

Wood River YMCA Fitness Coach JOB DESCRIPTION

POSITION TITLE	Fitness Coach	GRADE	1
JOB CODE	50610503	LAST UPDATE	November 2013
FLSA TYPE	Non-Exempt	REPORTS TO	Coordinator/Director
YMCA BRANCH	Wood River YMCA	DEPARTMENT	Health & Well-Being

GENERAL FUNCTION	Provides individual and/or small group instruction in well-being program development, strength, cardiovascular training, and well-being. Provides motivational coaching to members participating in ongoing Y programs. Develops connections among Y members and staff, resulting in development of friendships, Y advocates, and volunteers. Validates proper functioning of fitness equipment and performs preventive and minor maintenance as needed. Cleans equipment and surrounding areas. Make consistent terms with fitness and well-being.
ENTRY REQUIREMENTS	<ul style="list-style-type: none"> ▪ Must be 18 years of age or older. Exceptions may be made. ▪ Have an understanding of physical education principles, along with specific experience in strength, cardiovascular training and overall health and well-being. ▪ Access to internet and phone. ▪ Possess the ability to work with varying wellness levels and ages. ▪ Have experience with a variety of strength equipment and free weights cardio equipment. ▪ Needs to have knowledge of current fitness issues/trends. ▪ Current CPR/AED and first aid certifications or the ability to obtain. ▪ Additional desired certifications: Healthy Lifestyles Principles. ▪ Ability to respond calmly and quickly to safety and emergency situations. ▪ Must be able to work autonomously within the Y core values of Caring, Honesty, Respect and Responsibility. ▪ Ability to build genuine relationships with participants and maintain a welcoming environment with people from all walks of life. ▪ Ability to interact with the broad spectrum of member and staff diversity. ▪ Ability to analyze problems and solve them using good judgment and resourcefulness. ▪ Effective conflict resolution skills. ▪ Must be able to engage strangers in conversations and make all people feel welcome. ▪ Ability to attend all trainings and meetings as required even if scheduled outside normal working or regular scheduled hours.
CORE COMPETENCIES	<p><u>VALUES & MISSION</u></p> <ul style="list-style-type: none"> ▪ Understands and supports the mission of the YMCA; displays the YMCA values; displays flexibility and accepts change; is willing to try new methods and make suggestions; shows a strong commitment to the YMCA; conveys enthusiasm for the YMCA and his/her work. ▪ Uses effective personal behaviors/communicates effectively by treating everyone with courtesy, respect and consideration; displays integrity; listens actively and genuinely; communicates in a clear and pleasant manner; embraces differences among people; demonstrates an active willingness to learn and grow; accepts constructive criticism; works cooperatively as a team member.

