

# BUILDING A POSITIVE CULTURE

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Culture is what happens when your players say,  
“This is how we do things here.”



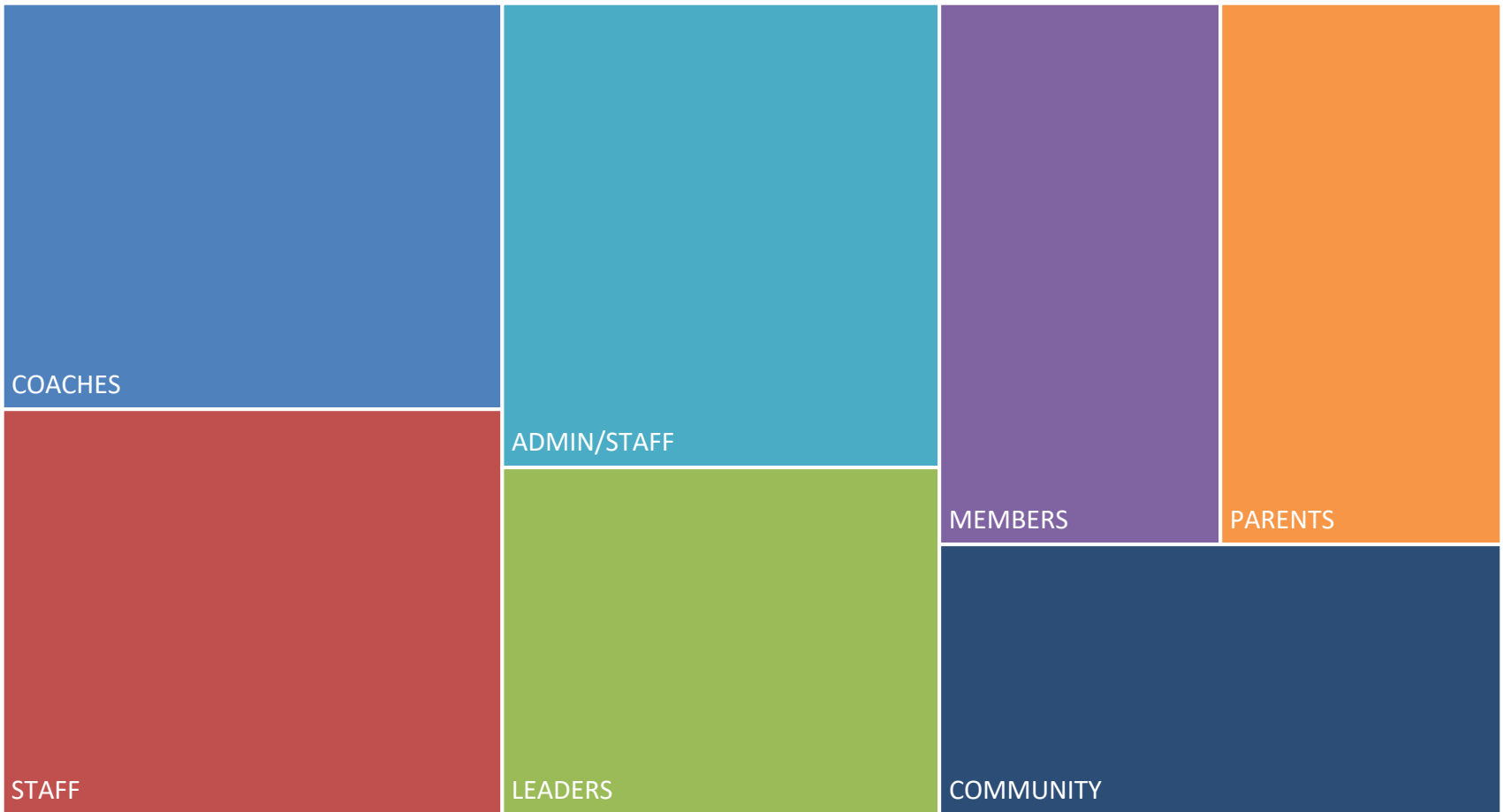
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# THE JOB



# THE ANATOMY OF YOUR PROGRAM



# THE ANATOMY OF YOUR PROGRAM

- **Administration/Staff:** Key stakeholders and decision makers. Strategic relationships.
- **Parents:** Remember their priorities and obstacles.
- **Community:** Your program's job to elevate, integrate and motivate.

