

5-2015

Personality of personal trainers: A study of perception and preference

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PERSONALITY OF PERSONAL TRAINERS:
A STUDY OF PERCEPTION AND PREFERENCE

A Thesis

by

ANDY L. CHASSÉ

Submitted to the Graduate School of
The University of Texas-Pan American
In partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

May 2015

Major Subject: Kinesiology

PERSONALITY OF PERSONAL TRAINERS:
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May 2015

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ABSTRACT

Chassé, Andy L., Personality of Personal Trainers: A Study of Perception and Preference. Master of Science (MS), May, 2015, 54 pp., 13 tables, 51 references.

This study used a personality questionnaire to address the lack of literature concerning how the general population perceives personal trainers and what qualities they desire in them. The Big Five Inventory (BFI) with two demographic items (gender and previous experience) was administered to 130 undergraduate students at The University of Texas-Pan American to determine perceived and desired characteristics. High extraversion was most commonly associated with personal trainers. High extraversion, agreeableness, and conscientiousness, as well as low neuroticism, were most desired in personal trainers. Significant differences were seen between perceived and desired means across all dimensions. Additionally, gender produced main effects on perceived extraversion and conscientiousness, and desired extraversion, agreeableness, conscientiousness, and neuroticism. No main effects of previous experience existed. While only partial support was found for the personal trainer stereotype, the findings suggest that personality is an important aspect of the trainer-client interaction.

DEDICATION

This thesis is dedicated to my family. To my mom and dad for always believing in me and encouraging me to chase my dreams. To my fiancée, Maggie, for providing me with unshakable support and for listening to me whine, sometimes incessantly. To my little fur girl, Flurry, and to my little fur boy, Fitz, for being two of the most unusual and entertaining animals on the planet. I love all of you.

ACKNOWLEDGEMENTS

First, I want to thank all of the faculty members in the kinesiology department who shared my survey with their students. An even bigger thanks to those of you who chose to offer extra credit. Without you, I wouldn't have a completed project. Second, I would be remiss not to thank the students who chose to complete my survey, even those who only completed one of the questionnaires and perhaps forgot to complete the demographic items.

I also owe many thanks to my committee. Thank you to Dr. Layne Jorgensen for taking over as chair and for providing me with consistently great feedback. Thank you to Dr. Juan Gonzalez for the ridiculously speedy responses. Thank you to Dr. Soojin Yoo for making sure my statistics made sense. Thank you to Dr. Lin Wang and Dr. Jung-il Oh for providing me with support throughout the process. Thanks to all of you for your patience and your willingness to help an online student complete a thesis.

Finally, thank you to Dr. Zasha Romero for giving me a phone call out of the blue and letting me know that things would get done. I needed to hear that at the time, and once I did I absolutely believed it.

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CHAPTER I

INTRODUCTION

Introduction

This chapter presents the foundation of the present study. First, background information about personal trainers and possible personal trainer stereotypes is provided. Second, the statement of the problem, purpose of the study, and significance of the study are discussed. Third, the assumptions, limitations and delimitations of the present study are detailed. Finally, relevant definitions are listed and the organization of the remainder of the thesis along with a summary of the chapter is presented.

Background

As individuals come to learn through a variety of life experiences, perception and reality are often vastly different. In many cases, however, perception can create reality. That is, the way individuals perceive something – an object, a person, or a job – often creates the reality of that something. This perception is exercised on a daily basis. Specifically, social perception is used to form opinions and make judgments of the surrounding world. This social perception then carries forward, past individuals, to groups. Through repeated interaction, individuals create stereotypes of these groups. Groups may be classified in many different ways – by race, ethnicity, athletic or academic ability, or even in terms of career choice and job title (Williams, 1992). Concerning

occupation, the population perceives those who hold certain jobs in specific and generalized ways. Plumbers have long been the recipients of a popular phrase meant jokingly, but in all probability more damaging than it would seem. An article from the International Association of Plumbing and Mechanical Officials (2009) highlights the very real problem this perception, and subsequent stereotyping, can create. During a career reporting assignment, a teacher requested that a student profile her nurse mother rather than her plumber father, whom she associated with simple, inconsequential pipe fixes rather than with the prevention of dangerous waterborne disease. These stereotypes are widespread and have the potential to devalue the work done by professionals in certain career fields.

Along with plumbers, many other professions such as police officers and scientists have become similarly stereotyped. Another career field that is often negatively perceived and stereotyped is personal training. Though Madeson, Hultquist, Church, & Fisher (2010) did find positive client perceptions of personal trainers in an investigation of clients' experiences with trainers, this does not provide information about how non-clients view trainers. A brief search yields a wide range of primarily negative words and phrases associated with personal trainers:

- “Yelling and watching...with scrutiny” (Ballou, 2011).
- “Aren't very bright...do steroids and yell a lot” (Rehal, 2012).
- “Muscle-heads and drill sergeants...can't relate to their clients” (McConville, 2013).
- Regarding the biggest challenge in her career: “the perpetual stereotype of the trainer...wearing inappropriate clothing, having a weak knowledge base, flirting with clients, shouting orders...” (Clancy, 2011).
- “Boisterous, self-centered, loud and brash” (Atlas, 2008).
- “...big biceps, rippling abs and a shaved body shouting instruction...” (Akerson, 2014)

This is only a glimpse into the unflattering array of stereotypes that appear to envelop personal trainers as an occupational group. While some of these complaints are related to knowledge and ability, many represent issues with other areas, including personality in the form of behavior and interpersonal skills. In the present study, personality is the primary concern, although the issue of knowledge and ability should not be downplayed and should be addressed in future research.

The above descriptions may be considered synonyms of certain personality traits. The five-factor model of personality (Goldberg, 1981) breaks personality characteristics down into five primary dimensions: agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience. Boisterous and loud, for example, may represent high levels of extraversion, while antagonistic and arrogant may be connected with low levels of agreeableness. The media, in the form of television shows like *The Biggest Loser*, seems to perpetuate this view of personal trainers as being characterized by a limited range of personality traits. Personal trainers yell harsh words, try to break down their clients, and don't appear to empathize. Consequently, it is not surprising that some individuals may be hesitant to hire an occupational group that appears to carry such a burdening stereotype.

