

SERVICE DELIVERY EXCELLENCE PROGRAM

The Civil Service Commission (CSC), as the central personnel agency of the government is the main driving force in ensuring efficiency, effectiveness, courtesy, integrity, and morale in the bureaucracy. The passage of the Anti-Red Tape Act (ARTA) in 2007 reinforces its mandate to help enhance the delivery of public service as a critical component of good governance as well as economic and political development.

No doubt, the focus of bureaucratic reform is always the people. The people we serve everyday are our customers. Creating a customer service ethos throughout the civil service is the compact that the CSC wants to inculcate in every civil servant in every corner of government.

To pursue related reform programs, the Service Delivery Excellence Program (SDEP) is an important undertaking of the CSC which will provide advice to agencies, capacity building and support services to improve public service. More significantly and more specifically, the SDEP is there to assist government agencies to streamline the operations of their basic frontline services as well as other core functions.

SDEP is aimed mainly to:

- change the way we see and treat our customers; and
- provide tools and techniques to improve public service delivery

Specifically, SDEP is intended to:

- prepare the participants to become change facilitators to assist government agencies and local government units to review and streamline their systems, structures, strategies, and capacitate their staff

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PROGRAM SCHEDULE

DAY 1

8:30 -- 9:00 am	Registration
9:00 – 10:00 am	Before the Training (Preliminaries) Introduction of Participants
10:00 – 10:15 am	Coffee/Tea Break
10:15 - 12 nn	MODULE 1 Service Delivery Excellence Program Model Activity 1 : Snapshots of Public Service Delivery
	Lecture 1 : What is SDEP?
12:00 nn – 1:30 pm	LUNCH
1:30 – 2:00 pm	Lecture 2 : CUSTOMER
2:00 – 3:00 pm	Lecture 3 : STRATEGY Activity 2 : Workshop on Improving Service Standards
3:00 – 3:15 pm	Coffee/Tea Break
3:15 – 5:30 pm	MODULE 2 Organizational Structure Activity 3 : Case Study: The Maharlika Experience of Doing Business

DAY 2

8:30 – 10:00 am	Lecture 4 : STRUCTURE
10:00 – 10:15	Coffee/Tea Break
10:10 – 12 nn	MODULE 3 Organizational Staff and System
	Lecture 5 : STAFF
12:00 nn – 1:30 pm	LUNCH
1:30 – 3:00 pm	Lecture 6 : SYSTEM
3:00 – 3:15 pm	Coffee/Tea Break
3:15 – 5: 30 pm	Activity 4 : Streamlining Template

DAY 3

8:30 – 10:00 am	MODULE 4 SDEP Action Plans
10:00 – 10:15 am	Coffee/Tea Break
10:15 – 12:00 nn	Activity 5 : Workshop on SDEP Action Planning
12:00 nn – 1:30 pm	LUNCH
1:30 – 3:00 pm	Continuation: SDEP Action Planning
3:00 – 3:15 pm	Coffee/Tea Break
3:15 - 4:00 pm	Continuation: SDEP Action Planning
4:00 – 5:30 pm	SDEP Key Players and Functions SDEP Course Evaluation Awarding of Certificates

BEFORE THE TRAINING

PRELIMINARIES

I. INTRODUCTION

The Introduction covers the following:

1. The **Prayer** and the **Singing of the National Anthem**
2. **Introduction** of the Resource Persons and the **recognition** of the training staff.
3. **Welcome** by the Agency Host (organizer of the training) through their Head of Office or agency representative to provide general perspective about the training.
4. From the standpoint of the CSC, the **rationale** for the SDEP is explained by the SDEP Facilitator/Resource Person. Integral is connecting SDEP with the relevant components in the CSC Mandate, the ARTA, RA 6713 and the MTPDP.
5. The **program schedule** is also presented (or printed as part of the training kit).
6. The **house rules** are likewise read to the participants while other house rules (which are not mentioned) may be obtained from the participants. Suggested house rules include:
 - Attendance checking
 - Assignment of group members based on the agreement of Resource Person/s and the participants (e.g., to do session introduction, recap, unfreezing exercises, report of unusual incident, among others)
7. The **Training Evaluation** (in cartolina) shall be posted in a conspicuous place in the training area, identifying the various sessions vis-à-vis the resource person/s. The ratings of the participants using “smiley” is placed side by side with the specific session and resource person.
8. The **Freedom Wall** to write their reflections, learning, reactions, comments, questions, either positive or negative. In other words, the participants can write anything.