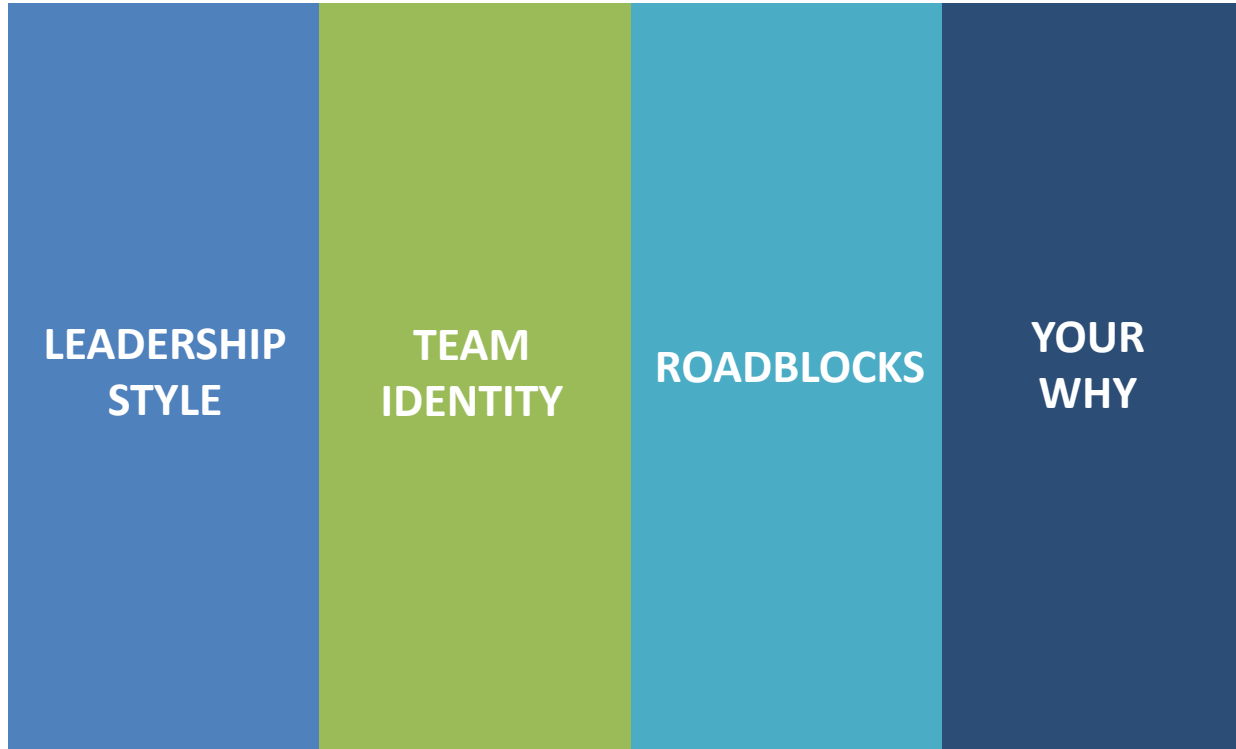


# THE ANATOMY OF YOUR PROGRAM

- **Coaches:** The visionary for the program. The ultimate accountable party.
- **Staff (assistant coaches):** Must be aligned with, not in competition with, the head coach.
- **Leaders:** The primary liaison to the team. Your job to develop them. MORE than dance.
- **Members:** Your army. Your family. Your legacy.