	<ul style="list-style-type: none"> ▪ Accepts and demonstrates the Y's values. <p><u>RELATIONSHIPS</u></p> <ul style="list-style-type: none"> ▪ Casual, Connected, Committed: Understands and embraces the role of volunteers; helps members and participants make connections to others and to the YMCA; practices effective relationship building techniques; supports the role of fund-raising in achieving the YMCA mission. ▪ Provides a Quality Experience for everyone: Possesses the ability to deliver outstanding experiences for members, participants, internal customers and others; builds warm and supportive relationships; consistently greets and assists everyone in a positive way; strives to provide service that will exceed expectations; responds to concerns and complaints in a way that makes each person feel valued; initiates action for prompt resolution; looks for better ways to serve and involve members, participants, internal customers and others. ▪ Builds rapport and relates well to others. <p><u>QUALITY RESULTS – SAFETY, POLICIES & PROCEDURES</u></p> <ul style="list-style-type: none"> ▪ Works productively and demonstrates responsible actions by consistently performing duties in a safe and conscientious manner within the agreed upon timeframe; follows standards, policies and procedures; is reliable and consistently punctual; actively and appropriately participates in staff meetings. ▪ Continuously maintains a safe working environment for self and others. Views safety as a guiding principal for making business decisions. ▪ Complies with all YMCA policies and procedures including but not limited to hiring paperwork, training and certification requirements, and information outlined in the Wood River YMCA employee handbook as they apply to the position you hold within the Association. ▪ Strives to meet or exceed goals and deliver a high-value experience for members.
<p>PRINCIPLE ACTIVITIES</p>	<p><u>VOLUNTEERISM & COMMUNICATION</u></p> <ul style="list-style-type: none"> ▪ Learns member's names and uses them frequently. ▪ Introduces members to other members and staff. ▪ Nurtures and encourages members regularly and gives appropriate positive feedback. ▪ Informs and involves members in other Y activities and volunteer opportunities. ▪ Recruits volunteers to program and fundraising positions. ▪ Promotes the Y mission and cause in all interactions. ▪ Uses Listen First skills effectively. ▪ Involves members in other Y activities and volunteer opportunities. ▪ Invites members to participate in other Y programs by cross promoting when appropriate. ▪ Connects members with other members with similar wants, needs, and interests to create small communities inside and outside of the Y. ▪ Recruits volunteers and builds effective, supportive relationships with them. <p><u>FUNCTIONAL EXPERTISE – FITNESS/WELLNESS EDUCATION</u></p> <ul style="list-style-type: none"> ▪ Monitors participants for safe exercising technique and recommends correct positions and body alignment to prevent injuries, by explaining and demonstrating the correct and safe way to perform various exercises to members within their (the employee) scope of training. ▪ Actively solicits feedback and makes suggestions to help members meet fitness/wellness goals. ▪ Follows up with members and ensures that needs are met and offers alternatives and complimentary exercises when appropriate. ▪ Provides basic information about nutrition, stretching and other wellness topics.

	<ul style="list-style-type: none"> ▪ Enforces Y policies and guidelines using good judgment and tact. ▪ Responds to safety and emergency situations. ▪ Records all accident/incident reports and participant statistics etc., as required by supervisor, and reacts immediately to member comments/concerns. ▪ Has the functional and technical knowledge and skills required to perform well; uses leading practices and demonstrates up-to-date knowledge and skills in technology. <p><u>FUNCTIONAL EXPERTISE – CLEANING & MAINTENANCE</u></p> <ul style="list-style-type: none"> ▪ Ensures all equipment, mats and floors are cleaned each shift. ▪ Validates proper operation of all fitness equipment and takes measures to ensure that all pieces are working. ▪ Follows notification chain when any significant equipment or amount of equipment is inoperable. ▪ Removes and notifies supervisors of any damaged or unsafe equipment that needs to be replaced immediately. ▪ Has the functional and technical knowledge and skills required to perform well; uses leading practices and demonstrates up-to-date knowledge and skills in technology. <p><u>INFLUENCE & INCLUSION – DEPARTMENT & BRANCH LEADERSHIP</u></p> <ul style="list-style-type: none"> ▪ Assists staff in learning and following policies and procedures. ▪ Assists other staff in utilizing the Emergency Action Plan. ▪ Is seen as a positive influence among staff because of their work ethic and positive attitude. ▪ Uses appropriate chain of command when issues arise. ▪ Attends staff meetings and trainings, as scheduled and as required. ▪ Seeks first to understand the other person’s point of view and remains calm in challenging situations ▪ Works effectively with people of different backgrounds, abilities, opinions and perceptions.
WORKING CONDITIONS	<ul style="list-style-type: none"> ▪ The physical ability to stand and walk for extensive periods of time, as well as, the ability to lift weights of up to 80 pounds. ▪ Visual and auditory ability to respond to critical situations and physical ability to act swiftly in an emergency. ▪ Position may require bending, leaning and kneeling. ▪ Ability to diffuse situations of confrontation.

The statements are intended to describe the general nature and level of work being performed by incumbent. They are not intended to be an exhaustive list of all responsibilities, duties and skills required by all incumbents. Incumbents may perform other duties as assigned. In addition to the above, all Treasure Valley Family Y employees are expected to:

- Provide customers with the highest quality service
- Promote teamwork and cooperative effort
- Maintain a clean, safe work area, practice good safety habits
- Demonstrate the Y Character Values of: *Caring, Honesty, Respect and Responsibility.*

Standard Observations

Standard Observations are used with the Y Way Performance Review to generate expectations but not intended to be an exhaustive list of job performance and ratings for each position.

