

Let's Master The Basic Language of Hula Dancing and Have Fun Dancing

Keiko Yoshino

Joban Music Dance School, Spa Resort Hawaiians, Joban Kousan Inc.

Japan

1. Introduction

Spa Resort Hawaiians, where we work is in Iwaki City Fukushima Prefecture, which is known as "the south of narrheast" incooordination with the decline of the mining md-ustry, Japan's first theme parkuas opened in 1966. The theme is of Hawaii, the land of eternal summer, and the Park has total leisure facilities. The hotel has a 1300 guest capacity, with 1.5 million guests visiting annually. This yeas we are celebretng our 25H anniversary.

We ace the danciers in theHawaiian show. we dance everyday, and our motto is "we want to please our customers".

We have 2 QC circles, and complete 2~3 themes a yeas. when we won the 1988 Deming Prize, aur circles worked hard and were able to give circle presentations.



Spa Resort
Hawaiians

2. Reasons for Chosing Themes

During our lessons, our teachr uses the basic language(for steps, hand movements, edc.) and sows as how to move our bodies. we copy these to leasn the dances. Sametimes we don't understand the words or don't move coccectly, and these ace vague points, we chose as our theme the retearning of the basic language--mastering and understanding if--so that we car "express dances that will please our customers."

3. Activity plans

---Plans ---Enactment

	April	May	June	July
Choosing themes	--->			
Grasp current situation	---	---		
Analysis		---		
Enact measures			---	
Confirm Results			---	
Standardization and Reflection				---

4. Division of Duties

Leader	keiko Yoshino
Sab-leader	Tate
Secretary	Hashimoto
Data total	Tate Takagi
Meeting	Hosono

5. Workplace and QC-circles/Work content

				9am 12 18 20 21H				
Joban Music and Dance School	Dance department (15 members)	QC circles	Furorin (8members)	week day	lessons	Show		
	Singing department (1 members)		Silk Road (8members)	week-end/holiday				

(Each person does 19 to 20 dances a day)

Circle Name :	Furorin Circle	Started :	April 1, 1985
Our QC Circle consists of	8 members.	(Female :	8 Male : 0)
Average age of our QC Circle members is	20	(Youngest :	18 Oldest : 25)
QC Circle meeting takes place :	() after working hour	(✓)	during working hour.
QC Circle meeting is usually held	2 times per month.	One meeting takes	70 minutes.
Our QC Circle has already completed	9 subjects before this case report.		
Visual aids to be used in this presentation :	(✓) OHP	() Slides	() None
Company Location :	50 Warabidaira Jōban - fujiwara-machi , Iwaki - shi , Fukushima - ken Japan		

5. Grasping the Current Situation

2] The basic language used in the hula dances we learn.

① 18types (each indicates various hand motions and steps.)

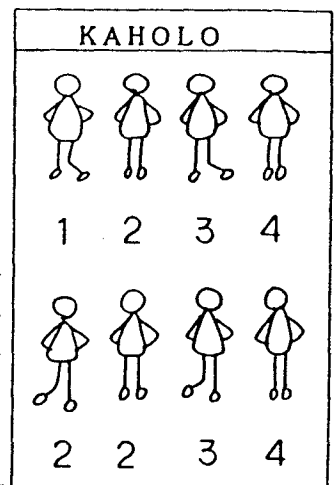
1	KAHOLO	4	HELA	7	KA'APUNI	10	KAWELU	13	SlidesKAHOLO	16	HA'A
2	KA'O	5	KOAKA	8	O	11	IMUA	14	HUKI	17	UWEHE
3	HULI	6	LELEUWEH	9	LELE	12	IHOPE	15	FRONT BACK	18	KALAKAUA

SIDE

③ Names of Hula dance songs and the times each uses the basic words

song names	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Pearly Shells	10	1			2	1		1	1				1		1	
Blue Hawaii	7	2			2											
Waikiki	3	5	1	1	2				1				1		3	1
Huki Luo Song	5			1	1											

② Examples of basic steps



3] Individual Knowledge of Basic Language

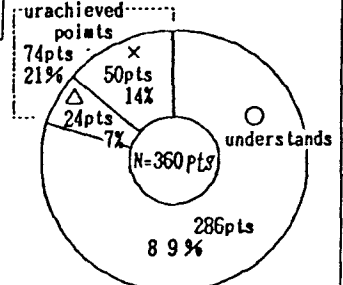
(understanding of words and dances by individual dancer)