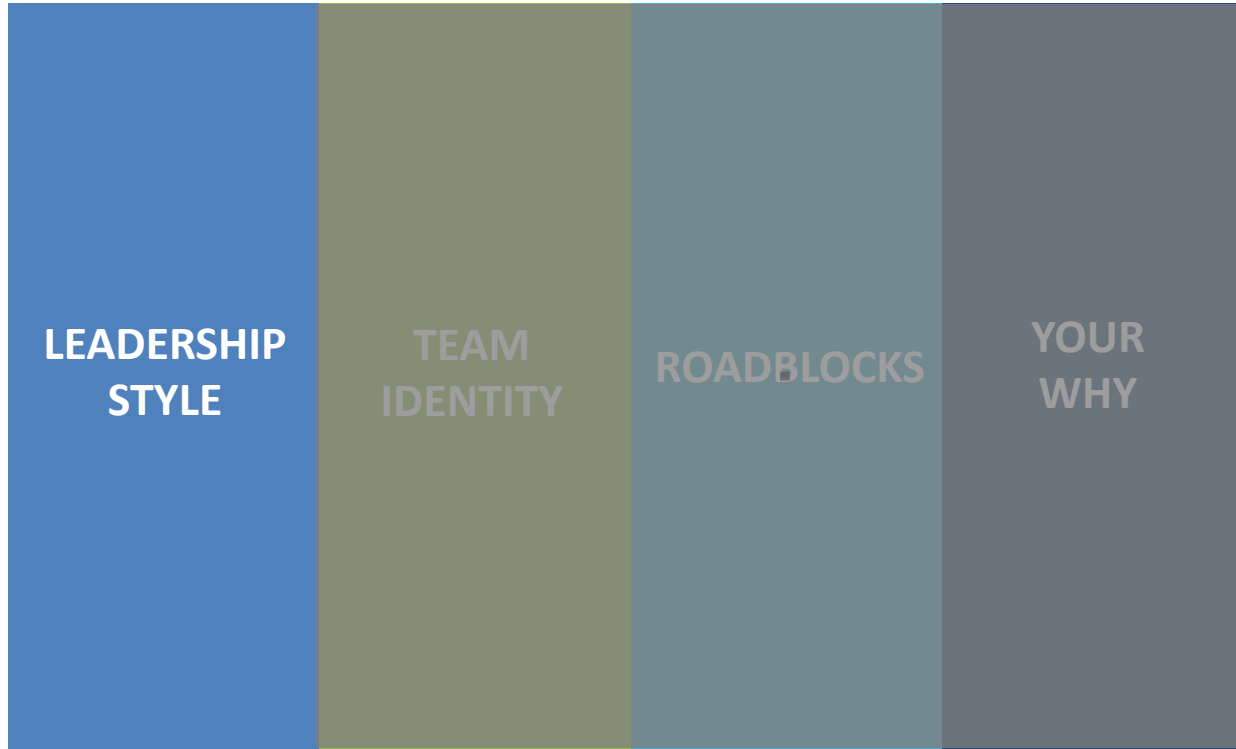


# FOUR BUILDING BLOCKS OF POSITIVE CULTURE





# FOUR BUILDING BLOCKS TO POSITIVE CULTURE



# CHARACTERISTICS of a LEADER ACTIVITY

List all of the qualities you can think of to describe a leader. As you list the qualities, list all of the possible influences on a leader.

Be creative.



# CHARACTERISTICS of a LEADER ACTIVITY

- Intellectual Stimulator
- Intentional Energy
- Self-confidence / Self awareness
- Assertive
- Dominant
- Motivated / Motivator
- Honest and Ethical
- Humble and vulnerable
- Charismatic
- Accountable
- Authentic/genuine



# Leadership Culture

Leadership Teams	Professional Learning Communities	Research-based Framework for School Improvement	Managing Change	Professional Learning	Family, School, Community Partnerships	Sustaining School Leadership
Develop High Performing Leadership Teams	Develop and sustain professional learning communities in support of school improvement initiatives	Anchor school improvement initiatives within the context of a research-based framework	Utilize individual and organizational change management strategies in support of school improvement initiatives	Design powerful professional learning experiences in support of school improvement initiatives	Engage students, staff, families, and community in improving learning	Build leadership capacity at the school and corporation levels

# LEADERSHIP STYLES

- **Autocratic:** authoritarian, they make decisions on their own
- **Democratic:** make decisions based upon input from others
- **Laissez-faire:** allow team members to make their own decisions without input from the leader



# LEADERSHIP STYLES

- **Directive** - includes scheduling work, maintaining performance standards and letting subordinates know what is expected from them
- **Supportive** - friendly, approachable and concerned with pleasant interpersonal relationships.
- **Participative** – leaders will consult with their subordinates and consider their opinions.
- **Achievement-oriented** - encourages subordinates to exert higher efforts and strive for a higher level of goal accomplishment.