Despite this portrayal of personal trainers, people still flock in large numbers to gyms across the country, and the world, to work with them. Both the number of personal trainers and the number of clients has increased dramatically since the turn of the century. Between 2001 and 2011, the number of personal trainers in the United States has risen 44%. Though not as polarizing, the number of people who choose to work with personal trainers increased from 0.5% to 3% between 2003 and 2013 (Nelson, 2013). According to the literature, there is good reason for working with a personal trainer or fitness professional. Ratamess, Faigenbaum, Hoffman, &

Kang (2008) found that participants working with a personal trainer demonstrated greater 1RM strength and self-selection of greater workout intensities than a control group. Mazzetti et al. (2000) showed similar results, with supervised participants experiencing greater strength gains than unsupervised participants. Additionally, personal trainers possess the ability to influence attitudes towards physical activity. In a study by McClaran (2003), participants working with personal trainers demonstrated better attitudes towards physical activity, resulting in an increase in physical activity levels.

It may be stated that there is likely to always be a population that could use the help of a fitness professional to make fitness and lifestyle changes. Considering this, it is easy to write off the importance of the potential stereotypes attached to personal trainers and assume that simple perceptions cause no real harm. However, it is essential to understand that stereotypes can significantly influence decisions. Throughout his research, Bodenhausen has found that stereotypes can lead to erroneous decision-making (as cited in Chiu, 2009). Bogart, Bird, Walt, Delahanty, & Figler (2004) linked negative stereotypes of physicians to a decreased likelihood of seeking care when sick, lower satisfaction from the care they did obtain, and decreased likelihood of following physicians' recommendations. In the present study's context, a negative stereotype may serve to limit the amount of individuals who seek the help of a personal trainer, negatively impacting both parties. The individual remains on his or her own, while the personal trainer misses the opportunity to secure a potential customer.

Concerning the second area the present study sought to investigate - desire, or what will later be referenced as preference - it is necessary to consider the population of potential clients, those who are seemingly undeterred by the personal trainer stereotype in its current form. They may be determined to work with a trainer, but it is important to understand that they still have

preferences. Whether for better or worse, these preferences can significantly influence an individual's motivation for working with a personal trainer, and possibly even his or her adherence to an exercise program.

Given the importance of personal trainers and the demonstrated benefits they can provide, as well as the positive affect they can have on exercise adherence and overall fitness progress, it may be helpful to acquire a deeper understanding of not only how personal trainers are perceived, but also the personality characteristics that potential clients desire in a personal trainer.

Statement of the Problem

Given the light in which personal trainers are often portrayed, the general population possibly has a misconception about the qualities of personal trainers. Limited scholarly knowledge fails to clarify how individuals truly perceive personal trainers, the qualities they are most drawn to in personal trainers, and similar aspects of the trainer-client relationship (Fisher, Platts, & Stopforth, 2013; Melton, Dail, Katula, & Mustian, 2011; Madson et al., 2010). Additionally, no research has addressed perception or preference of personal trainers in terms of personality. This lack of research may be the result of a lopsided focus on the outcomes of working with a personal trainer with minimal attention paid to the determinants, or the steps that precede the first session.

Purpose of the Study

The purpose of the study was to determine the perceived and desired personality characteristics of personal trainers. Primarily, it was to determine the mean scores along each perceived and desired personality dimension. Second, it was to determine whether differences

existed between perceived and desired characteristics along each of the five dimensions and if gender and previous experience had any significant effects on these groups. Research questions included:

1. What personality characteristics describe the perception of personal trainers as an occupational group?
2. What personality characteristics are most desired by potential personal training clients?
3. What are the primary areas of difference, if any, between perceived and desired personality characteristics of personal trainers?
4. Does participant gender or previous experience with a personal trainer influence their perceived and desired personality traits of personal trainers?

Significance of the Study

The creation of a perceived personality profile of personal trainers creates a starting point from which certain inferences may be drawn about possible occupational stereotypes, while the identification of the personality traits that clients most desire in personal trainers may help trainers and their employers become better equipped to provide customers with what they desire. The information gathered in the preference portion of this study could significantly affect the hiring process of personal trainers, for example. Additionally, it could prompt currently active personal trainers to place more emphasis on the qualities that clients find most desirable, thereby increasing the amount of clients they train and their own potential income.

Hypotheses

Limited research regarding the personality traits of personal trainers made it difficult to establish a firm set of research hypotheses based on current literature. However, the researcher made three predictions based on personal experience in the field.

1. Differences will exist along the dimensions of agreeableness, neuroticism, and conscientiousness between perceived and desired personality characteristics of personal trainers.
2. Previous experience working with a personal trainer will have main effects on perception along at least one dimension.
3. Gender will have main effects on desired extraversion, desired agreeableness, and desired conscientiousness.

Assumptions

For the purposes of this study, three key assumptions existed.

1. The sample is representative of the individual population and the perceptions and preferences of that selection may be generalized across that population.
2. The five-factor model of personality, in the form of the Big Five Inventory (BFI), accurately and reliably measures personality.
3. Personality can be used to accurately identify and represent occupational stereotypes and consumer preferences.

Limitations

The methods and results of data collection represented three limitations of the present study.

1. The questionnaire format requires participants to self-report their beliefs. Accompanying this is the possibility of untruthful or biased responses. However, this is the case in all studies using self-report measures.
2. Undergraduate students from a single department of a single university represent a minimally diverse group and may limit the ability to generalize the results of the present study across populations.
3. Only 130 usable responses were collected in total. Some portions of the analysis included as few as 119 responses.

Delimitations

Two delimitations existed in the present study.

1. The use of the five-factor model (in the form of the BFI) as the sole method of personality measurement. This decision was made for time-related reasons, as the BFI is a brief affair that requires little time to complete.
2. The use of personality assessment alone to explain stereotypes and preferences delimited the study. Future research may consider other avenues for explaining these topics, especially in terms of knowledge and capability.

Definitions

For the purposes of this study, the following words were defined as:

1. Personal Trainers. Personal trainers encompass the group of fitness professionals that primarily work with clients in a one-on-one or small group setting. They help individuals work towards a variety of fitness-related goals.

2. **Stereotype.** A stereotype is a generalized belief about a certain group of people. The term occupational stereotype refers to stereotypes associated with and attached to professional occupations.
3. **Personality.** Personality refers to patterns of characteristics that come together to separate one individual from another. The present study will primarily address personality in terms of the five-factor model of personality.

Organization of Thesis

A comprehensive review of literature follows in Chapter Two. This section explains the areas of occupational stereotyping, personality assessment, relationship marketing, and consumer preference. Following this review, the remainder of the study presents the methodology, data analysis and results, discussion of the results, and recommendations for future research.