VALUES & MISSION 10%		
<i>Definition:</i> Demonstrates in word and action the Y's core values of caring, honesty, respect, and responsibility and a commitment to the Y's mission , in all matters at all times.		
1	EXCELLING	<p>Actively seeks out experiences and assignments that focus on Y values. Is open and honest in all communications, even with difficult issues. Always follows through with commitments and does not over-commit.</p> <p>Seen by others as living the Y Values.</p> <p>Handles conflict and program resolution with high degree of integrity in all cases.</p>
2	EXCEEDING	
3	PERFORMING	<p>Consistently demonstrates the Y's values. Shows a genuine concern for the needs, feelings and well-being of others, even under stress. Acts with integrity and credibility in all situations.</p> <p>Regularly practices Y Values and Mission.</p> <p>Makes decisions with the good of the Association, individual member and the self in mind.</p> <p>Behaves in a caring, honest, respectful, and responsible way when interacting in Y relationships.</p> <p>Minimal concerns brought to the supervisor's attention in this area.</p> <p>Handles conflict and program resolution with high degree of integrity in most cases.</p> <p>Communicates with sensitivity for all groups.</p>
4	DEVELOPING	
5	NOT PERFORMING	<p>Uses words and demonstrates actions that undermine Y values. Has little regard for the feelings of others. Attempts to conceal errors.</p> <p>Actions go against Y Values and Mission.</p> <p>Consistent concerns brought to the supervisor's attention in this area.</p> <p>Lacks sensitivity/judgment.</p>

RELATIONSHIPS 10%

Definition: Builds **authentic relationships** in the service of enhancing individual and team **performance** to support the Y's work.

<p>1</p>	<p>EXCELLING</p>	<p>Breaks down barriers and overcomes obstacles by genuinely listening to and learning from others. Brings others together and facilitates alignment of information and resources to achieve common goals. Seeks out new projects and experiences that enhance his/her relationships and benefit the entire team's performance.</p> <p>Clearly moves members from casual, connected, to committed members.</p> <p>Goes beyond learning member names and actively engages in conversations which include appropriate personal information which deepen relationships and help staff better coach and communicate with members.</p>
<p>2</p>	<p>EXCEEDING</p>	
<p>3</p>	<p>PERFORMING</p>	<p>Develops and maintains mutually beneficial relationships with volunteers, members, and colleagues at all levels of the organization. Proactively assists others in meeting goals by sharing information and resources. Welcomes opportunities to work in small communities (i.e., committees, groups, teams).</p> <p>Uses Listen First and coaching techniques/philosophy to develop relationships that are meaningful and help members make changes that improve their health and well-being.</p> <p>Greets members by name.</p> <p>New members/participants are introduced to at least one regular members/participant.</p> <p>Is easy to identify and wears name tag and is in uniform.</p>
<p>4</p>	<p>DEVELOPING</p>	
<p>5</p>	<p>NOT PERFORMING</p>	<p>Places own feelings first and sabotages relationships. Withholds communication and/or does not communicate directly with the appropriate person(s) to address a situation. Undermines team performance with a "not my job" outlook; avoids working in groups.</p> <p>Negative interaction with members.</p>

QUALITY RESULTS – SAFETY, POLICIES & PROCEDURES 10%

Definition: Demonstrates and fosters a strong commitment to **achieving goals** in a manner that provides **quality experiences**.