# LEADERSHIP: TOOLS

- Courageous conversations
- Constant self evaluation
- Present in the moment
- Collaboration
- Organization/scheduling
- Consistent communication (expectations)
- Accountability



# LEADERSHIP: MANAGING CONFLICT

- The tone you set MATTERS. Keep yourself calm by breathing slowly and deeply; remember that this is only one temporary moment in your life.
- Concentrate on what you need to move forward rather than dwell on the other person's mistakes
- Summarize the other person's feelings to make sure that you understand what they are communicating
- Give affirmation to the other person about what they may be feeling
- Acknowledge and apologize for your mistakes
- Focus on positive results and make specific requests that will enable the achievement of those goals





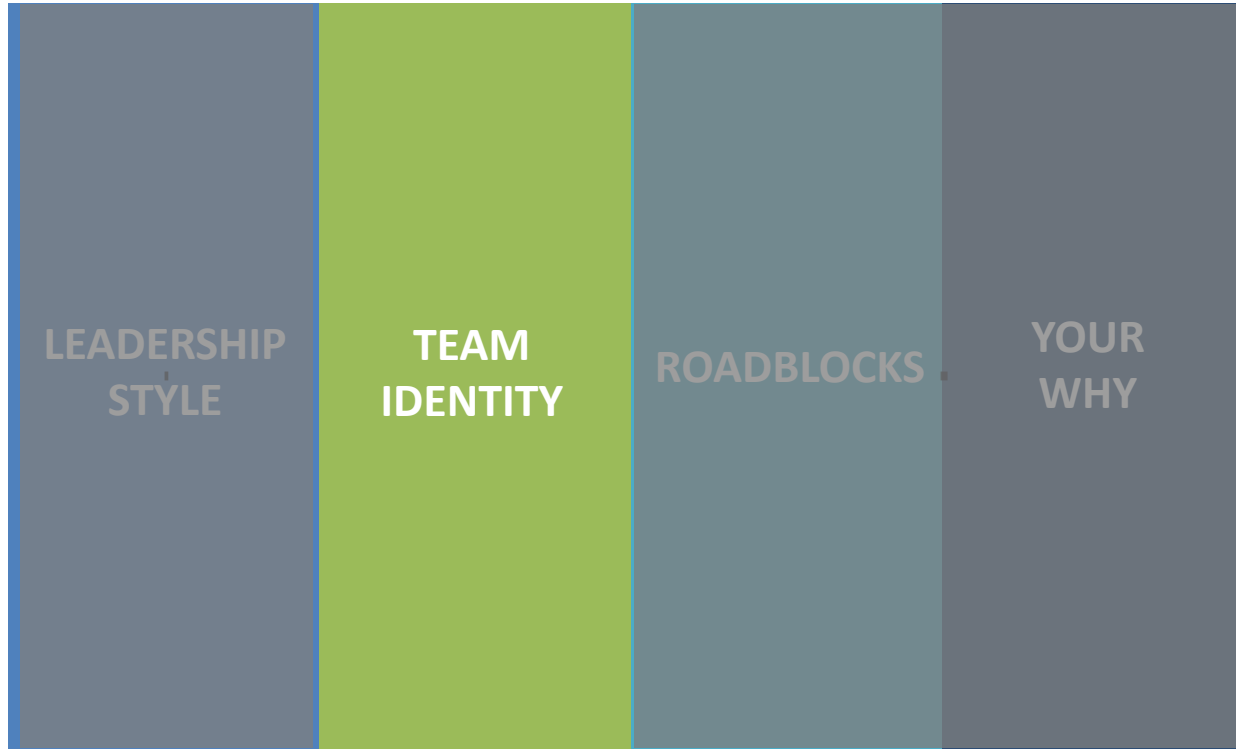
# LEADERSHIP: DECISION-MAKING IMPACTS

For any policy, program or decision, consider:

- What economic, racial/ethnic groups are affected/impacted?
- Does the program ignore or worsen existing disparities?
- How have stakeholders been involved?
- What are the barriers to more equitable outcomes?
- How will negative impacts/barriers be mitigated?