Summary

Personal trainers are represented in a seemingly limited and possibly negative view, though research suggests they provide many benefits. However, scholarly information regarding how the general population truly perceives personal trainers and the traits they desire in personal trainers is limited. Additional knowledge is needed to shed light on possible occupational stereotypes of personal trainers and the preferred characteristics of them.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The following review of literature discusses the four primary areas that act as the foundation for this study: occupational stereotyping, personality assessment, relationship marketing, and consumer preference. The demonstrated importance in the literature of stereotyping and preference provides a backbone for the need to find answers to how the general population perceives personal trainers and what qualities they desire in them. As for the method used to illustrate these answers, the concept of relationship marketing draws heavily from aspects at least partially dictated by personality, thus opening the door for a discussion of assessment in the form of the five-factor model of personality. A summary of the information most relevant to the present study follows this review.

Occupational Stereotyping

Lippman (1922) introduced the world to the term ‘stereotype’. A stereotype refers to the categorization of individuals into distinct groups that allows for generalization about certain traits. At the most basic level, these traits include race, ethnicity, and gender. On more specific levels, stereotypes may form based on attributes including physical appearance (e.g., height, weight, hair color), social group (e.g., nerd, jock, class clown), and occupational group (e.g.,

construction worker, physician, teacher). A quotation by Spranger (1928) represents the bearing of the latter group: "...no power in adult life moulds a man so strongly as his vocation."

Occupational stereotypes have been proven across a wide range of vocations. Loosemore & Tan (2000) found clear stereotypes between architects, engineers, quantity surveyors, and contractors in the construction industry. Their research represented the positive side of stereotypes, as each occupational group largely viewed the others in a positive light and with good will. Other examples of occupational stereotypes, and differences between groups, are seen in accountants and physicians. Imada & Fletcher (1980) found differing stereotypes of accountants between three groups: students, interviewers, and accountants. Students viewed accountants as primarily interested in business, while interviewers and accountants viewed accountants as renaissance men with a wide range of interests. Hareli, David, & Hess (2013) found that occupational stereotypes influenced the attribution of emotions. Compared with photos of a woman with no face covering, a niqab, or a hat and scarf, photos of a woman wearing a surgical mask were rated as more emotionally constrained than the other groups.

The literature is thin regarding possible occupational stereotypes of personal trainers. However, in a series of three studies designed to assess body image perceptions of personal trainers and fitness instructors, Sartore & Cunningham (2007) found clear stereotypes. Specifically, overweight fitness professionals were viewed in a poorer light and were less likely to receive a hiring recommendation than their more fit counterparts. This suggests that there may be some truth to the quotations about the personal trainer stereotype previously referenced. The general population appears to have some expectations, at least in the form of physical appearance, about personal trainers. Perhaps more importantly, these perceptions persisted even in cases where the fit or thin option was less educated.

While there have been anecdotal reports of some prejudice decline in recent years, Devine (1997) reports that prejudice is still present even in populations who claim to have no prejudice. This may be explained through the automatic processing of prejudice. This prejudice occurs unconsciously due to some type of distraction or disinterest that limits the controlled process that would otherwise not accept the stereotype (Devine, 1989). This is possibly a source underlying the stereotyping of personal trainers. Additionally, stereotype activation has been shown to occur as a result of only a single negative action by the stereotyped group (Aronson, Wilson, & Akert, 2006). Reality television and other related media outlets paint a convincing and consistent picture of personal trainers as a group, often portraying actions that may be perceived as negative. One personal trainer described this picture as, “in your face, tough love, barking orders...” (Cook, 2011). Over time, this may cause stereotypes to activate in individuals whether or not they have had any direct experience with personal trainers.

Bogart et al. (2004) demonstrated the potentially damaging influence of stereotypes in the health industry. In a study analyzing stereotypes and beliefs surrounding physicians, it was found that individuals with more positive physician stereotypes were more likely to visit when sick and experience higher satisfaction with the visit. On the other hand, those with more negative stereotypes were more likely to avoid visiting entirely and seek alternative medicine. In the health industry, especially in the field of medicine, stereotypes can cause significant and potentially life-threatening damage. Stereotypes of fitness professionals, particularly personal trainers, are not quite so stark in nature. However, exercise can be linked directly to overall health and wellness, and the benefits are widely known (see Chapter I). As such, negative stereotypes of personal trainers that lead individuals to avoid interaction with them may negatively affect health.

The issue, then, becomes the measurement of stereotypes of personal trainers. Though many assessment techniques exist, the present study sought to explain occupational stereotypes in terms of personality. Some research has suggested that personality assessment may be useful in determining and interpreting stereotypes. Indra (1992) partially explained the librarian stereotype through personality traits, for example. Other research has successfully used personality assessment to explain stereotypes across the areas of age and dialect. (Chan et al., 2012; Parsons, 2008).

Personality Assessment

Researchers have long attempted to explain and measure the concept of personality by identifying and isolating a number of primary personality traits. In the mid-1950s, Raymond Cattell was one of the first to break personality traits down into a relatively small number. Cattell developed the Sixteen Personality Factor Questionnaire (16PF) that measures traits including warmth, vigilance, and perfectionism, among others (Cattell & Mead, 2008). Others began attempts to further break down Cattell's sixteen scales, eventually resulting in the discovery and implementation of the 'Big Five', or five-factor model of personality (Goldberg, 1981). The Big Five structure classifies personality on the broadest level, with each of the five dimensions representing a number of more specific personality traits (John & Srivastava, 1999). These five dimensions originally included extraversion, agreeableness, conscientiousness, emotional stability, and culture. The five dimensions of personality can be briefly described by related adjectives as follows:

1. Agreeableness: orientation towards others; altruistic, trusting, tender-minded, modest
2. Conscientiousness: impulse control; task or goal-oriented, organized

3. Extraversion: energetic approach; sociable, active, assertive.
4. Neuroticism: emotional stability vs. negative emotionality; even-tempered vs. anxious
5. Openness to Experience: breadth, depth, and complexity of mental life

(John & Srivastava, 1990)

McCrae & Costa (1987) developed the NEO Personality Inventory, a model based on these five personality dimensions. They demonstrated the efficacy of the model across 738 peer ratings and 275 adult subjects based on their interpretation of the Big Five. This model is still used today and includes the dimensions of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience, as described above. Measurement instrument variations of the Big Five include the NEO-PI-R, a revised version of the NEO Personality inventory, and the NEO-FFI, a shorter 60-item version (John & Srivastava, 1999). John, Donahue, & Kentle (1991) developed an even shorter assessment tool to measure the Big Five, the Big Five Inventory (BFI). This 44-item questionnaire uses short phrases to represent each dimension of the Big Five. This adjective-free format allows for more consistent answers by reducing the ambiguity and multiple meanings often associated with single adjectives (John, Naumann, & Soto, 2008).

