train with a friend with similar goals. This is useful for when they are not training with you (in between sessions)

Regularly monitor your client's progress through re-testing and re-evaluating their goals.

Positive reinforcement for any progress made, ensure you give it and so do friends / family.

Choose exercises that the client likes, this is good for in between sessions.

Motivation & Adherence Strategies

Well, that's what you reevaluate. And you retest them. And think about the types of tests that are appropriate for your client - how you would test them, how you reevaluate for them. Again, this is a process that we talk about, and you need to have knowledge of tests and knowledge of processes and systems to really understand that.

(And that does come a little bit further down the line with your course materials. So I'll be making references back and forth for this process as well. Don't forget: there's a wide range of tests and their protocols in Written Lecture 8: Fitness Tests).

But it's a really important thing because, believe it or not, clients will stop training with you weeks and months down the line because you didn't get this process correct. And thinking about that you will have better ideas than myself as a trainer, than some of the trainers that are perhaps teaching me. You will have your unique concepts that you want to do - how you have conversations with them. And that's why it's really important that we get a wide group of different types of personal trainers working in the industry.

Do you know what? You don't have to be a loud, extrovert, brash person, a boot camp style instructor, to be a good personal trainer. It's how you communicate with people, how you get people on board with you. Nobody learns something from somebody they don't like, and you're not going to buy something from someone that you don't like as well. So think about your past experience and

knowledge (whether it's positive or negative) and think about how you're going to use that experience and knowledge to build a relationship with your client and keep them engaged with their training.

That's why we need different people with different approaches. And that's how it's going to help you identify what market you're going to want to attract, and then what type of decisions you're going to make with these processes and systems.

So again, you need to be breaking down short-term, medium-term, and long-term goals with your clients.

(There's quite a lot of information on these slides as we go through them so if you want, you can pause the video to read through them. I'll be going over them with additional audio over the top, but you may want to read them and look at them at a slower time - or replay the video. So feel free to do that at any point.)

But again, short-term, long-term, medium-term goals with clients.

It could be that your client says,

"I want to live longer. I want to lose weight so I've got better energy, so I can have a longer life and play with my children, play with my grandchildren."

There's objective and subjective information in that goal. That's a long-term goal.

What are short term, medium term, and long-term goals?

Short term goals: these are goals that can be achieved weekly / fortnightly, e.g., win next week's football match, increase next week's bench press from 80kg 1RM to 82kg 1RM.

Medium term goals: these are goals that can be achieved monthly / quarterly, e.g., win next three out of five football matches, be able to run 10 miles by next month - can currently run 7.

Long term goals: these are the overall goals of the year / season / end goal, e.g., make selection for Olympics – 4 years, enter bodybuilding contest - 9 months.

Short-term goal could be,

“Okay, can you train continuously for three weeks, once a week, 40 minutes with me?”

That could be the initial short-term goal.

Medium-term goal being:

“We want to drop that blood pressure, we want to get stronger, be able to do a deep squat”.