# FOUR BUILDING BLOCKS TO POSITIVE CULTURE



# TEAM IDENTITY

“Brand is just a perception, and perception will match reality over time.”



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# TEAM IDENTITY

“Brand is just a perception, and perception will match reality over time.”

*Elon Musk*



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# TEAM IDENTITY

The first step in developing your brand is creating **definition**.

Example:

*What does it mean to be a Spirit?*

*A Spirit is more than a great dancer. She is committed in the classroom, kind, focused and never satisfied. She loves Jesus. She is passionate. She cares about her teammates, her community and her school.*

**LET'S PRACTICE!**



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# TEAM IDENTITY

The second step in developing your brand is creating **an action plan**.

- **Mission:** Who you are, what you are doing, can be aspirational but lives in the “now”
- **Vision:** Who you want to be, where you are going
- **Goals:** Measurable and timely milestones, ladder up to mission and vision, *and* the brand!



# TEAM IDENTITY

The third step in developing your brand is **promoting your team's story.**

- Consistent messaging
- Positive feedback to administration
- Social media
- Local news
- Acts of kindness (living the brand)



## CORE MESSAGES - COACH

- What do you want people to know about you?
- What do you bring to the table?
- What are your blind spots?



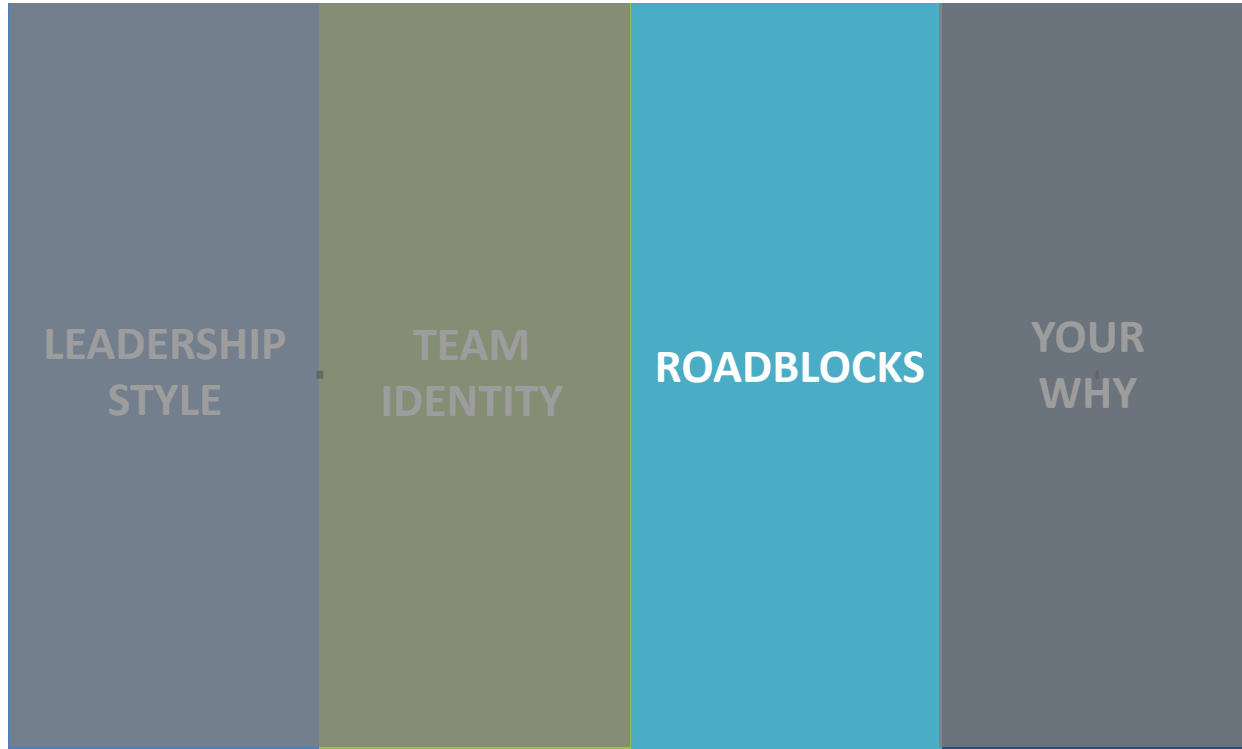
## CORE MESSAGES - TEAM

- What do you want people to know about your program?
- What does your team add to its community?
- What is your team's reputation?
- What does your team aspire to be?
- What is your team's goal this season?