The Big Five framework has been used across a variety of fields to both predict and explain important life concepts. John, Naumann, & Soto (2008) summarized research that links the Big Five to health, academic, and social outcomes. High conscientiousness, for example, predicted good health habits, while high neuroticism predicted difficulty in coping. In the academic setting, conscientiousness predicted grade-point average and openness predicted total years of education. Similar predictions can be made in the professional atmosphere. Both

agreeableness and neuroticism were shown to predict performance in jobs that require employees to work in groups, while high neuroticism predicted burnout. Finally, the Big Five can be applied to various social contexts. The combination of high extraversion, high conscientiousness, and low neuroticism predicted greater relationship satisfaction (as cited in John, Naumann, & Soto, 2008).

Of particular importance and relevance to personal training are the predictions based on professional life and social context. Given the nature of the job, personal training requires a unique balance of professional and social skills. While personal trainers' primary responsibility lies in improving physical fitness, it is essential to note the other functions of the job, some of which occasionally take precedence. Personal trainers interact with clients on an increasingly intimate basis, given the amount of time spent together (e.g., three one-hour sessions per week). While professionals in other fields may only need to consider personality along one dimension (e.g., professional), personal trainers must simultaneously consider personality along multiple dimensions (e.g., professional and social). In an investigation of female clients' thoughts about the trainer-client relationship, it was found that in addition to being knowledgeable and effective, clients would also like to see personal trainers as easy to get along with, understanding of their situation, fun, and motivating. Additionally, clients often hoped to be able to consider their personal trainer a friend (Madeson et al., 2010).

Gavin (1996) provided additional support for attention to the social context of the trainer-client relationship in a study that examined the reasons that personal trainers believe that clients hire them. Half of the participants thought clients hired them for self-esteem improvement, while one-quarter believed clients hired them for social reasons. Gavin briefly described the trainer's dual role of coach and counselor, attributing it to the large amount of time that trainers and

clients spend together, as previously mentioned. Considering the evidence suggesting that personal trainers and clients often develop a friendship, it may be helpful to assess the interaction in terms of personality. Using Facebook, Selfhout et al. (2010) demonstrated the use of personality characteristics in friend selection. High extraversion individuals often chose friends low on extraversion, while those with high agreeableness were more likely to be chosen as friends. Inevitably, a conversation of this nature leads to a discussion of preference and its many expressions.

Relationship Marketing and Consumer Preference

Preference is a concept that illustrates an individual's desire for a certain or specific type of product or interaction (Boven, McGraw, & Warren, 2011). On the most basic level, every individual exhibits preference in the form of food choice. More specific examples of preference are represented by music selection and presidential voting choice. As previously alluded to, personality can act as a powerful influencer of preference. In examining the 2008 U.S. presidential election, Jost, West, & Gosling (2009) found that personality could be used to predict candidate choice. While participants high in conscientiousness and extraversion were more likely to vote for McCain, participants high in openness to experience were more likely to vote for Obama.

Preference extends to a realm even more specific wherein the individual takes on the role of consumer. Consumer preference, a term widely used in the field of economics, is explained as an option that represents the highest anticipated value among several options (Boven et al., 2011). Many industries have become increasingly aware of the importance of consumer preference in an attempt to better understand the nature of the market. This is seen in the food

industry (Abdullah, Abduraham, & Hamali, 2011), the supermarket and grocery industry (Bell & Lattin, 1998), and the airline industry (Soomro, Hameed, Shakoor, Butt, & Khani, 2012).

Personal training clients are in a unique position where they may express preference across multiple areas. As previously explained, personal training combines professional and social elements to create a hybrid product. While that product is represented in one form by the knowledge, methods, and results of the personal trainer, it is also represented in other underlying characteristics. In a study of 402 undergraduate students, Fisher et al. (2013) examined personal trainer preferences from a gender perspective. While neither gender expressed preference for a specific gender of personal trainer, both men and women were more likely to take instructions from and discuss progress with female personal trainers. Melton et al. (2011) qualitatively examined clients' preference in deeper detail. Using a focus group, they identified four primary themes representing desired qualities of personal trainers. Of particular importance to the present study is the fourth theme, Loyalty Rationale. Under this theme, participants expressed desire for characteristics in the form of social skills and individuality. Participants described a desire for trainers who were both fun and passionate. This is in line with qualities mentioned in other qualitative research of female clients' experience with trainers (Madeson et al., 2010). Additionally, they identified unwanted characteristics in the form of unethical (e.g., sexual innuendo) and unprofessional (e.g., cancellation, late arrival) behavior. These findings provide further support for the idea that the relationship between a personal trainer and his or her client is paramount to both client success and continued interaction, and that clients may express preferences in this area.

From this research springs the concept of relationship marketing. Palmatier (2008) described relationship marketing as “the process of identifying, developing, maintaining, and

terminating relational exchanges with the purpose of enhancing performance” (p. 3). Gavin (1996) alluded to this concept in his description of the trainer-client relationship. He believed the dual coach-counselor role might have arisen as a survival mechanism, a means by which to stand out from the competition. More directly, the coach-counselor role embodies the concept of relationship marketing in that the personal trainer must identify and develop other areas by which to enhance performance (e.g., retain the client). Palmatier, Dant, Grewal, & Evans (2006) supported the importance of this social aspect of relationships. They found that “expertise, communication, and similarity to customers are the most effective relationship-building strategies.”

In relationship marketing for personal trainers, attention should be directed to the three key areas highlighted in this review: occupational stereotyping, personality assessment, and consumer preference. First, the perceived personality profile - or occupational stereotype - of the personal trainer must be isolated and identified. Second, the desire of potential clients’ must be characterized. Both of these tasks can be accomplished through the use of personality assessment. Identifying the occupational stereotype provides insight into how the general population views personal trainers as an occupational group and possibly provides reasons for both interaction and non-interaction (e.g., people avoid personal trainers because they perceive them to be too aggressive; people hire personal trainers because they perceive them to be motivating). Then, the desire or preference of participants can create a framework for relationship marketing in the personal training industry, possibly influencing the standards of personal trainer education and certification (e.g., the addition of basic psychology knowledge, counseling techniques, and/or hands-on training).

Summary

The literature demonstrates that stereotypes are often applied in the occupational setting and that these stereotypes may be damaging in some circumstances. As they relate to personal training, stereotypes may factor into an individual's desire to hire a personal trainer. Similarly, preference, on several levels, also plays a role in the trainer-client relationship. The literature has demonstrated that individuals may choose to work with personal trainers partially for social reasons and desire good interpersonal skills, both of which factor into the concept of relationship marketing. Tying it all together, there is evidence to suggest that personality assessment may be used to characterize not only occupational stereotypes, but also consumer preference.