<p>1</p>	<p>EXCELLING</p>	<p>Partners with supervisor to create stretch goals and consistently achieves strong results. Learns from results and focuses on what can be done next, or differently, to improve them. Holds self personally accountable for delivering sustained, top quality results.</p> <p>Is viewed as a leader in spreading safety culture.</p> <p>Proactively ensures all department areas are clean, well maintained, organized and orderly.</p> <p>Leads a branch safety drill at least once a year.</p> <p>Follows proper substitute procedures for any shifts they are not able to work and finds subs for no more 3% of scheduled shifts.</p>
<p>2</p>	<p>EXCEEDING</p>	
<p>3</p>	<p>PERFORMING</p>	<p>Partners with supervisor to set and clearly articulate goals. Monitors own performance against standards and takes quick and appropriate actions to stay on course. Demonstrates pride in his/her work by striving to meet or exceed supervisor or member expectations.</p> <p>Staff is able to be proactive and troubleshoot with basic maintenance issues.</p> <p>Work orders are competed correctly as needed and in a timely manner.</p> <p>Provides safe and effective instruction to all members, volunteers and other staff.</p> <p>All staff certifications are current and completed/renewed before lapsing.</p> <p>Follows incident reporting and worker’s compensation procedures 100% of the time.</p> <p>Keeps up to date on all Y policies and procedures.</p> <p>Adheres to YMCA documentation procedures.</p> <p>Attends all required trainings within the allotted timeframe.</p> <p>Participates in safety drills.</p> <p>Wears uniform including nametag.</p> <p>All areas are clean, well maintained, organized and orderly.</p> <p>Follows proper substitute procedures for any shifts they are not able to work</p>

		and finds subs for no more than 5% of scheduled shifts.
4	DEVELOPING	
5	NOT PERFORMING	<p>Creates goals that are vague or not aligned with the Y's mission. Neglects to monitor his/her own results; makes excuses rather than focusing on how to improve results. Spends time in ways that do not support the achievement of key goals.</p> <p>Actions go against safety policies and/or procedures.</p> <p>Allows certifications to lapse and does not recertify within 30 days.</p> <p>Staff member is regularly noticed without uniforms and nametags.</p>

VOLUNTEERISM & COMMUNICATION 25%

Definition: Advances the legacy of **volunteer engagement** and **leadership**.

Definition: **Listens** and **expresses** self effectively and in a manner that reflects a true **understanding** of the needs of the audience.

<p>1</p>	<p>EXCELLING</p>	<p>Seeks out opportunities to get to know and interact with volunteers. Creates opportunities for volunteers to engage by including them and ensuring that they are seen as valuable members of the organization. Continuously promotes volunteering with the Y and successfully recruits others to volunteer.</p> <p>Encourages an open exchange of ideas; provides his/her undivided attention to others when they are speaking. Verifies others' understanding, agreement on key issues, and next steps by recapping discussions and providing a written summary when useful. Pays attention to own and others' nonverbal cues and adapts as needed; communicates messages effectively with people at all levels in the organization.</p> <p>Know names of more than 10 members using equipment at any given time.</p> <p>Is selected to share a story at a YMCA event.</p> <p>Refers members to other programs.</p> <p>EF&D surveys are completed with an average rating of 90% or higher.</p> <p>Distributes 5 or more EF&Ds per month to a member, employee, participant or volunteer and informs them of their purpose and value.</p>
<p>2</p>	<p>EXCEEDING</p>	
<p>3</p>	<p>PERFORMING</p>	<p>Provides support and recognition to volunteers so they feel welcomed and valued. Builds effective working relationships with volunteers. Identifies and actively recruits diverse volunteers in keeping with the organization's operational and strategic plans.</p> <p>Listens actively by asking open-ended questions. Verifies understanding of others' perspectives by reflecting and summarizing what is heard. Uses appropriate communication methods or styles to ensure the message is understood, especially by diverse audiences.</p> <p>Know names of 8 members using equipment at any given time.</p> <p>Speaks to every person in room during shift when appropriate.</p> <p>Introduces new members to other members.</p> <p>Recruits one volunteer to work on the floor or other program.</p> <p>Informs members of Y activities, facts or cause.</p> <p>Attends an Annual Why the Y session.</p>

