



DancesportConfidence  
COURAGE RESPECT SELF BELIEF

LEARNING CULTURE

LEVEL 1 SKILLS

LEVEL 2 SKILLS

LEVEL 3 SKILLS

LEVEL 4 SKILLS

STUDENT PERFORMANCE MEASURES

## DanceSport Confidence Academy – DSCA

We are committed to the pursuit of excellence and providing high quality pathways for our students to develop through their dancing. Our vision is improved performance and opportunity for every student, teacher and community we serve. All of the following programs are driven by the DanceSport Confidence values for the purpose of helping young Australians becoming better citizens. This opportunity allows our students to improve their dance skills way beyond the class tuition to focus on performance skills and techniques that would normally require private tuition. To provide this constant development of excellence we have created **The DanceSport Confidence Academy – DSCA**

### Event Management Program

This initiative is to provide **training, certification** and a **reference letter** for young students preparing to make their way in the world. This is the opportunity to learn every function of running a studio and events within our company. My vision is to have all of our events entirely run by our students, providing them with life skills, management skills and an income to assist them while they may be continuing their study after school. Mentoring our students is a vital component to the success of this program. DanceSport Confidence is recognised as a Preferred Employer of the Duke of Edinburgh Award, this means potential employment opportunity within our company for students who have completed their Dukes Award and the Junior Mentoring and Accreditation Program.

# DANCESPORT CONFIDENCE ACADEMY EVENTS

| LEARNING CULTURE             | TASK                              | DELIVERY   | GROWTH  | EXCELLENCE   |
|------------------------------|-----------------------------------|--|---|--|
| LEVEL 1 SKILLS               | <b>Student Registration Table</b> | Set up registration table in designated foyer with all back numbers numerically in lots of 20, left to right.  | Manage the team at the numbers table.   | Demonstrate adaptive thinking.   |
| LEVEL 2 SKILLS               |                                   | Mark off numbers sheets as students arrive to collect  | Manage questions and trouble shooting.  | Design process improvement through reporting.  |
| LEVEL 3 SKILLS               | <b>Event Set-Up</b>               | Re-collect all numbers at the end of the event and reset numbers box.  |   | Demonstrate initiative to trouble shoot during event   |
| LEVEL 4 SKILLS               |                                   | Working from the set-up plan.<br>Seating arrangement<br>Scrutineer/Sound/Numbers tables set up.<br>Sound system set up.<br>Scrutineering Equipment set up<br>Signage/ curtaining/brochures.  | Manage the set-up team for the event, allocation of tasks.<br><br>Do a thorough check of the list being completed.<br><br>Take responsibility for any issues. | Demonstrate adaptive thinking.<br><br>Design process improvement.<br><br>Demonstrate initiative to trouble shoot during event. |
| STUDENT PERFORMANCE MEASURES | <b>Medals and Trophies</b>        | Set Up Medals and Trophies<br>Prepare the table with a black cloth   | Double check the quantity of medals is correct for the events.  | Demonstrate initiative to trouble shoot during event.  |
|                              |                                   | Set Medals out in a process matching the Run sheet of results 1 <sup>st</sup> to the left, 9 <sup>th</sup> to the right.   | Confirm who is doing presentations and at what time on the programme.   | Focus on Synergy of the whole team.  |
|                              | <b>Event Pack Down</b>            | Working from the Pack Down plan.<br>Re stack all seating   | Manage the Pack-Down team for the event, allocation of tasks.   | Demonstrate adaptive thinking.   |
|                              |                                   | Scrutineer/Sound/Numbers tables, all packed away<br><br>Sound system re-bagged and set for removal.<br><br>Signage/ curtaining/brochures, all packed away.<br><br>Venue checked, rubbish removed.<br>Windows and doors locked.<br><br>Cars packed and keys returned. | Take responsibility of completion of all tasks  | Design process improvement.<br><br>Demonstrate initiative to commence tasks as they come available.                            |
|                              | <b>Catering</b>                   | Confirm catering order and delivery time.<br>Check quantities are correct<br>Arrange payment and collect at designated time.   | Advise adjudicators and team individually of the catering delivery times.<br><br>Manage the delivery to meet the schedule of events.                          | Demonstrate adaptive thinking.   |
|                              |                                   |  |   | Design process improvement.<br><br>Demonstrate initiative to trouble shoot during event.                                       |