CHAPTER III

METHODOLOGY

Introduction

This chapters presents information regarding the methodology of the study, divided into five sections. The first section describes the participants. The second section presents the questionnaire used to collect the data. The third section details the procedures for administering the survey. The fourth section lists the methods of statistical analysis applied to the data. The final section summarizes the chapter.

Participants and Setting

The present study used non-probability convenience sampling that consisted of 130 volunteer college undergraduates attending The University of Texas-Pan American located in south Texas. To participate, students must have been enrolled in any course in the Kinesiology department during the Spring 2015 semester and be aged 18 or older. Sampling was limited to the Kinesiology department to attempt to simulate an active population that was likely to regularly attend the gym and may have had some prior experience with personal trainers.

Survey Instrument

The perceived and desired personality characteristics of personal trainers were measured using the Big Five Inventory (BFI). The BFI is a 44-item self-report personality questionnaire that uses short phrases to measure the five dimensions of personality as described by the five-factor model of personality (John, Donahue, & Kentle, 1991; John, Naumann, & Soto, 2008; Benet-Martinez & John, 1998). These five dimensions include agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience. Alpha reliabilities of the BFI scales have been reported between .75 and .90, averaging above .80 (Rammstedt & John, 2005). Test-retest reliabilities range from .80 to .90, averaging .85 (John & Srivastava, 1999). High convergent validity correlations, including evidence of content coverage, have been reported, and use of the BFI is well documented (Rammstedt & John, 2005, 2007; John, Naumann, & Soto, 2008).

A sample question reads: “I am someone who...is ingenious, a deeper thinker.” Responses are recorded on a 5-point Likert scale (disagree strongly to agree strongly). Two versions of this questionnaire were administered, each tailored to measure perceived and desired personality characteristics. The subject “I” was replaced with “Personal Trainer(s) and the verb was altered to reflect this. The rest of the item content remained the same. Two examples of this modification included: “My ideal personal trainer is someone who...can be tense”; “Personal trainers are people who...are talkative.”

Procedure for Administering Survey

Approval was first obtained from The University of Texas-Pan American’s Institutional Review Board (See Appendix A). Upon approval, all faculty members in the Kinesiology department were contacted via email and given the details of the study. They were asked to share information about the study with their undergraduate students and to provide them with a link to

the online survey administered via Qualtrics survey software. This dissemination occurred through a combination of email and Blackboard. Faculty members were given the option to provide extra credit to participating students.

The survey remained open from January 7, 2015 to March 17, 2015. Interested participants followed the survey link and were first presented with an informed consent page, positive completion of which was required to move forward in the survey (See Appendix B). Also prior to beginning the questionnaire, participants were presented with basic information about the study and definitions of key terms. The online questionnaire consisted of two 44-item sections - the first to measure perceived personality traits and the second to measure desired personality traits. Following the survey, participants were asked to indicate their gender and whether they had any previous experience working with a personal trainer (See Appendix C).

Statistical Analysis

The following procedures were used to obtain answers to the primary research questions detailed in Chapter I.

1. To create a personality profile and identify occupational stereotypes of personal trainers, means and standard deviations for each personality dimension recorded in the perceived questionnaire were computed.
2. To help summarize information about desirable characteristics of the ideal personal trainer, means and standard deviations for each personality dimension recorded in the desired questionnaire were computed.
3. To determine any differences between perceived and desired personality characteristics along each of the five dimensions, paired samples t-tests were conducted.

4. To determine any effects of gender and previous experience working with a personal trainer, factorial ANOVAs (2x2) were conducted on each personality dimension of both the perceived and desired groups.
5. Holm-Bonferroni corrections (Holm, 1979) were applied to the results of the paired samples t-tests and analysis of variance to decrease the likelihood of Type I error.

Summary

This chapter detailed the participants, survey, procedures, and data analysis methods used. All Kinesiology faculty members were contacted to share the survey with their undergraduate courses. Interested students completed the perceived and desired versions of the BFI and indicated gender and any previous experience with a personal trainer. Data was analyzed using quantitative statistics selected to answer the research questions.

CHAPTER IV

RESULTS

Introduction

This chapter details the results of the study divided into six sections. The first section covers the method of survey scoring. The second section describes the demographic data collected. The third section presents the overall mean scores and standard deviations along each personality dimension for both the perceived and desired questionnaires. The fourth section details the results of the paired samples T-tests. The fifth section discusses the results of the analysis of variance calculations. The sixth and final section provides a summary of the chapter.

Demographic Information

Limited demographic data was collected during this study. However, each participant was asked to indicate whether they were male or female and whether they had any previous experience working with a personal trainer (See Table 1).

Of the 130 total responses, 125 participants completed both of these demographic items. Regarding gender, 70 participants selected male (56%) and 55 selected female (44%). Regarding previous experience, 61 participants indicated that they did have previous experience working with a personal trainer (49%), while 64 did not have previous experience (51%).

Of the 70 male responses included in the perceived analysis of variance calculations, 35 (50%) reported having previous experience with a personal trainer, while 35 (50%) indicated no previous experience. Of the 55 female responses included in the perceived analysis of variance calculations, 26 (47%) reported having previous experience with a personal trainer, while 29 (53%) did not have previous experience.

Of the 67 male responses included in the desired analysis of variance calculations, 35 (52%) reported having previous experience with a personal trainer, while 32 (48%) did not have previous experience. Of the 52 female responses included in the desired analysis of variance calculations, 24 (46%) reported having previous experience with a personal trainer, while 28 (54%) did not have previous experience.

Table 1. Demographic Information

Group	Total Male	Male – Experience	Male – No Experience	Total Female	Female - Experience	Female – No Experience
Total	70	35 (50%)	35 (50%)	55	26 (47%)	29 (53%)
Perceived	70	35 (50%)	35 (50%)	55	26 (47%)	29 (53%)
Desired	67	35 (52%)	32 (48%)	52	24 (46%)	28 (54%)

Survey Scoring

The survey responses were downloaded from Qualtrics survey software and placed into a Microsoft Excel spreadsheet. A comprehensive scan of the data was completed to locate any missing item responses. In the case of missing items, John’s (2009) recommendations were followed. If there were less than six missing items throughout the questionnaire, the response was still considered usable. The scale score was averaged without the missing item, and that number was used to replace the missing item. When this process was complete, all of the

responses were scored in Microsoft Excel per the BFI scoring instructions. Data was then transferred to SPSS Statistics to compute means and standard deviations, and to conduct paired samples t-tests and factorial analysis of variance.

