



February 7, 2013

Dear Friends!

We hope you enjoy this week's edition of the Newsflash! **Firelight is now open for Letters of Inquiry in Tanzania.** Please see the content below for details!

Sincerely,

The Firelight Team

(Call for Letters of Inquiry) Firelight Foundation - Organizations Improving Learning Outcomes for Children in Tanzania
(Resource) How to Develop a Performance & Work Plan

(Call for Letters of Inquiry) Firelight Foundation - Organizations Improving Learning Outcomes for Children in Tanzania

If your organization is a charitable organization working to improve learning outcomes for pre-primary and primary school children in TANZANIA, Firelight Foundation invites you to send a letter of inquiry and provide us with basic information about your organization. We will give particular priority to organizations working in the Moshi/Arusha, Iringa, Mbeya, and Morogoro regions. We will accept applications from outside of those regions.

Under this funding, we seek to identify organizations that are focused on improving children's learning by creatively engaging family and community to help children to succeed in school, while also building a stronger relationship between what is happening in-school, outside of school, and what happens at home. Over a period of three years, Firelight will work closely with organizations to demonstrate the effectiveness of their innovative approaches to improve learning outcomes. Firelight will facilitate adoption of the most effective approaches among a network of community-based organizations.

Please submit your letter of inquiry by February 18, 2013. Please forward all letters of inquiry via mail, fax, or e-mail to:

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Please forward this to any organization you think is eligible. The full guidelines for the letter of inquiry can be found here: http://www.firelightfoundation.org/files/1513/5829/7843/Firelight_LOI_guidelines_TANZANIA_-_final.pdf

How to Develop a Performance & Work Plan

The following steps will take us through the process of developing an employee workplan:

1. Identify Key Result Areas (KRAs)
2. Clarify competencies
3. Clarify organizational standards
4. Identify professional development needs
5. Establish performance goals
6. Develop a work plan
7. Establish a process for communication, coaching, and giving feedback relative to plan.

What are KRA's?

Key result areas are the major functions and areas of accountability that the person is responsible for accomplishing throughout the year. Within each KRA there are a set of specific job duties and tasks that need to be accomplished to achieve the desired result.

What are Competencies?

Competencies are the professional skills required to perform a job role. Competencies describe the contributing factors that enable employees to function in their role capacity, such as knowledge, skills, and other professional characteristics or attributes. Managers will refer to competencies during a

performance review process to evaluate how well an employee fulfilled their role requirements according to exhibited effort.

Core values are universal competencies that apply to every employee in the organization. All employees will be evaluated on these competencies.

Examples:

- **Professional Integrity:** We are honest and ethical in our professional work and relationships. When in public, we behave in such a way that reflects positively on the organization, and on our community collaborators and partners.

- **Respect:** It is essential to honor different opinions, styles, genders, races, classes, ages, countries of origin, political affiliations, sexual orientations, religions, and abilities. Respect is reflected in the way we treat our clients, ourselves, and members of the community. We value the ideas, beliefs, and opinions of others, whether or not we agree with them.

Role-specific competencies are defined based on the role or department to which an employee may belong. These role-based competencies promote consistency across the job group.

What are Standards?

Performance standards state the conditions that will exist when the job is performed acceptably in terms of quality, quantity, time, cost, impact, and process or method of doing. They are generally based on the organization, not the person in the job. They are different from specific goals which are set for an individual, and change over time, rather than the job. They enable individuals to differentiate between acceptable and unacceptable results.

Examples:

- **Follow through:** Enter all donor communications data within one week of contact.
- **Good Communication:** Check in with principal of each school to update them on program status and issues within the first week of every month during school year.

What are Goals?

Goals are specific achievements or personal development objectives assigned for a given time period (monthly, quarterly, bi-annually or annually) and, if applicable, given a priority or weight relative to other assigned tasks.

Goals help every employee in an organization understand what is expected of them to be successful in their job. The goals that an employee and their manager

create are specific objectives relevant to the job, and are designed to help employees grow in their career. During performance reviews, employees are evaluated and rated on these goals to determine how successfully they've met performance expectations.

Examples:

- Secure \$30,000 in funding for after-school program this year.
- Enroll at least 250 children in after-school program this year.
- Facilitate one volunteer training each quarter this year.

S.M.A.R.T. Goals

SMART goals clarify what and when, not how or why. They clarify roles and responsibilities so everyone who reads the goals can fully understand the scope and accountability. They identify accountability for task completion. Every SMART goal should have the following five characteristics.

S

Specific: A single key result to be accomplished; clarifies what and when

M

Measureable: The metric and expected performance level/result (e.g. percent increase, completion of project)

A

Attainable / Achievable: The goal is attainable; can you actually accomplish the goal?