		<p>Provide 1 or more member success stories relating to Youth Development, Healthy Living or Social Responsibility to stories@ymcatvidaho.org.</p> <p>Shares basic information of programs with members; appropriately redirects questions.</p> <p>EF&D surveys are completed with an average rating of 80% or higher.</p> <p>Distributes a minimum of one EF&D per month to a member, employee, participant or volunteer and informs them of their purpose and value.</p>
4	DEVELOPING	
5	NOT PERFORMING	<p>Undervalues the contributions made by volunteers. Views volunteers as “free labor” and does not invest in building ongoing relationships. Fails to identify opportunities to expand the volunteer network.</p> <p>May frequently interrupt others or is easily distracted; acts disinterested in others’ ideas, opinions, or information or dominates discussions. Makes assumptions rather than verifying understanding. Communicates in an unclear or confusing way; ignores others’ nonverbal cues, makes fundamental grammar or spelling errors, or occasionally uses unprofessional language.</p> <p>Know names of less than 6 members using equipment at any given time.</p> <p>Does not know or share basic information of programs with members.</p> <p>Little or no feedback from members through EF&Ds.</p>

FUNCTIONAL EXPERTISE – FITNESS/WELLNESS EDUCATION 25%

Definition: Has the **functional** and **technical knowledge** and **skills** to do the job at a **high level of accomplishment**.

<p>1</p>	<p>EXCELLING</p>	<p>Applies extensive functional expertise and regularly provides colleagues with sound guidance or advice based on that expertise. Prioritizes and takes the time necessary to seek out industry best practices from outside the Y and shares them so that others can benefit. Maintains strong connections with professional associations and networks to stay up-to-date within area of expertise.</p> <p>Keeps up to date on trends and bring forth new ideas to improve existing programs or creating new programs to leadership staff.</p> <p>Assists in teaching other staff in fitness techniques.</p> <p>Designs and implements successful fitness challenge or other motivational technique.</p>
<p>2</p>	<p>EXCEEDING</p>	
<p>3</p>	<p>PERFORMING</p>	<p>Has the functional and technical knowledge and skills to do the job at a high level of accomplishment. Uses leading practices, guidelines and industry standards as a framework to improve performance. Demonstrates up-to-date knowledge and skills in the technology associated with the job.</p> <p>Quality of instruction/information is consistent and safe.</p> <p>Effectively supports members and coaches on their wellness journey.</p> <p>Educates members on proper use of equipment when necessary.</p> <p>Actively intervenes to correct poor form or make suggestions for additional exercises.</p> <p>Actively involves members in in-house fitness challenges.</p> <p>Keeps current certifications up to date without a lapse.</p> <p>Rules are consistently enforced and safety skills are taught when necessary.</p> <p>Coaches regularly check in with WFL or personal training members/participants.</p>
<p>4</p>	<p>DEVELOPING</p>	
<p>5</p>	<p>NOT PERFORMING</p>	<p>Demonstrates significant gaps in functional or technical knowledge that hinder effective job performance. Is unaware of or fails to apply industry standards. Takes few or no actions to maintain up-to-date knowledge and skills in functional area.</p>

Poor instruction quality.

Rarely follows the policies and procedures.

Certifications lapse and does not re-certify.

Rules are not enforced.

Little or no feedback from members through EF&Ds and other class enrollment goals are not met.

Class components and practices do not meet Y standards.

FUNCTIONAL EXPERTISE – CLEANING & MAINTENANCE 15%

Definition: Has the **functional** and **technical knowledge** and **skills** to do the job at a **high level of accomplishment**.

<p>1</p>	<p>EXCELLING</p>	<p>Applies extensive functional expertise and regularly provides colleagues with sound guidance or advice based on that expertise. Prioritizes and takes the time necessary to seek out industry best practices from outside the Y and shares them so that others can benefit. Maintains strong connections with professional associations and networks to stay up-to-date within area of expertise.</p> <p>Recruits volunteer to ensure that cleaning standards are met.</p> <p>Takes initiative to take on additional cleaning or organizational projects.</p> <p>Suggests ideas to improve maintenance/cleaning procedures.</p> <p>Identifies potential risk and makes appropriate changes and notifies supervisor.</p>
<p>2</p>	<p>EXCEEDING</p>	
<p>3</p>	<p>PERFORMING</p>	<p>Has the functional and technical knowledge and skills to do the job at a high level of accomplishment. Uses best practices, guidelines and industry standards as a framework to improve performance. Demonstrates up-to-date knowledge and skills in the technology associated with the job.</p> <p>Cleaning assignments completed every shift as usage allows.</p> <p>Submits work orders as necessary and in a timely manner.</p> <p>Ensures cleaning supplies are accessible to members.</p> <p>Is regularly observed cleaning equipment.</p> <p>Completes all cleaning and preventative maintenance duties as assigned and usage allows.</p> <p>Completes form validating that every piece of equipment is working and take appropriate measures to ensure repair.</p> <p>Immediately removes broken or unsafe equipment from the floor or labels the item "Out of Order".</p>
<p>4</p>	<p>DEVELOPING</p>	
<p>5</p>	<p>NOT PERFORMING</p>	<p>Demonstrates significant gaps in functional or technical knowledge that hinder effective job performance. Is unaware of or fails to apply industry standards. Takes few or no actions to maintain up-to-date knowledge and skills in functional area.</p>