9. ***Aking Alitaptap*** (Journal Template). After the discussion of each session and/or module, personal reflections about the subject or topic are immediately written. Personal reflections include what struck and affected the participants most about the topic. This includes new insights or fresh perspectives, paradigm shifts, among others. The participants are given 5 minutes to reflect on the preceding topic. Two-three (2-3) volunteer-participants shall be asked to share learnings or reflections after each lecture.

II. OBJECTIVE / EXPECTATION SETTING

The aim of SDEP is two-fold:

To develop a pool of:

1. **SDEP Change Facilitators to assist and support government agencies to streamline their services within work units; and**
2. **SDEP Facilitators to train government agencies to develop their own change facilitators who will improve service delivery**

The SDEP Facilitators as change agents shall assist the agency in implementing SDEP. Clarification and emphasis are made showing the harmony between the ARTA and the SDEP process and other related reform programs of the government and the CSC.

After the training, the SDEP Facilitators shall endeavour to explain that the participants are expected to champion the cause of improving service delivery and operations in their respective agencies. In effect, the participants are transformed as agents of change with the blessing of their respective agencies.

NOTES TO THE SDEP FACILITATORS:

The abovementioned objectives of the SDEP are meant for CSC.

Eventually when the CSCROs run the SDEP training in the regions, the objective of the SDEP training is to develop a pool of agency change facilitators who will undertake the change process in these agencies on their own or with the help of the CSCRO SDEP Facilitators/Trainers.

The Training of SDEP Facilitators (or ToT) shall be conducted by the CSC Central Office SDEP Facilitators. The SDEP-trained Facilitators from the CSCROs shall conduct SDEP training to develop a pool of agency change facilitators who will improve service delivery in their respective work units.

Aside from the abovestated objectives, it is helpful to elicit from the participants their expectations about their attendance to the program, the SDEP facilitators and training staff, and the program itself, among others. A summary of participants' expectations shall be made. The outputs shall be revisited towards the end of the program.

III. TRAINING PREMISES

The training adopts certain "Premises" to live by as well as the "rudiments" for the training as a way to effectively deliver the training and maximize learning for both the SDEP Facilitator and the participant-learners.

1. Respect the opinion and position of others

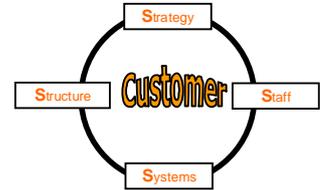
No one has a monopoly of knowledge. Everyone is free to express one's opinion and position. And differences in opinion should be expected. It is important to value the differences *in* and *of* opinion and position taken by others. Multiple voices are the real meaning of democracy.

2. Excellent customer service is everyone's personal interest

Those in government should work for efficiency, productivity, integrity, courtesy, and morale, the cornerstone of good governance. This is excellent customer service personified. We care for our customers, and the bureaucracy and we live by the ethos of customer service which simply means, "public service".

NOTES TO THE SDEP FACILITATORS:

The Training Premises (in cartolina) shall be read to the participants. The participants may also be asked to add to the premises.



MODULE 1

SERVICE DELIVERY EXCELLENCE PROGRAM MODEL

LEARNING OBJECTIVE:

At the end of the session, the participants will be able to:

1. Discuss why there is a need to develop a culture of public service excellence
2. Change the way we see and treat our customers
3. Identify and explain the elements of the SDEP Model
4. Integrate gender, integrity and human rights principles and concepts and how they affect service delivery

RESOURCES NEEDED:

- PowerPoint presentation
- OHP
- Photos/ footages/ images
- Manila paper
- Pentel pens
- “*Aking Alitaptap*” (Journal Template)
- PASADA Survey Form

NOTES TO THE SDEP FACILITATORS:

As part of priming, snapshots of public services are shown. These are snapshots of positive and negative examples of services.

The Facilitator shall group the responses into 4 columns (namely, Strategy, System, Staff and Structure). And under them are the positive and negative examples.

From the inputs and/or responses of participants, the Facilitator shall classify them but will only label these responses in the end.

As an added perspective, gender and human rights questions shall be integrated in the discussion. Trigger questions may be asked to the participants, such as:

- 1. Are women victims too?***
- 2. Are customer service systems friendly to women and persons with disability? Why?***
- 3. Are women and children the most vulnerable victims during floods? Why?***

A co-Facilitator is needed for this activity to assist the Facilitator.