## CORE MESSAGES - LEADERS

- What do you want people to know about them?
- What do your leaders believe?
- What are your leaders responsible for?
- How do your leaders view you?

# FOUR BUILDING BLOCKS TO POSITIVE CULTURE



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# ROADBLOCKS

See the valleys before they arrive.

- Loss/failure
- Administration
- Student body
- Other programs
- Team conflict
- Self-doubt
- Debbie downer



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# PERSONAL ROADBLOCKS

- Vulnerability
- Self – preservation
- Imbalanced priorities
- Expectations
- Fear of failure

# PERSONAL ROADBLOCKS

- ***Vulnerability*** – people may not express their true feelings because they do not want to expose themselves to others
- ***Self-Preservation*** – when we feel threatened, our decisions can be swayed

# PERSONAL ROADBLOCKS

- ***Imbalanced Priorities*** – when we lose focus, we lose momentum and our true North
- ***Expectations*** - social, professional or cultural rules may influence decisions and communication
- ***Fear of Failure*** – avoiding what is scary vs. embracing what can be a catalyst

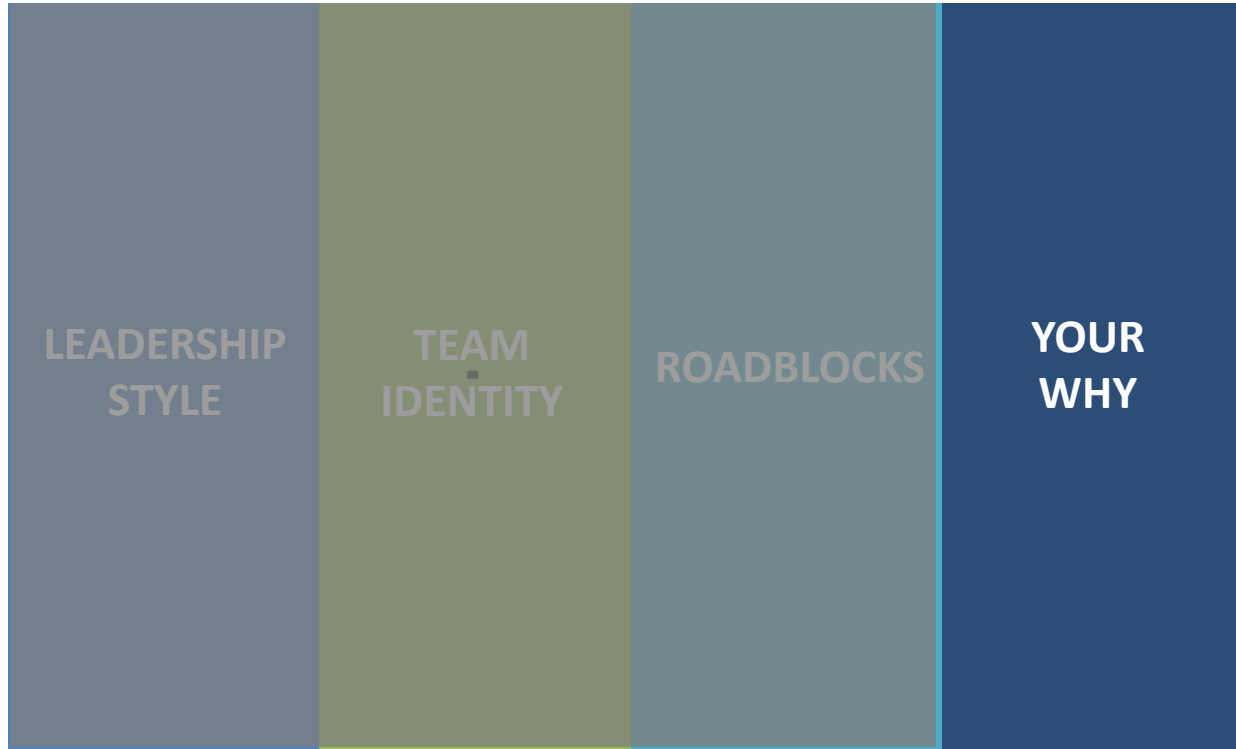
## REAL TALK:

What **roadblocks** have you experienced?