Perceived and Desired Characteristics

This section addresses the first and second research questions. To create a personality profile of perceptions and desires, means and standard deviations were computed for each dimension of both the perceived and desired questionnaires (See Table 2). For the perceived questionnaire, all 130 responses were completed and included in the data set. From highest to lowest, the means were recorded as follows: Extraversion (M=4.06); Conscientiousness (M=3.90); Agreeableness (M=3.73); Openness to Experience (M=3.57); and Neuroticism ($\mu=2.39$).

For the desired questionnaire, 121 responses were completed and included in the data set. From highest to lowest, the means were recorded as follows: Conscientiousness (M=4.49); Agreeableness (M=4.38); Extraversion (M=4.31); Openness to Experience (M=3.99); and Neuroticism (M=1.75).

Table 2. Means and Standard Deviations

Group	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness to Experience
Perceived Mean	4.06	3.73	3.90	2.39	3.57
Perceived SD	.60	.70	.67	.65	.54
Desired Mean	4.31	4.38	4.49	1.75	3.99
Desired SD	.60	.64	.63	.72	.57

Differences Between Perceived and Desired

This section addresses the third research section. Paired samples t-tests were conducted to determine whether significant differences existed between perceived and desired scores along each dimension (See Table 3). Of the 130 total responses, 121 responses were included in this calculation. The remaining 9 responses were left out due to the desired questionnaire being incomplete. Holm-Bonferroni corrections were applied to reduce the chance of Type I error (Holm, 1979). Significance was set at $\alpha=.05$.

Significant differences were found to exist between perceived and desired scores along all five dimensions (adjusted $p=.000$). Participants rated their ideal personal trainer as higher in extraversion, agreeableness, conscientiousness, and openness to experience than their current perception of personal trainers. Additionally, they desired lower levels of neuroticism. The greatest mean differences were seen between perceived and desired agreeableness (.63) and neuroticism (.63).

Table 3. Differences Between Perceived and Desired

Dimension	Mean Difference	S.D.	T	Sig.
Extraversion	-.24	.56	-4.713	.000*
Agreeableness	-.63	.73	-9.578	.000*
Conscientiousness	-.57	.74	-8.508	.000*
Neuroticism	.63	.71	9.796	.000*
Openness	-.41	.05	-8.332	.000*
*Remains significant after Holm-Bonferroni correction				

Effects of Gender and Experience

This section addresses the fourth research question. Factorial analyses of variance (2x2) were conducted to determine if gender or previous experience working with a personal trainer produced main or interaction effects along each dimension of both questionnaires (See Tables 4-13). Gender (male, female) and previous experience (yes, no) served as the independent variables, while each dimensional score served as dependent variables. Ten analyses of variance were conducted in total, one for each of the ten dependent variables. Due to some responses missing gender and experience information, the range of responses used in the following analyses is 119 to 125, of the 130 total responses. Holm-Bonferroni corrections were applied to reduce the chance of Type I error (Holm, 1979). Significance was set at $\alpha=.05$.

Perceived Extraversion

Gender produced a significant main effect (adjusted $p=.048$, $F=6.576$). Females perceived personal trainers to be higher in extraversion ($M=4.16$) than males did ($M=3.94$). Experience failed to maintain significance after the Holm-Bonferroni correction (adjusted $p=.185$). No interaction effect existed.

Table 4. Effects of Gender and Experience on Perceived Extraversion

Group	Df	SS	MS	F	Sig.
Gender	1	2.250	2.250	6.576	.012*
Experience	1	1.514	1.514	4.424	.037
Interaction	1	.066	.066	.192	.662
*Remains significant after Holm-Bonferroni correction					

Perceived Agreeableness

No main or interaction effects existed.

Table 5. Effects of Gender and Experience on Perceived Agreeableness

Group	Df	SS	MS	F	Sig.
Gender	1	1.689	1.689	3.540	.062
Experience	1	.339	.339	.710	.401
Interaction	1	.110	.110	.231	.631
*Remains significant after Holm-Bonferroni correction					

Perceived Conscientiousness

Gender produced a significant main effect (adjusted $p=.005$, $F=10.698$). Females perceived personal trainers to be higher in conscientiousness ($M=4.11$) than males did ($M=3.73$). Experience had no significant main effect and no interaction effect existed.

Table 6. Effects of Gender and Experience on Perceived Conscientiousness

Group	df	SS	MS	F	Sig.
Gender	1	4.503	4.503	10.698	.001*
Experience	1	.300	.300	.713	.400
Interaction	1	.275	.275	.654	.420
*Remains significant after Holm-Bonferroni correction					

Perceived Neuroticism

No main or interaction effects existed along this dimension.

Table 7. Effects of Gender and Experience on Perceived Neuroticism

Group	df	SS	MS	F	Sig.
Gender	1	.906	.906	2.243	.137
Experience	1	.167	.167	.414	.521
Interaction	1	.180	.180	.446	.505
*Remains significant after Holm-Bonferroni correction					

Perceived Openness to Experience

No main or interaction effects existed along this dimension.

Table 8. Effects of Gender and Experience on Perceived Openness to Experience

Group	df	SS	MS	F	Sig.
Gender	1	1.082	1.082	3.723	.056
Experience	1	.903	.903	3.106	.081
Interaction	1	.144	.144	.496	.483
*Remains significant after Holm-Bonferroni correction					

Desired Extraversion

Gender produced a significant main effect (adjusted $p=.02$, $F=8.331$). Females desired higher levels of extraversion in personal trainers ($M=4.49$) than males did ($M=4.18$). Experience had no significant main effect and no interaction effect existed.

Table 9. Effects of Gender and Experience on Desired Extraversion

Group	df	SS	MS	F	Sig.
Gender	1	2.877	2.877	8.331	.005*
Experience	1	.124	.124	.359	.550
Interaction	1	.170	.170	.492	.485
*Remains significant after Holm-Bonferroni correction					

Desired Agreeableness

Gender produced a significant main effect (adjusted $p=.005$, $F=12.706$). Females desired higher levels of agreeableness in personal trainers ($M=4.60$) than males did ($M=4.21$).

Experience had no significant main effect and no interaction effect existed.

Table 10. Effects of Gender and Experience on Desired Agreeableness

Group	Df	SS	MS	F	Sig.
Gender	1	4.587	4.587	12.706	.001*
Experience	1	.851	.851	2.356	.128
Interaction	1	1.235	1.235	3.422	.067
*Remains significant after Holm-Bonferroni correction					

Desired Conscientiousness

Gender produced a significant main effect (adjusted $p=.036$, $F=6.504$). Females desired significantly higher levels of conscientiousness ($M=4.66$) in personal trainers than males did ($M=4.38$). Experience had no significant main effect and no interaction effect existed.