ACTIVITY 1:

Snapshots of Public Service Delivery

	STRATEGY	SYSTEM	STAFF	STRUCTURE
Positive				
Negative				

Steps:

1. The Facilitator shows snapshots or examples of public services to the participants
2. After they have viewed the snapshots, a question is asked of the participants: *“What struck you most from the pictures?”*
3. Questions on gender and human rights shall also be incorporated in the discussion. Sample question includes: *“Why should we focus on women, children, marginalized groups, among others?”*
4. The participants are asked to write their responses in a metacard. The Facilitator asks the participants about their responses and posts metacard on the board based on the Table/Column above without labelling the responses.
5. The Facilitator processes the responses (in metacard) and ask participants to label responses. After the participants have labelled their responses, the Facilitator either provides the correct labelling based on the Table above or validates the participants’ responses (if correct).

NOTES TO THE SDEP FACILITATORS:

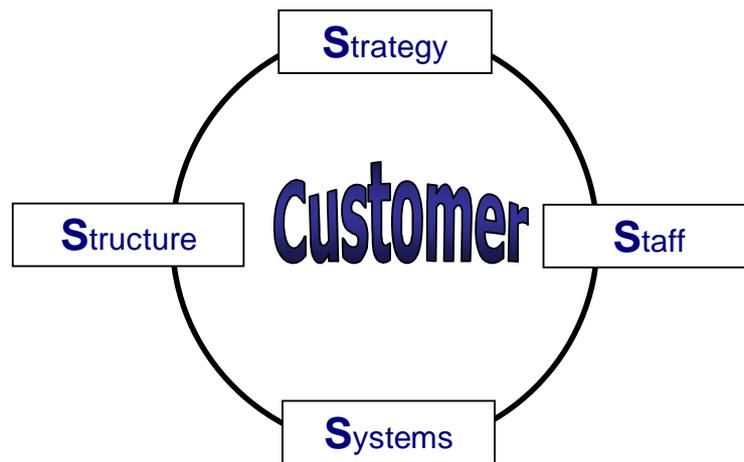
After finishing the processing of Activity 1 (Snapshots of Public Service Delivery), the Facilitator starts the lecture on SDEP.

The Facilitator may say:

“Now that we are acquainted with four (4) elements: Strategy, System, Staff and Structure, we are ready to discuss the model behind these 4 elements”

LECTURE

Presentation of the SDEP MODEL: THE 4 S



Service Delivery Excellence Model: The Meaning of the Four (4) S

Service Delivery Excellence is the alignment of organizational systems with quality people and management practices to achieve the highest level of customer service.

Customer/Citizens

The primary focus of the service delivery model. Everyone in the organization is either working directly for a customer or is working to someone who is providing customer service.

Strategy: The integration of actions to address customer needs including identification of customer service priorities.

Structure: The best configuration for the organization to be totally customer focused.

Staff: The major resource an organization has in achieving quality customer service

System: The mechanical processes we use to deliver our services

WHAT IS SDEP

SDEP provides a process to deliver greater productivity by identifying key customer services and by streamlining systems and procedures to deliver these services.

- ◆ **Effective service delivery must be the primary objective of all governments and the basis of performance measurement. However, with diminishing resources and higher expectations of customers, improvements must come from greater productivity and efficiency from within government agencies themselves.**
- ◆ **The challenge is to improve and broaden services within existing or diminishing resources.**
- ◆ **The primary goal in streamlining services is to achieve the best possible services for customers in the most efficient way.**

SDEP BENEFITS

The SDEP process aims to improve service delivery through the participation of the people most involved.

Benefits of the SDEP process to agencies include:

- Reviewing and improving service delivery systems and procedures
- Developing a consistent approach to service standards across the agency
- Providing customers with clearer expectations through a customer service charter
- Aligning agencies and their people with customers' needs
- Reinforcing a process of continuous improvement in customer service

NOTE TO SDEP FACILITATORS:

Additional explanation on the “SDEP Model” above may be included. The Facilitator may say:

“As a process, the circular flow of the SDEP module connotes that the process has no end and no beginning. It may start anywhere.”

ARTA PROCESS

Commitment to Customer Service Excellence	■ ■ ■ ■ ►	<i>Agency Head</i>
Development and Installation of the Citizens Charter	■ ■ ■ ■ ►	<i>Agency Task Force</i>
Citizen’s Charter Performance Review	■ ■ ■ ■ ►	<i>Agency Task Force and SDEP Facilitators</i>
SDEP Action Plan	■ ■ ■ ■ ►	<i>Agency Task Force and SDEP Facilitators</i>

- 1. Front Line Services**
- 2. Customer Priorities**
- 3. Current Systems and Procedures**
- 4. Current Structures and Job Design**
- 5. Current Staff or Service Provider**

Improvement Plan	■ ■ ■ ■ ►	<i>Agency Task Force and SDEP Facilitators</i>
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Commitment to SDEP must initially come from the Agency Head with equal support from all levels of management within the agency. The SDEP strategy will be implemented through the CSC with the support of the SDEP Change Facilitators.