① Individual check sheet and computation chart

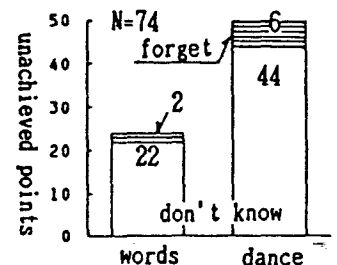
③ = understand (2pts) · ○ = forgets (1pts) · × = does not understand (0pts)

Points needed to reach 100% mistaken words (10 words)

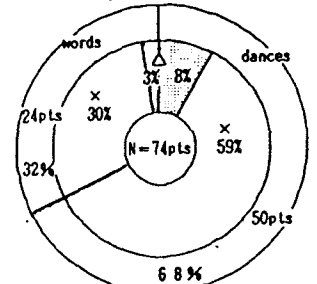
② Breakdown of achieved and unachieved points



③ Unachieved points for words and dances



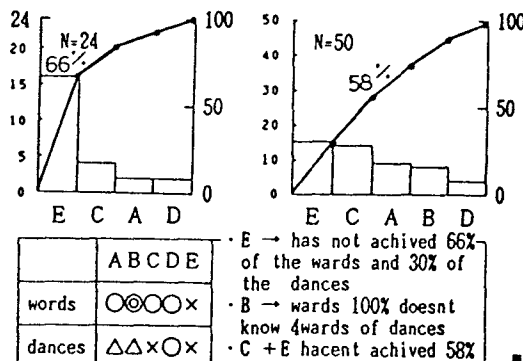
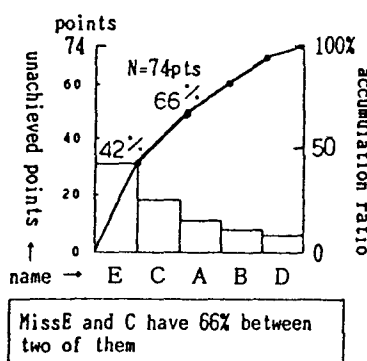
④ Percentages of unachieved (minus) points



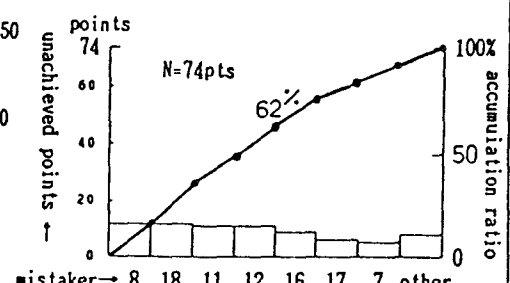
N	Basic language (18types)	Miss A		Miss B		Miss C		Miss D		Miss E		Total Points			Unachieved Points		
		words	dance	words	dance	words	dance	words	dance	words	dance	words	dance	total	words	dance	total
1	KAHOLO	○	○	○	○	○	○	○	○	○	○	15	15	30			
2	KA'O	○	○	○	○	○	○	○	○	○	○	15	15	30			
3	HULI	○	○	○	○	○	○	○	○	○	○	15	15	30			
4	HELA	○	○	○	○	○	○	○	○	○	○	15	15	30			
5	KOAKA	○	○	○	○	○	○	○	○	○	○	15	15	30			
6	LELEUWEHE	○	○	○	○	○	△	○	○	○	○	15	14	29	1	1	
7	KA'APUNI	○	△	○	○	×	×	○	○	○	○	13	12	25	2	3	5
8	O	○	○	○	×	○	×	×	×	×	×	11	7	18	4	8	12
9	LELE	○	○	○	○	○	○	○	×	△	△	13	14	27	2	1	3
10	KAWELU	○	○	○	○	○	○	○	×	×	×	13	13	26	2	2	4
11	IMUA	△	×	○	×	○	×	○	×	×	×	12	7	19	3	8	11
12	IHOPE	△	×	○	×	○	×	○	×	×	×	12	7	19	3	8	11
13	SlidesKAHOLO	○	○	○	○	○	○	○	○	○	○	15	15	30			
14	HUKI	○	○	○	○	○	○	○	○	○	○	15	15	30			
15	FRONT B.S	○	○	○	○	○	○	○	○	○	○	15	15	30			
16	HA'A	○	△	○	○	×	×	○	×	×	×	11	10	21	4	5	9
17	UWEHE	○	△	○	○	○	△	○	×	×	×	13	11	24	2	4	6
18	KALAKAUA	○	×	○	×	○	×	○	×	×	×	13	5	18	2	10	12
Sub-total		34	27	36	28	32	22	34	32	20	21	156	130	286			
Points		Total		6 1		6 4		5 4		6 6		4 1		2 8 6			
unachieved		"		2 9		8		4 14		2 4		16 15				24	50
minus pts		"		1 1		8		1 8		6		3 1				7 4	