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|------------------------------|----------------------------|--|--|---|
| LEARNING CULTURE             |                            |  |  |   |
| LEVEL 1 SKILLS               | <b>Ticket Collection</b>   | Greet parents and students as they arrive at the venue.<br><br>Scan their tickets<br><br>Advise seating arrangements   | Manage Ticketing Team<br><br>Trouble shoot issues as they arise.<br><br>Liaise with security   | Identify areas of improvement.<br>Customer relations development<br>Handing brochures and programmes to parents on their way in or out.   |
| LEVEL 2 SKILLS               | <b>Posting the Results</b> | This role requires the liaison between the scrutineer and the Team Bays. Posting the next round results behind each bay so students can marshal themselves ready for the next event.   | Manage timing of the results coming out with a flow to each team bay in a methodical and orderly way.<br><br>Manage the Results team of runners to make sure they are                  | Focus on the synergy of the entire flow of the different teams, be aware that the scrutineering can either make the day flow easily or have bottlenecks.<br><br>Awareness of issues before they arise, watch the workflow from the scrutineers table. |
| LEVEL 3 SKILLS               |                            |  |  |   |
| LEVEL 4 SKILLS               | <b>VIP Ambassador</b>      | Ushering parents and answering questions as they arrive, direct them to the best vantage points.<br><br>Meeting VIP's by name and ushering them to the floor.<br><br>Providing School packages as required and seating allocations.              | Managing the seating capacity isn't overwhelmed in any area.<br><br>Manage seating teams to stay aware of issues and report back to your supervisor.                                   | Greeting VIP's with a smile and friendly discussion about what the program is all about.<br><br>Provide them with reference programmes or information about the facilities, where to eat, bathroom facilities.  |
| STUDENT PERFORMANCE MEASURES |                            |  |  |   |
|                              | <b>Floor Marshal</b>       | Leading students onto the floor in coordination with the other floor marshals.<br><br>Precision in where to lead the group onto the floor and spacing them out quickly and efficiently.  | Liaising with the Bay leaders to confirm the correct students and the correct numbers are ready to march on the floor.<br><br>Managing the Floor marshals and trouble shooting issues. | Be aware of the synergy of the event, listening to the compere, liaising with the Team Bay leaders, watching the other floor marshals.<br><br>Offering ideas of how to do the process better.   |
|                              | <b>Team Bay Leader</b>     | Managing the group of students in your charge. Maintaining behaviour respectful to the studios and their community. Advise when breaks are available. Managing the flow of students ready for the next event, marking them off the Team Bay roll | Building a rapport with the students in the bays. Maintain a respectful behaviour of the team.<br><br>Encourage them to work as a team to win the best bay awards.                     | Seamless transition for your bay to be prepared to go onto the floor and dance for each event.<br><br>Look for ways to improve the process.   |
|                              | <b>Camera Operator</b>     | Managing the video streaming camera operations.  |  |   |

# DANCESPORT CONFIDENCE ACADEMY EVENTS

|                              |
|------------------------------|
| LEARNING CULTURE             |
| LEVEL 1 SKILLS               |
| LEVEL 2 SKILLS               |
| LEVEL 3 SKILLS               |
| LEVEL 4 SKILLS               |
| STUDENT PERFORMANCE MEASURES |

| TASK                         | DELIVERY  | GROWTH   | EXCELLENCE  |
|------------------------------|---|--|---|
| <b>Compere</b>               | Run the event from the stage, requires public speaking skills and event management skill. Time management, trouble shooting.  | Liaise with the Music Technician, scrutineer and floor manager. Trouble shoot with these three people only, learn to work in a hierarchical process team.          | Identify areas of improvement.<br>Build your working relationship with your key people so you generate synergy.   |
| <b>Sound Technician</b>      | This role is managing the music, microphones, sound quality in the stands and the efficiency of the flow of the events and speed of music in each event.<br><br>Requires a pre-set playlist t and a full understanding of how the software works. | Working closely with the Compere and Floor Manager.  | Focus on the synergy of the entire flow of the event. You are the sound for all our audience, so the levels of volume and clarity are paramount.<br><br>Awareness of issues before they arise, watch the workflow from the Compere's stage. |
| <b>Scrutineering</b>         | Managing the software of all the results as they come out. A comprehensive knowledge of the system and how to trouble shoot.<br><br>Focus on the flow of the events and communication with the Compere and Floor Manager                          | Learning all you can about the software and the rules that run it.<br><br>Develop interpersonal skills to communicate under pressure.                              | Effortless flow of events and print outs of the results. Maintaining the integrity of the competition at all times.<br><br>Critical thinking under pressure.<br><br>Offer ideas for improvement to the system.                              |
| <b>Adjudicator Assistant</b> | Guiding adjudicators to be at the right circle at the right time, making sure their Tablets are functioning properly. Trouble shooting by rebooting tablets or replacing them, Liaising directly with the Floor Manager and Scrutineer.           | Liaising with the Scrutineer and Floor Manager, Interpersonal skills with the Adjudicators, making sure they know where to go at all times including their breaks. | Be aware of the synergy of the event, listening to the compere, liaising with the scrutineer, watching the other floor marshals.<br><br>Offering ideas of how to do the process better.   |
| <b>Floor Manager</b>         | This role is basically the ring master for all other roles. It is to maintain the flow of the event trouble shoot partner allocation issues. Management of all the other roles during the event.  | Develop communication skills. Manage workflow and remove bottlenecks before they arise. Develop working synergy with your leaders in each of the Level 3 skills.   | Clear communication skill. Inspire teamwork and synergy. Search for ways to improve the system and this role.   |

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|------------------|---------------------------|--|--|---|
| LEVEL 1 SKILLS   | <b>Partner Allocation</b> | Communication with students at your studio and allocating a dance partner through the collaborative software.                                | Communication with all studios and maintain the matrix of partnerships   | All students have a partner prior to the event. Further learning about systems improvement in this field. |
| LEVEL 2 SKILLS   | <b>Communications</b>     | Send out all communication via pre-designed group email to all parents and manage the responses with the relevant area of the event.         | Improved design of the group email process, maintain the social media pages with event updates.<br><br>Liaise with dance instructors on a regular basis that they are communicating the current information as it is required. | Constant improvement and understanding of the principals of communicating with large numbers of people.   |
| LEVEL 3 SKILLS   |                           |  |  |   |
| LEVEL 4 SKILLS   | <b>Event Leadership</b>   | Manage WHS meeting with instructors and event staff prior to the event.<br><br>Encourage leadership and synergy from all areas of the event. | Develop working relations with each area, before, during and after the events.<br><br>Further skill development of managing people and human resources.  | Leadership courses, Personal development.<br><br>Systems design and improvement.                          |
|                  | <b>Systems</b>            | Learn and understand all the systems functions of the company Events from Teacher development to scheduling the Programme.                   |  |   |
|                  |                           |  |  |   |