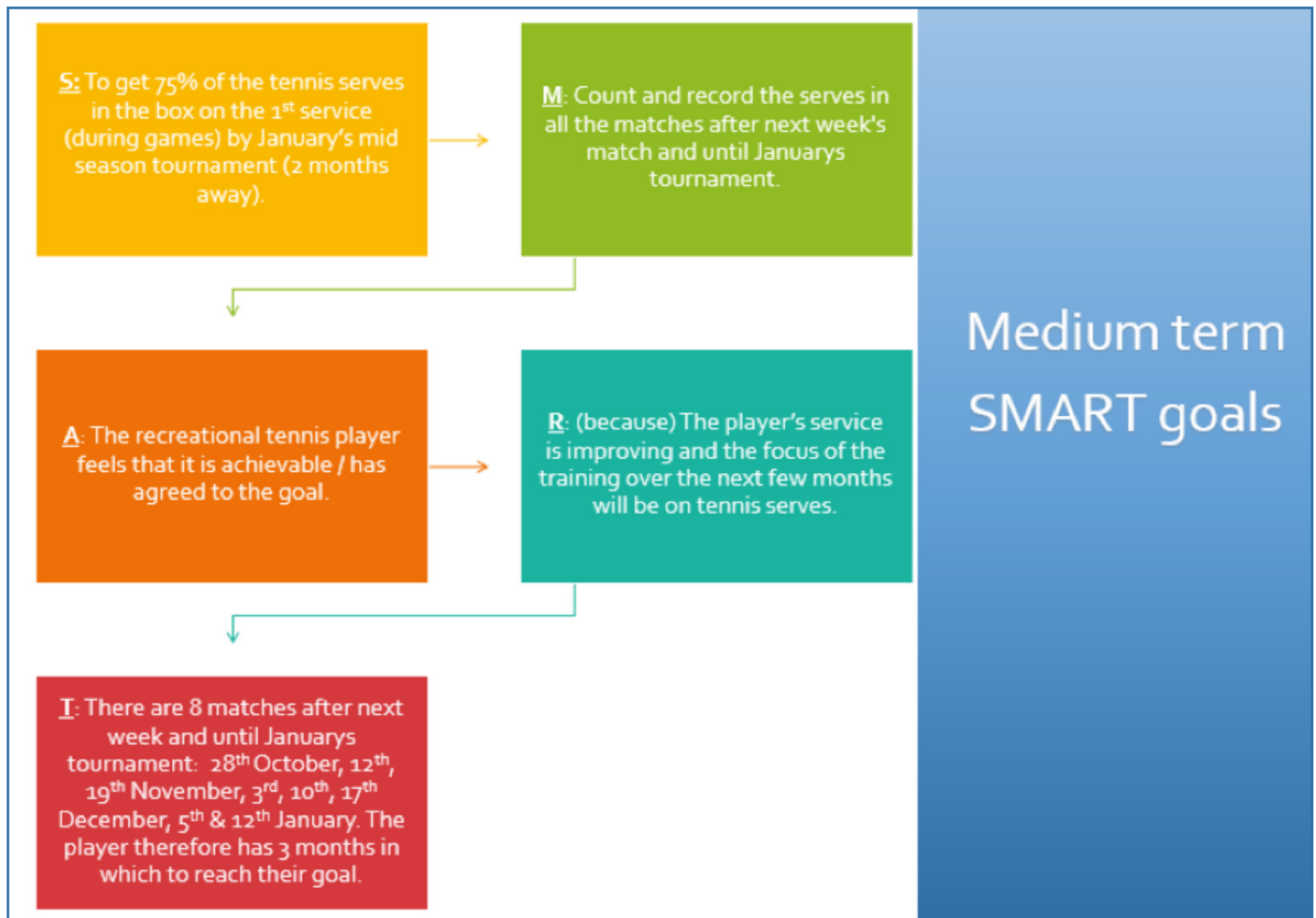
Put a goal in there that's a little bit detracted from the overall goal. And why did I use the example of a deep squat? Well, depending on the age of the children, you might have to get down to pick them up. So again, you can start to blend and influence other compound movements that you know that are important and related to the goal. And this is how you've just got to think a little bit differently and communicate a little bit differently with your clients.

Again, what I try to do with the resources is that we do put a lot of elements there about high level, top performance training, and how that filters down. Because you know what? There is very little to no difference between the principles of training: training high-performance clients, training average Joe in the street, or even doing sports rehabilitation as well and rehabilitation following injury. The principles of training are very similar, if not the same. But how we apply those and bring those down to different levels is the way that we change it.

So again, you've some examples there. You can talk about recreation. People in recreational sports want to get better at their recreational sports and how do they go about doing that? You could have people, for instance, who want to join a running club. They like running. They've got into running, they've done the Couch to 5K, and they've got into running. They're doing the park runs. Because you know what? They get excessive DOMS (Delayed Onset Muscle Soreness) afterwards. And they find that they have to miss the following week. Or they don't feel strong enough. They don't want to do competitions. And this is where a lot of clubs and sports coaches actually fall out, because there are some people that just want to do the activity for a different purpose.

For example:

“I'm joining a running club because I want to get better at my football games because I haven't got the endurance”.



Or

"I want to join a running group because I found it really fun and enjoyable doing the Couch to 5K, and Couch to 3K and I'm getting better. And I just enjoy running, but I want to feel more proficient at running, but I don't want to do competitions."

Start forcing your agenda on people and they will stop doing the activities. So you might want to tell them,

"Well, do you know what? By doing plyometrics and explosive strength training, those are elements that will make you better."

So the client is coming to you and you've got to make sure that you're testing and saying, "How are you getting on with your runs?" using the data from something else that they're doing to influence your training.

Again, **long-term** goals.

Think about how you're going to record it. How are you going to display this information to your client? Having the short, med and long-term goals is really important about the differences in the way that we record and display the data.

Because long-term goals are really down the line. We talk to people about health and national health campaigns. Even if we think about getting people to stop smoking: they can't relate the negatives of smoking to them.

"You can die early, or this can happen to you now in 10 or 20 year's time if you continue your behaviors."

And the same goes with the positives.

"Yeah, great, drop your weight, and you will have lower blood pressure. You will have more energy to play with the kids."

So that's your long-term goal.

What you have to do is break that down and say,

"Well done, look at you now. You've gone from training with me once a week, training with me twice a week - and doing things outside now as well. You're looking great. You've changed your gym outfit, because actually you feel comfortable wearing tighter clothing. You look healthier, your skin looks better. You look more focused. You look more awake."

