

Driving Attendance The Science of Filling Classes

33% of new members stop attending by month 3, after an average of just 12 workouts, and before they had a chance to see results, or create a habit (TRP)

50% of members don't make it to the 6 month mark

Dishman (2001)

Members who attend more than 2 times per week are likely to maintain their membership for 2 – 5 years.

Self Determined Motivation

The behaviour is chosen **freely**.

We value or identify with the benefits of exercise because it is an important part of our identity or simply because we enjoy it.

Autonomy

- Inclusive language
- Providing control

Competence

- Meaningful praise
- Options

Relatedness

- Connection

The effects of training group exercise class instructors to adopt a motivationally adaptive communication style

N. Ntoumanis, C. Thøgersen-Ntoumani, E. Quested, J. Hancox Scand J Med Sci Sports 2016

Class members reported feeling that their **instructor made significantly more time for them** and **showed more of an interest** in their well-being

Class members expressed feeling that they had **more personal control** over their own workout

The Group Effect

Individuals prefer social exercise settings and are more likely to adhere to group interventions.

Carron, Eys, Ntoumanis & Estabrooks 2006

What is a group?

Collective identity - Members feel like a group

Shared sense of purpose - Members feel like they are there for the same reason

Group structure - Members recognize the “rules” for being in the group and feel like each person has a job to do

Interpersonal attraction - Members want to be part of the group

Interdependence among members - Members rely on each other

Kozlowski and Ilgen (2006)

Group Cohesion

Task cohesion

A stronger attraction to the group task – is related to higher levels of satisfaction

Maher, Gottschall, Conroy 2015

Social Identity Theory

Individuals reported greater intentions to engage in regular exercise when they identified strongly with a group that had exercise norms compared to individuals who identified weakly with these groups

Terry and Hogg (1996)

Classes where members were synchronized elicited higher levels of groupness

Groupness was positively associated with higher levels of:

Satisfaction

Positive Feeling States

Exertion

Intentions to Return

M. Blair Evans, Scott. A. Graupensperger, Alex J. Benson, Mark Eys, Bryce Hastings, Jinger S. Gottschall (2018)