		Little attention paid to cleanliness or maintenance.
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INFLUENCE & INCLUSION – DEPARTMENT & BRANCH LEADERSHIP 5%

Definition: Employs influence strategies that **engage, motivate** and **build** commitment to the cause and overall Y goals.

Definition: Values all people for their unique talents and takes an active role in promoting practices that support **diversity, inclusion** and **cultural competence**.

1	EXCELLING	<p>Obtains buy-in for proposals by enthusiastically exploring others' ideas and involving them in the development of plans. Gains trust and influence with others by keeping confidences, following up on commitments and doing the right thing. Builds credibility by remaining calm and acting as a sounding board for others during difficult or stressful times.</p> <p>Takes personal accountability for making the organization comfortable for individuals of different backgrounds, abilities, opinions, and perceptions. Helps those with different experiences or points of view share their perspectives. Embraces alternative points of view and advocates that others do the same.</p> <p>Is a leader throughout branch in the Emergency Action Plan and conducts safety drills each month.</p> <p>Recommends policy or procedure that will improve efficiency or staff morale.</p> <p>Recognized by department as a positive and outgoing individual and consistently lifts others attitudes.</p> <p>Attends regularly scheduled staff meetings/training 100% of the time or more.</p> <p>Is a mentor to another staff member.</p>
2	EXCEEDING	
3	PERFORMING	<p>Seeks first to understand the other person's point of view. Behaves in a manner that creates and maintains trust and respect. Builds credibility by remaining calm in challenging situations.</p> <p>Displays ease and comfort with people of different backgrounds, abilities, opinions, and perceptions. Works effectively with all members of a diverse team. Seeks out and includes others in order to gather new and different points of view.</p> <p>Works with staff to have an effective Emergency Action Plan response.</p> <p>Regularly follows policies and procedure.</p> <p>Positive attitude at work.</p> <p>Attends regularly scheduled staff meetings/training 80% of the time and actively engages.</p>

		<p>Maintains effective, professional and positive communication with all staff members.</p> <p>Completes at least one locker room check per shift.</p>
4	DEVELOPING	
5	NOT PERFORMING	<p>Exhibits limited listening skills; makes opinions known; either verbally or through body language, even when not appropriate to do so. Undermines trust by demonstrating inconsistency between his/her words and actions. Overreacts to events and problems.</p> <p>Avoids working with or has difficulty relating to people with different backgrounds, abilities, opinions, or perceptions from his/her own. May make inappropriate comments or behave in ways that offend others. Excludes some people from activities and discussions.</p> <p>Rarely follows Emergency Action Plan procedures.</p> <p>Has had more than one documented lapse in procedure or policy.</p> <p>Always displays a negative attitude while working.</p>

Floor Instructor Work Plan

The statements are not intended to be an exhaustive list of all responsibilities and skills required by all incumbents. Incumbents may perform other duties as assigned.

- ♦ Be attentive at all times; there is always something to do
- ♦ Walk around and talk with all members during shift.
- ♦ Stay current on techniques and be able to demonstrate proper activity for members
- ♦ Maintain safety at all times, pick up equipment, re-stack weights, and resolve conflict between members
- ♦ Maintain cleanness of area, clean equipment using spray and cleaning towel, clean up spills, pick up trash, member towels
- ♦ Complete reports (count) on number of members using area