⑤ Pareto diagram of individual unachieved points

a) computation by individual b) words c) dances



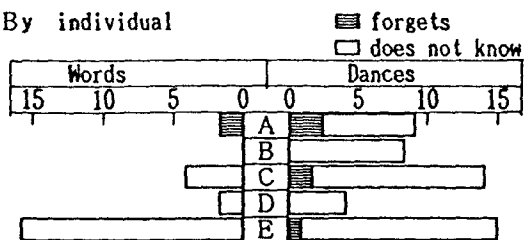
⑥ Pareto diagram of unachieved points for each word



7. Goal

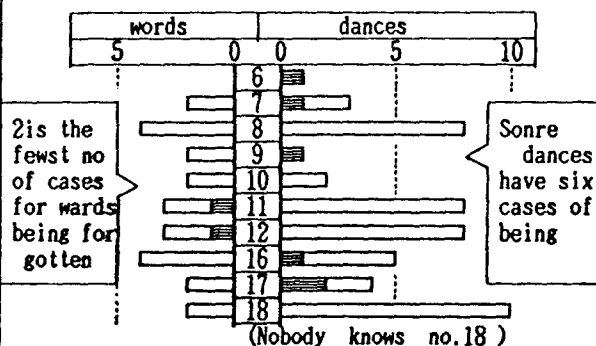
Cut minus 7 4pts in half
 - words 2 4pts → 1 2pts.
 - dances 5 0pts → 2 5pts.
 Total 7 4pts → 3 7pts.