Long term SMART goals

S: To get 100% of the tennis serves in the box on the 1st service (during games) by June's end of season tournament (7 months away).

M: Count and record the serves during each game.

A: The recreational tennis player feels that it is achievable/ has agreed to the goal.

R: (because) The player's serve is improving and the training and games over the next 6-7 months will help improve their tennis serves.

T: The last game of the season is on 29th May. This means that the player has 8 months in which to reach their goal.

Think about lots of subjective things that can help engage them and keep them on board, and get them to look at themselves differently.

"Look at you now when you are doing that we're working on, I don't know, you could be doing a circuit class."

And you've noticed that their heart rate doesn't get as high on their watch that they're utilizing to get their data. Look at that compared to what it was before. It was right through the scale.

"You are getting fitter. You are becoming more efficient in your exercise and performance."

And that makes them feel good. That makes them see the relevance of what it is that they're doing and how that builds.

If you keep working towards a long-term goal it might seem too unattainable for them. So again, within the slides here, you've got examples of short-term, medium-term, long-term goals. And how you attain that and get that information comes back to the questions that you're going to ask your client. For the personal details, for medical screening, occupations, their hobbies, interests, lifestyle balance. Past fitness exercises that they've done, and the FITT principle that's done there. Their attitudes and things that have stopped them. And some people will be really honest with you.

"I've got some great trainers, but it's me. It's the way that I look at things."

Do you remember the cycle that I talked about: people keeping their gym kit in their car for when they finish work. Some people perhaps when they get home, if they sit down, they're not getting up and out again. So they need to get their exercise done before they get home.

S: To complete next week's 10 mile run in under 1hr.

M: Record the time at the end of the run.

A: The recreational half-marathon athlete feels that the goal is achievable and has agreed to the goal.

R: (because) The athlete normally runs 9 miles in 50 minutes and they are going for a PB next week.

T: Next week's run is on 24th October. This means the half-marathon athlete has one week in which to reach their goal.

Short term SMART goals

Some people have to go home because they've got families that they need to take care of, and they need to get the family jobs done first. So are you going to be telling them:

"Right, you need to get up early in the morning?"

"But I've got a stressful job, so I need my sleep."

So what are you going to do about that? Well, something I used to tell some of my clients was:

*"Have a shower before you start training.
Refresh yourself, wash away the day so you can get out and exercise."*

This is the kind of lateral thinking that you can do: problem solving with clients that you can do to really help and support them with their behavior change. That's just one example. Different clients will present different issues. How you have these conversations and advice will really secure their long-term success.










Okay guys. So again, we're going to pause the video here. We're going to stop, because next we're going to go into factors to consider when planning a training programme. So by the end of the next video, there's quite a few things that we're going to cover.

- You're going to know varied training methods and their suitable application:
- Understand considerations when planning an exercise or fitness program, and
- Principals of training in an exercise.

What you need to take from the slides that we've gone through from the last two videos is:

- Start thinking about some case studies in your booklets,
- There's a PARQ to work through,
- There's examples of SMART goals within the resource as well.
- Think about putting yourself in the position of when you're going to be training a client. How are you going to do that? What's that going to look like? How are you going to record that data?

Questions to Ask a Client

 Personal Details	 Medical Screening	 Occupation
 Hobbies & Interests	 Lifestyle	 Past & Present activity levels. Review with FITT principle.
 Attitudes to exercise. Adherence and barriers with stage of readiness to change.	 Likes and Dislikes	 Nutritional Analysis
 Fitness / Health tests	 Setting SMART Goals	 Stress Management

- It might be that you're doing this course just to advance your own knowledge. You're not looking at actually training other clients. So start to maybe reflect upon your journey, your current training. How could you perhaps change that a little bit? Are you getting a bit de-motivated? Do you train on the same days at the same time doing the same thing, and you're not getting the goals that you want? Do you want to pick a completely new goal? You do lots of runs, you are doing ultra-marathons, I don't know, but you're keeping a very sort of performance related element. You might be like,

"I want to be able to do five pull-ups in the gym on the top bar. How am I going to build up to that goal? Do I stop doing planks and core exercises before I build up to doing that? What's my shoulder mobility like?"

Just completely changing your focus on your training, doing a re-evaluation, retesting, reevaluating all the goals, and how that might build into other elements that you're doing.

I always say with our clients,

"If you are doing the same thing and you're not changing and you're not progressing, you're staying still, therefore you are moving backwards."

And we'll be going on to the sports principle, which really underlines that concept. We'll be talking about that when we're planning our training programs.

Okay guys, good luck with all your work. Go to your booklet, start answering some of the questions, start underpinning that knowledge, and I hope you're enjoying your sessions as well.