Table 11. Effects of Gender and Experience on Desired Conscientiousness

Group	Df	SS	MS	F	Sig.
Gender	1	2.334	2.334	6.504	.012*
Experience	1	1.035	1.035	2.884	.092
Interaction	1	.869	.869	2.421	.122
*Remains significant after Holm-Bonferroni correction					

Desired Neuroticism

Gender produced a significant main effect (adjusted $p=.02$, $F=8.195$). Females desired significantly lower levels of neuroticism ($M=1.52$) than males did ($M=1.88$). No main effect existed for experience. The interaction effect failed to maintain significance after the Holm-Bonferroni correction (adjusted $p=.210$).

Table 12. Effects of Gender and Experience on Desired Neuroticism

Group	df	SS	MS	F	Sig.
Gender	1	3.802	3.802	8.195	.005*
Experience	1	.174	.174	.376	.541
Interaction	1	1.966	1.966	4.237	.042
*Remains significant after Holm-Bonferroni correction					

Desired Openness to Experience

Experience failed to maintain significance after the Holm-Bonferroni correction (adjusted $p=.105$). No main effect existed for gender. No interaction effect existed.

Table 13. Effects of Gender and Experience on Desired Openness to Experience

Group	Df	SS	MS	F	Sig.
Gender	1	.481	.481	1.497	.224
Experience	1	1.758	1.758	5.476	.021
Interaction	1	.057	.057	.179	.673
*Remains significant after Holm-Bonferroni correction					

Summary

This chapter presented the results of the data analysis. Mean scores were computed along each dimension for both perceived and desired questionnaires to establish a perceived and desired personality profile. Particularly high scores were recorded for perceived extraversion, desired extraversion, desired agreeableness, and desired conscientiousness. A particularly low score was found for desired neuroticism. Paired samples t-tests revealed significant differences between groups along all personality dimensions. Analysis of variance revealed main effects of gender on perceived extraversion and perceived conscientiousness, and on desired extraversion, desired agreeableness, desired conscientiousness, and desired neuroticism. No main effects were found for experience and no interaction effects existed.

CHAPTER V

DISCUSSION

Summary of Study

The purpose of this study was to determine the perceived and desired personality traits of personal trainers, as well as to determine whether differences existed between groups and the effects of gender and experience on scores. Participants included 130 college undergraduates enrolled in a Kinesiology course during the Spring 2015 semester at The University of Texas-Pan American. After being informed of the opportunity by faculty members, interested participants completed two online Big Five Inventory questionnaires measuring their perceptions of the personality of personal trainers as an occupational group and their desired personality characteristics of personal trainers.

Four primary research questions were posed. To create a personality profile of personal trainers, means and standard deviations were computed for both perceived and desired groups along each personality dimension. To answer the question of differences between perceived and desired scores, paired samples t-tests were conducted. To determine whether gender, experience, or a combination of the two influenced the scores, factorial analysis of variance was performed for each of the ten personality dimensions.

Findings

The five primary findings of the mean scores, paired samples t-tests, and analysis of variance are summarized below.

1. In terms of mean scores, participants perceived personal trainers as being highly extraverted. They perceived personal trainers as being moderately agreeable, conscientious, open to experience, and neurotic.
2. In terms of mean scores, participants desired personal trainers to be highly extraverted, agreeable, and conscientious. They also desired personal trainers to be moderately open and possessing low levels of neuroticism.
3. The hypothesis was supported for significant differences between perceived and desired extraversion, agreeableness, and conscientiousness. Additionally, significant differences existed between perceived and desired neuroticism and openness to experience.
4. The hypothesis regarding main effects of gender was supported. Gender exhibited a significant main effect on scores of perceived extraversion, perceived conscientiousness, desired extraversion, desired agreeableness, desired conscientiousness, and desired neuroticism. In the cases of all but desired neuroticism, females perceived and desired higher scores than males did. For desired neuroticism, females desired less neuroticism than males.
5. The hypothesis regarding main effects of experience was not supported. No main effects resulted from previous experience working with a personal trainer.

Conclusions

The following six conclusions were made based on the findings detailed in the previous section.

1. The personal trainer stereotype often portrayed in the media is only partially supported. Perceived extraversion was the only score that ranked high enough to provide any true insight into the stereotype. Indeed, personal trainers are seen as highly extraverted and clients may expect them to act as such, but it is difficult to conclude whether this carries a positive or negative connotation.
2. It may be concluded that participants were most likely to associate personal trainers with high levels of some combination of the following characteristics: sociability, assertiveness, energy, enthusiasm, and outgoingness. Personal trainers may be perceived as more likely to take the lead and approach people they don't know, and may apply a more energetic approach to their surroundings (John, Naumann, & Soto, 2008).
3. It may be concluded that participants place the most value on some combination of the following characteristics: sociability, enthusiasm, energy, modesty, tender-mindedness, trustworthiness, efficiency, organization, and thoroughness. Additionally, they preferred that a personal trainer not be anxious, self-conscious, or irritable. Individuals may desire that personal trainers be able to take the lead, have a penchant for organization and planning, be willing to help and emphasize the good in people, and be able to remain emotionally in control regardless of the situation (John, Naumann, & Soto, 2008).
4. Based on the mean differences between perceived and desired scores, it may be concluded that personal trainers as an occupational group could stand to be more extraverted, agreeable, conscientious and open, and less neurotic, at least in the eyes of the general population.
5. In terms of desired personality characteristics, females may have higher standards or hopes than males when it comes to the characteristics of their ideal personal trainer.

Conversely, males may be more open than females to working with a wider range of personal trainers, from a personality perspective.

6. In the present study, previous experience working with a personal trainer seems to have no apparent effect on how individuals perceive personal trainers or on what characteristics they desire in personal trainers.

Recommendations

The researcher presents six recommendations based on the findings and conclusions detailed in the previous sections.

1. Personal trainers should be aware that personality might play a significant role in their interaction (or consequent non-interaction) with clients. Based on the results of the present study, additional attention to this aspect of the trainer-client interaction is warranted.
2. Personal trainers should consider not only the personality of the client, but also whether they are male or female. Based on the data in the present study, it may be concluded that some females may have more exacting standards than males when hiring and working with a personal trainer, or simply a difference set of preferences. Personal trainers should be aware of how this might effect the trainer-client relationship.
3. Certification and degree programs should consider dedicating additional material to basic psychology and its use in personal training. Specifically, personal trainers should be taught that personal training requires interpersonal competency and the ability adapt to the client's individual needs. It may not be enough to simply achieve visible and quantifiable results.