② By individual



A forgats many things, Comd E don't know many things,

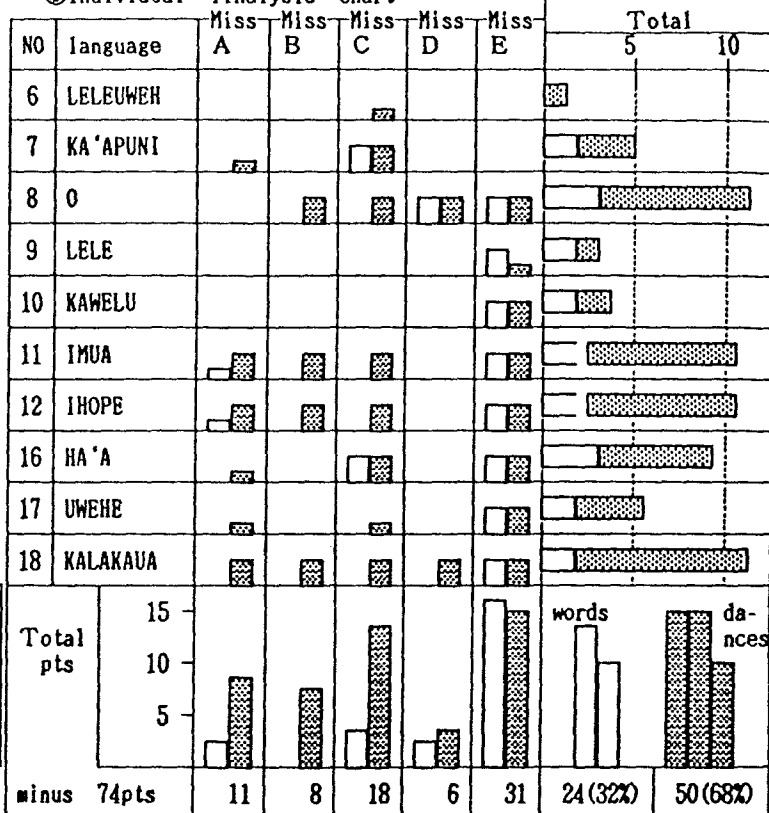
③ Errors by language item



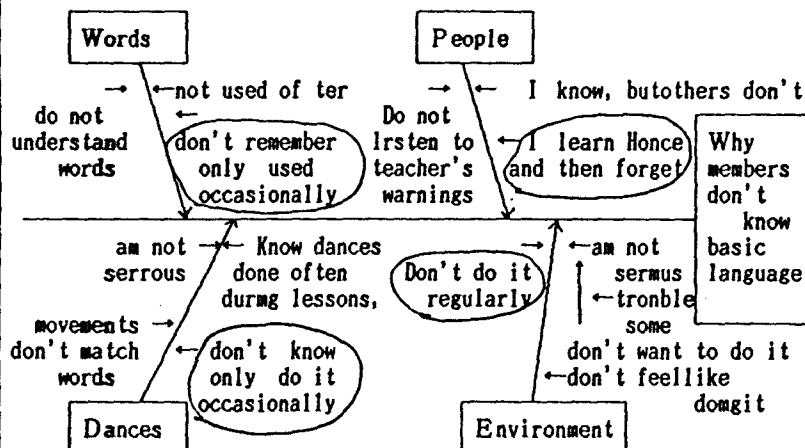
8. Analysis

1] Analysis of minus points for words and dances by language item.

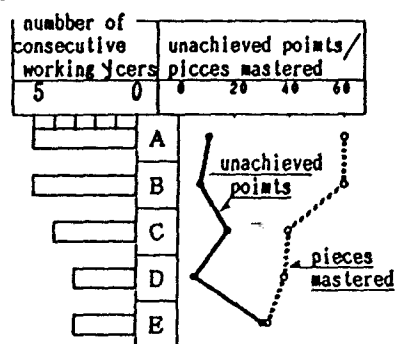
① Individual Analysis chart



2] Analysis by Characteristic Factor diagram



3] Identification-1 Relationship between number of years working and number of pieces mastered.



there is a relation - 3 members
 seems to be no relation - 2 members

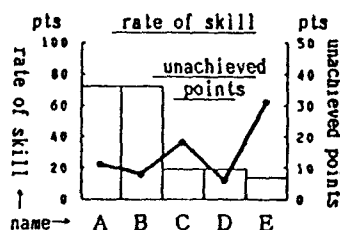
4] Identification-2 Relationship between mistaken language and individual level of skill

① Situation and revel of skill (rate of learning)

- ⊙ = 4 pts (very difficult/always used)
- = 3 pts (difficult/used sometimes)
- △ = 2 pts (so-so/not used often)
- × = 1 pts (simple/hardly ever used)

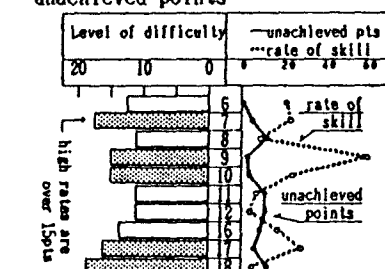
Mistaken language	difficultd	Step	Waist	Hands	Balance	no. of points	total points	Individual rate of skill		
								Miss	Miss	Miss
6	⊙	△	△	○	△	13	8	8	2	
7	⊙	⊙	○	○	○	17	7	7	4	
8	△	△	△	○	△	11	3	3	1	
17	⊙	⊙	△	○	○	16	9	9		
18	⊙	⊙	⊙	⊙	△	18	1	1		

②



The rate of skill corresponds to the no. of unachieved points
 Miss D, however, has a low rate of skill and a small no. of unachieved points.

③ level of difficulty rate of skill, unachieved points

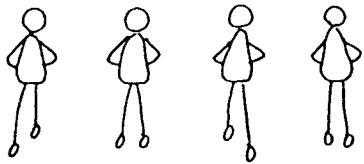
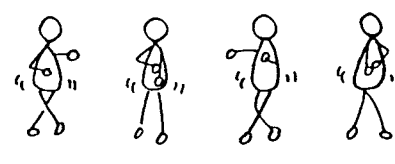
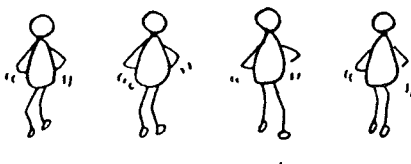


Difficulty level doesn't always mean a high no. of unachieved points, NO.18, however, has a high difficulty level, many unachieved points, and a low rate of skill (lack of practice).