STRATEGY

NOTES TO THE SDEP FACILITATORS:

Before the lecture on “Strategy”, the Facilitator shows the SDEP Model, and points out the “Strategy”.

The definition of Strategy is revisited as:

“The integration of actions to address customer needs including identification of customer service priorities.”

The Facilitator adds:

“Understanding Strategy begins with understanding organizational culture.”

ORGANIZATIONAL CULTURE OF SERVICE EXCELLENCE

Organizational Culture

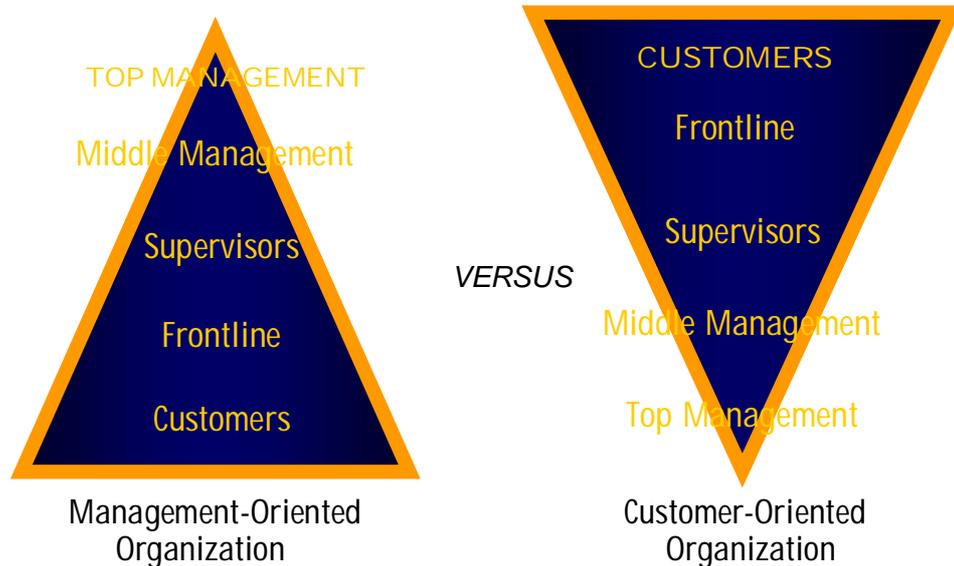
The culture of an organization is summarized by the statement *“It’s the way we do things around here”*.

Explicit culture includes the policies, procedures, statements, dress code, and projected image of the organization in its promotional materials.

Implicit culture is the often unstated beliefs, shared gossip, tradition and norms that permeate the organization. Norms such as “We don’t like to disagree with the boss” are usually known by everyone, but not openly stated.

Organizational culture can have a significant impact on customer services. The culture of some organizations is such that people in the organization believe that pleasing senior managers is more important than meeting customers’ needs.

Ideally, an organization should focus on the customer as the reason for its existence and that its systems and procedures must have a customer priority not an organizational self-interest.



Customer-oriented organizations do just that. They focus on the customer as the most important reason for their existence. They effectively balance the agency's focus on customers with the need for efficient processes

Creating Customer-focused Service Standards

Service standards are performance indicators which specifically focus on the processes around customer service and are defined as either quantitative or qualitative.

Quantitative : Turn-around or response time

Qualitative : Speedy, honest service, gender-responsive, HR-based

NOTE TO SDEP FACILITATORS:

After discussing the topic on "Creating Customer-focused Service Standards, Activity 2 (Workshop on Improving Service Standards) shall follow.

ACTIVITY 2:

Workshop on Improving Service Standards

NOTES TO THE SDEP FACILITATORS:

The examples (below) will be shown to the participants and they will be asked to enhance further the examples into service standards.

The format in PowerPoint presentation shall have 2 columns, one column for the examples and another column for the proposed service standard.

SAMPLE SERVICE STANDARDS	PROPOSED SERVICE STANDARDS
1.	
2.	
3.	

Steps:

1. The participants shall be divided into 4 groups.
2. Each group shall work on improving the service standards below.
3. The Facilitator asks the 4 groups to present their outputs.

Sample Service Standards:

- a. Request for a certified copy of CSC Resolution in 10 minutes by an authorized party
- b. Issuance of Certificate of Appearance in 5 minutes
- c. A government ad says: "Preference in hiring male engineers"
- d. The DSWD is looking for "female social worker"

- e. Queuing for e-passport, priority is given to:
1. elderly
 2. pregnant women
 3. VIP

NOTES TO THE SDEP FACILITATORS:

At the end of the session, the Facilitator emphasizes that there is always room to improve existing service standards and the need to revisit them as often as needed.