4. Hiring managers of fitness facilities, or any individual in a position to hire personal trainers, should consider the potential importance and influence of personality.

Interviewers should consider including a practical portion that allows the candidate to demonstrate not only his or her knowledge and technical ability, but also interpersonal skills and personality. Additionally, in cases where individuals other than the personal trainer are responsible for matching a trainer with a client, significant thought should be given to not only whether a specific trainer's strengths are a good fit for the clients goals, but also to whether his or her personality will match with the client.

5. Future research should attempt to differentiate between the different trait characteristics of each dimension. While participants desired high levels of extraversion, for example, this failed to specify whether they are most interested in a personal trainer who is very assertive, or a personal trainer who is simply sociable and outgoing. Additionally, future research should attempt to shed more light on the potential personal trainer stereotype from the perspective of education and knowledge.

6. Given that the University of Texas-Pan American is a primarily Hispanic institution, it is possible that the results of the present study were somewhat influenced by ethnicity. However, this cannot be confirmed because no ethnicity information was recorded. Future research should consider the potential impacts of ethnicity on perception and preference, and should consider including additional demographic items to clarify this.

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APPENDIX A

APPENDIX A

IRB APPROVAL NOTIFICATION



Kimberly Fernandez <kafernandez@utpa.edu>

Wed 10/29/2014 3:32 PM

Mark as unread

To: Andrew Chasse <alchasse@broncs.utpa.edu>;

Cc: IRB <IRB@utpa.edu>; Lin Wang <wangl@utpa.edu>;

- To help protect your privacy, some content in this message has been blocked. To re-enable the blocked features, [click here](#).
- To always show content from this sender, [click here](#).
- This message was sent with high importance.

Andrew,

This email is regarding your UTPA IRB submission titled "Personality of Personal Trainers: Perceived and Desired" – IRB# 2014-039-03.

Your study has been approved as Exempt, Category # 2.

You will receive a formal approval memo via email, but this serves as official approval notification. Since your study is online, a stamped consent form is not required. With this email you may begin your study.

Congratulations and Good Luck on your study!

APPENDIX B

APPENDIX B

CONSENT FORM

Personality of Personal Trainers: Perceived and Desired

This survey is being conducted by Andrew Chasse, a Graduate Student in Kinesiology at The University of Texas-Pan American (email: alchasse@broncs.utpa.edu).

The purpose of this study is to examine the perceived and desired personality characteristics of Personal Trainers.

This survey should take about 5-10 minutes to complete.

Participation in this research is completely voluntary. Choosing not to participate will not adversely affect your grade or standing in the class. If there are any individual questions that you would prefer to skip, simply leave the answer blank.

You must be at least 18 years old to participate. If you are not 18 or older, please do not complete the survey.

All survey responses that we receive will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain technologies exist that can be used to monitor or record data that you enter and/or websites that you visit.

Any individually identifiable responses will be securely stored and will only be available to those directly involved in this study. Deidentified data may be shared with other researchers in the future, but will not contain information about your individual identity.

This research has been reviewed and approved by the Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at 956-665-2889 or irb@utpa.edu. You are also invited to provide anonymous feedback to the IRB by visiting www.utpa.edu/IRBfeedback.

I disagree



I agree



APPENDIX C

APPENDIX C

BIG FIVE INVENTORY AND DEMOGRAPHIC QUESTIONS

Knowing what you currently know about Personal Trainers, how do you **perceive** them? Here are a number of characteristics that may or may not apply to the occupational group known as Personal Trainers. For example, do you agree that Personal Trainers are people who *like to spend time with others*? Please click the button next to each statement to indicate the extent to which **you agree or disagree with that statement**.

Personal Trainers are people who...

	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
Are talkative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tend to find fault with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do a thorough job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are depressed, blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are original, comes up with new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are reserved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are helpful and unselfish with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be somewhat careless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are relaxed, handle stress well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are curious about many different things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are full of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Start quarrels with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are reliable workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are ingenious, deep thinkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate a lot of enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have a forgiving nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tend to be disorganized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worry a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an active imagination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tend to be quiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are generally trusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tend to be lazy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are emotionally stable, not easily upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are inventive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an assertive personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be cold and aloof	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persevere until the task is finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be moody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value artistic, aesthetic experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are sometimes shy, inhibited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are considerate and kind to almost everyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do things efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain calm in tense situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefer work that is routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are outgoing, sociable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are sometimes rude to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make plans and follow through with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get nervous easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Like to reflect, play with ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have few artistic interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Like to cooperate with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are sophisticated in art, music, or literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you were to hire a Personal Trainer to work with you, what would be his or her **ideal** qualities?

Here are a number of characteristics that may or may not apply to your ideal Personal Trainer. For example, do you agree that your ideal Personal Trainer is someone *who likes to spend time others*? Please click the button next to each statement to indicate the extent to which **you agree or disagree with that statement**.

My ideal Personal Trainer is someone who...

	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
Is talkative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to find fault with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does a thorough job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is depressed, blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is original, comes up with new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reserved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is helpful and unselfish with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be somewhat careless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is relaxed, handles stress well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is curious about many different things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is full of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starts quarrels with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a reliable worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is ingenious, a deep thinker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates a lot of enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has a forgiving nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be disorganized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worries a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an active imagination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be quiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is generally trusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be lazy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is emotionally stable, not easily upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is inventive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an assertive personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be cold and aloof	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseveres until the task is finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be moody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values artistic, aesthetic experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sometimes shy, inhibited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is considerate and kind to almost everyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does things efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remains calm in tense situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefers work that is routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is outgoing, sociable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sometimes rude to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes plans and follows through with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets nervous easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes to reflect, play with ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has few artistic interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes to cooperate with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sophisticated in art, music, or literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am a...

- Male
- Female

I have...

- Previously worked with a Personal Trainer
- Never worked with a Personal Trainer

BIOGRAPHICAL SKETCH

Andy Chassé was born in Houston, Texas on October 27, 1988, the son of Andre and Paula Chassé. After graduating from Cypress Creek High School, Andy went on to complete a Bachelor of Science degree in Kinesiology at Sam Houston State University in 2011. He has worked as a personal trainer in some capacity since 2007. Having become disenchanted with the field, Andy decided to pursue an advanced degree. He received a Master of Science degree in Kinesiology from The University of Texas-Pan American in May 2015.