- Administrative support
- Staying current / continuing education
- Mama drama (parent support)
- Work / life balance
- The constant battle for practice space
- Sideline = battle line?



# FOUR BUILDING BLOCKS TO POSITIVE CULTURE



# WHAT'S YOUR WHY?

It's YOUR story – own it.

- What is your story?
- How did you get here?
- Why did you start?
- What gets you through the valleys?
- What do you find rewarding?
- How does this evolve you?



# YOUR WHY = YOUR BRAND

Hamilton (the musical) challenges us to ask:  
“Who tells your story?”



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# YOUR WHY = YOUR BRAND

- Live YOUR truth
- Don't lose sight of why YOU are here
- How is your story coming to life on social media?
- Tell your story on YOUR terms
- Lead by example



# What Motivates You?

- **Intrinsic** - Comes from within; satisfaction from the feeling of achievement
- **Extrinsic** - Comes from the environment; rewards, punishment or goal obtainment

**During the course of a coaching career the factors that motivate you WILL CHANGE.**



# What Motivates Your Team/Staff?

- Figure out what makes them tick (individual needs)
- Give clear expectations
- Consistent reinforcement and consequences
- Healthy competition
- **EMPOWER THEM to GROW THEM**



# REAL TALK:

- Do you believe you should not settle for anything less than doing what you love?
- Do you tell yourself that life is too short to spend your working hours doing anything less than the ideal?
- Are you on a continuous mission to align your program with your vision?
- Do you have self-motivation?
- How do your actions translate to students and others?



# Preventing a Toxic Environment and Encouraging Leadership

- Is energy, passion and spirit on the job present?  
What can you do to make a difference?
- Are you pulling other people down or bringing them up?
- How are your insecurities affecting you and your team?
- If your team feels toxic – look in the mirror first.





## CHANGING THE TIDE:

- Diversity within your program is critical – but so is setting everyone to the same True North
- Nothing less than PASSION
- You **MUST** get the team involved in the decision making process
- Know what your program, school, and community is about; align your program to these overall missions



# Balancing Reinforcements and Consequences

Although rules are important and necessary, it is also important to have an equal amount of positive reinforcements.

THE WAY YOU ENFORCE IS MORE IMPORTANT THAN THE PUNISHMENT ITSELF.



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# CRITIQUING = FEEDBACK vs. CRITICISM

- Feedback
  - Emotionally neutral
  - Objective and specific
  - Describes performance in relation to the intended outcome or goal
- Criticism
  - Emotional and subjective
  - Angry or demeaning tone
  - Difficulty identifying a changeable behavior



# UNDERSTANDING YOUR TEAM DYNAMIC

- Helps determine how to motivate them
- Creates a framework to effectively communicate with them
- Provides your team with a blue print on how to work together



# THE POTENTIAL IMPACT IS LIMITLESS

- School synergy
- Collaboration
- Student achievement
- School and Community engagement



The next questions are critical.



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How much are you willing to change?



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How big are you willing to dream?



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How REAL are you willing to get?



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What will you demand of your students?  
Parents? Colleagues?



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Most importantly -



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What will you demand of YOURSELF.



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It's time for a dance team revolution.  
An evolution of our industry.

Your students are worth it.  
Your program is worth it.  
**YOU are worth it!**



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# Action Step 1: Choose Your Attitude

## What it looks like:

- Living fully engaged means realizing that you have the power to choose your response to what life and work brings your way – we can't always choose our circumstances, but we CAN choose how we respond to them
- Recognizing that you are responsible for how your choices affect others
- Be accountable for your energy



# Action Step 2: Remember why you started

- Who inspired you?
- What does dance bring to your life?
- Why did you start?
- Why did you take your current position?



# Action Step 3: Keep it in focus

- Remember these are kids. Remember this is high school.
- You cannot be perfect.
- Your joy matters. Your work/life balance matters. Boundaries are possible.
- Set expectations – accept nothing less.





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