R

Relevant: Employee has control and the ability to effect; aligned with organizational strategic goals

T

Time-bound: Expected completion date or when the goal will be achieved

How to Develop SMART Goals

1. Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Specific is the What, Why, and How of the SMART model:

WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc. WHY is this important to do at this time? What do you want to ultimately accomplish? HOW are you going to do it?

To set a specific goal you must answer the six "W" questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

2. Measurable

A measurable goal tells the employee exactly what is expected so there is no opportunity for confusion. Words such as better, excellent, or high-level are not measurable. Your definition of these words may not be the same as others'. There are two ways to measure whether a goal has been met: quantity and quality.

Quantity: Quantity indicators include hard figures such as numbers of youth enrolled, or funding in dollars or percentages. Quantity measurements may be expressed in one of the following ways:

- As a known standard, such as a "response time of 24 hours."
- As a comparison, as in "15% increase over previous year," or "not to exceed 5% over previous years' budget." Be sure to include the comparison indicator with a percentage or ratio (such as "reduce operating expenses by 15% compared to last year").
- As a ratio or percent that can be tracked over a given period, such as "less than 5% turnover."

Quality: These are conditions that indicate a result has been achieved. You can use

either a comparison or a known standard. To decide whether to use a quality measurement, ask how will I know when it is achieved? An example of a quality measurement is complying with all conditions as outlined in the organizational employee handbook or treating all clients and staff respectfully and compassionately as defined by organizational principles.

3. Attainable:

Both the supervisor and the employee must agree that this goal is reasonable and within the employee's job description.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

Goals you set which are too far out of your reach, you probably won't commit to doing. Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best.

A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you. The feeling of success which this brings helps you to remain motivated.

4. Relevant:

To be relevant a goal must represent an objective toward which you are both willing and able to work. The goal must be within the employee's control and ability to influence the outcome. The goal should be aligned with the organizational strategic goals and the employee should understand how his/her goal contributes to organizational success.

5. Time-bound:

Time-bound goals include a target date or a specific time period in which to meet the goal. Examples include:

- By the end of the review period
- By the end of the quarter or year
- Every month
- Every time
- On an ongoing basis

Sample Workplan

Employee Name: Maria Manager		Supervisor Name: Sara Supervisor	
Employee Title: Program Manager		Supervisor Title: Program Director	
Time Period: 2011		Date: 01-15-11	
Key Result Areas:	Desired Outcomes: (SMART Goals or Standards)	Timeline	
1. <u>Manage After School Program</u>	<ul style="list-style-type: none"> Schedule workshops; at least 2 workshops in each of the following topics: <ul style="list-style-type: none"> College, employment, drugs and alcohol, conflict resolution Recruit qualified presenters with at least 4 or more years in area of expertise Review and update curriculum with program staff before scheduling workshop. Decrease attrition; 	<p>12 to 18/year</p> <p>2 per quarter</p> <p>By June 2011</p> <p>Ongoing</p>	

	maintain returning youth attendance at or above 85%.	
2 <u>Information and Referral</u>	<ul style="list-style-type: none"> • Respond to information requests within at 24 hours. • Conduct review of I & R data sheet for accuracy; update according to new legislation • Ensure referrals are appropriate for youth services as measured by client survey sheets. 	<p>Ongoing By Dec. 2011</p> <p>Quarterly</p>
3 <u>Outreach</u>	<ul style="list-style-type: none"> • Regularly contact each primary school during school year • Distribute newsletter to all schools • One in-person presentation at each school 	<p>every 2 months</p> <p>Monthly</p> <p>Sept. thru Nov.</p>
4. <u>Admin and Operations</u>	<ul style="list-style-type: none"> • Ensure timesheets are timely and accurate • Attend monthly staff meetings • Attend quarterly program managers meetings • Employee work plans are completed and annual reviews 	<p>end of day of the first work after the 1st and 15th of ea month</p> <p>December 2011</p>

	conducted	
Professional Development	Desired Outcomes: (SMART Goals)	
1. <u>Increase conflict resolution knowledge</u>	<ul style="list-style-type: none"> Attend conflict resolution seminar Conduct train-the-trainer for rest of program staff 	Q1 Q2
2. <u>Enhance knowledge about nonprofit boards</u>	<p>Attend organization’s board meetings</p> <p>Debrief with program director about observations, questions, etc.</p> <p>Get mentor match with current board member</p>	3/year By June By Dec.

As part of the Firelight Foundation’s Capacity Building Program, Firelight provides “Newsflashes” to share relevant resources and information with our active grantee-partners via weekly emails and via post on a monthly basis. We hope that by facilitating access to information for grassroots, community-focused organizations, programming for children and families, as well as organizational development, is enhanced. Past editions of the Firelight Newsflash can be found on our website: <http://www.firelightfoundation.org/newsflash.php>. We welcome your comments, feedback and ideas for upcoming Newsflashes at newsletter@firelightfoundation.org.

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