9. Measures

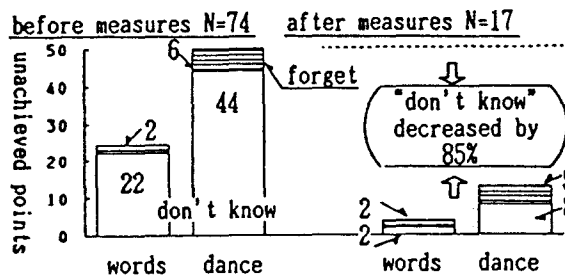
Situation	Factors	Measures	In-charge	When
1 Δ Forgotten · not learned perfectly · minus points are high corresponding with level of difficulty, (especially with dancers who have worked fewer yaers.)	- lack of lessons - have infrequent lessons - don't take time for basic education	- Have regular lessons for mistaken language (10 items) - special drills for C and E - always practice pieces with high levels of difficulty	Yoshino Kusano	Every Monday
×	Don't know at all.	Have never learned it.		
2 - learned by oral dransmission, so offen forget (very forget ful) - mistaken timing for entrances.	- No manuals (diagcams)) - lack of practice (don't like it) - don't take it seriously as work. - poor reflexes	- Make a manual (dance diagrams) - passout to - practice alone - give advice to each other	Yoshino Kusano	Early June

【 Basic language Manual (steps, waist, hand movements) 】

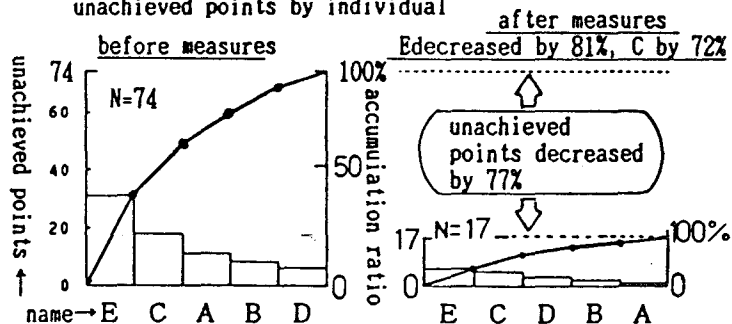
HELA	O	KALAKAUA
 ↓ 0 0 0 0 ↓ 0 0 0 ↑ 0 ↑	 21 34 56 87	 ↓ 0 0 0 0 ↓ 0 0 0 ↑ 0 ↑
		12 34 65 87

10. Lonfirmation of Results

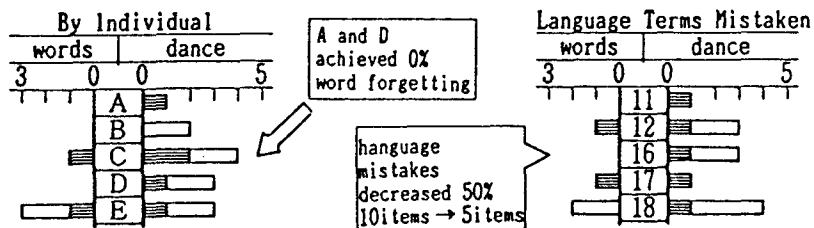
1) Comparison of wordand dance points where not achieved



2) Pareto diagram of unachieved points by individual

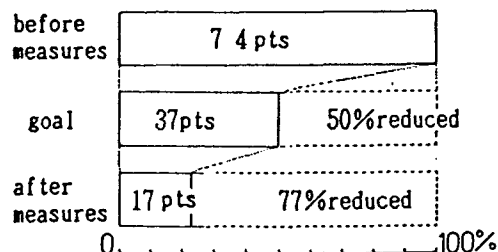


3) Graphs of Individual Results for Forgetting language and Not knowing



4) Goal Achievement

(lompelately reached)



5) Intangible Results

- Everyone, especially C and E, are pleased with dance diagrams and being able to practice on their own.
- Everyone in the circle is pleased with C and E's results, all rejoiced together
- Dancing is fun now that they know the basics.

11. Braking measures Standardization

- Diagrammed manual is displayed in the lesson room,
- The skill level of each person is checked (by leader)
- New language is added to manual (by leader)

12. Reflections and Future Plans

We can't be happy just because we have made improvements.
We believe that it is our job to master the dances 100% and satisfy our customers as much as possible throgth QC-circle activities we plan to keep working hard at our daily lessons.