

CCSDL8

Manage expectations with participating individuals, groups, funders and partners



Overview

This standard is about managing expectations of people involved once the dance programme is designed or in design. There are many expectations to manage as everyone has a different idea about what dance is so there could be an advocacy role for your dance style and the way you deliver it.

There are also individual expectations about outcomes, for example, a beginner participant might have an unrealistic expectation of what their body can do, a parent may have unrealistic expectations of what their child can achieve, and a programmer might have an unrealistic expectation about the quantity of people that can be reached.

Whilst your participants need to understand your dance style and process of delivery, there may be others that need to as well, such as parents, support workers, funders or partnering organisations such as hosting venues. The clearer that you can be in this scoping stage the more trust will be built between yourself, your potential groups, and funders.

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Performance criteria

- You must be able to:*
- P1 Identify and negotiate financial and human resources for the dance programme to enable you to manage its scope with your stakeholders
 - P2 Manage the setting up of a dance programme meeting the needs of different stakeholders
 - P3 Manage budget, contractual, legal and copyright issues relevant to yourself and your dance programme
 - P4 Communicate across age groups and abilities in an inclusive and effective manner to set up and manage expectations of participants and supporting partner individuals or organisations

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Knowledge and understanding

You need to know and understand:

- K1 The importance of bringing your artistic, facilitative and negotiating skills to your dance participants and partner organisations
- K2 How to manage your fee, contracts, budgets, and relevant legal or copyright issues
- K3 What professional practice means and how you deliver it
- K4 How to communicate in person and inspire individuals and groups about your dance programme design, its process and values
- K5 The importance of presenting realistic outcomes for your dance programme
- K6 The importance of awareness of your skills so you can be honest with groups and partner organisations in recognising what you need additional support with to deliver a dance programme
- K7 How to involve and motivate partner organisations and individuals to support you with skills or resource gaps and develop their role
- K8 The importance of delivering a realistic route of achievement for the participants

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Additional Information

Glossary

Support workers - care professional or learning assistant that is providing specialist support or an apprentice who is shadowing your sessions.

Co-workers - collaborating artists that you may be sharing leadership with who are bringing their skills in dance or other art forms

Partner organisations and individuals are people you are working with who either give their time to supporting your sessions in their planning and evaluation and/or give their money to enable the sessions to happen. They might help with setting up the venue, providing marketing for you, helping you to measure the impact you have or by financing your sessions.

Dance programme can be any series of sessions, a term or an annual syllabus/programme, intensive one-off residencies, a performance project or mixture of all of these.

Professional practice refers to you being responsible for your conduct, and working in an ethical and transparent manner, which is relevant whether you identify yourself as working in a voluntary, amateur or paid professional role

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