Public Service Customer-Oriented organizations emphasize both a people-focused and a systems- approach. They achieve this by:

- Focusing primarily on the customer not on the organization
- Being customer-driven, and not product or technology-driven
- Adding value to every customer interaction
- Valuing customer service as the responsibility of everyone, not just of frontline staff.

Customer

NOTE TO THE SDEP FACILITATORS:

Before the lecture on “Customer” the Facilitator shows the SDEP Model, and points out the “Customer”.

WHO ARE OUR CUSTOMERS

Customers are people who use or may need our services. There are two types:

- External – are the outside recipients of our services, like the general public.
- Internal – are our co-employees, e.g., the customers of the finance or personnel offices are our internal customers.

Stakeholders are different from customers. They are people and organization who have an impact on the success of the organization and may include internal and external customers.

Identifying our Customers

While we must strive to treat customers as individuals, it is sometimes useful to identify the types of customers we frequently or infrequently deal with.

Customers can be identified in a multitude of categories:

- By the service or product we provide (birth certificates, hospitals, etc.)
- By their locality (metropolitan, regional, north, south)
- By their level of need (high, medium or low priority)
- By the type of service required (information, guidance, payment)
- By the frequency of access
- By the level of risk of customers (unemployed – high risk, employed-low risk)

Analyzing the Needs of Our Customers

What the customer needs should be the focus of the organization.

To assess customers' needs, we need to consider:

- What outputs, services or products do the customers need?
- How well our outputs, services or products meet customers' need?
- How our outputs, services or products should be improved to meet customers' need?

Using Customer Surveys for Timely and Necessary Feedback

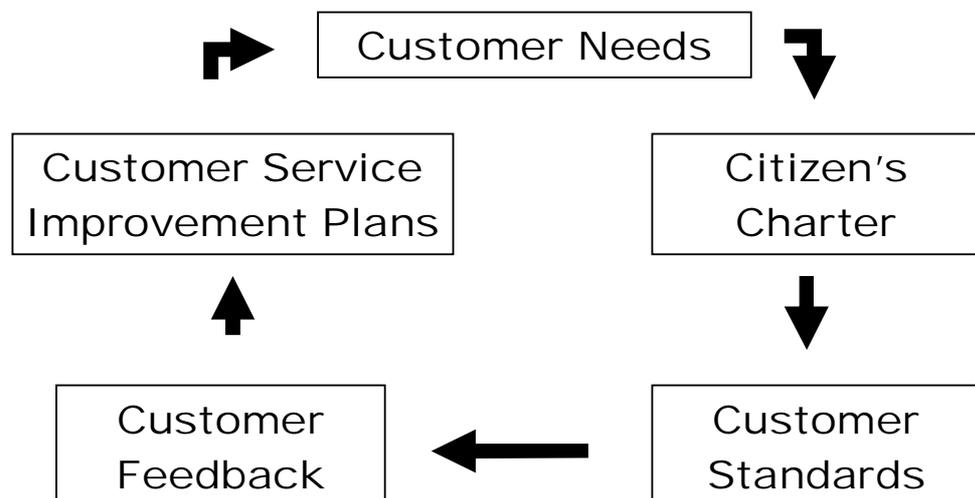
Consultative forum may be used as a pro-active approach to identify expectations and needs of customers.

Some techniques in customers' needs analysis:

- Report Card Surveys
- Interviews
- Observations
- Sampling
- Feedback forms

Sample: Provide PASADA Form as an example of customer survey/feedback form.

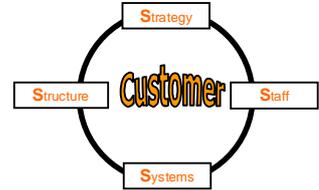
SDEP Flowchart



NOTES TO SDEP FACILITATORS:

The Facilitator reviews the objectives and asks the question “Did we achieve the objectives?”

The above question shall be asked by the Facilitator at the end of the Module or before the “Alitaptap” portion.



MODULE 2

ORGANIZATIONAL STRUCTURE

LEARNING OBJECTIVES:

At the end of the session, the participants will be able to:

1. Describe organizational and job structures
2. Include gender, integrity and human rights principles and concepts

RESOURCES NEEDED:

- PowerPoint presentation
- OHP
- Manila paper
- Pentel pens

ACTIVITY 3

Case Study The MAHARLIKA Experience of Doing Business

Objectives:

1. To describe organizational and job structures
2. To list down the activities involved in the process and improve further the process
3. To draw the physical layout of the customer service center and suggest how they can be improved
4. To identify customer complaints and recommend ways/strategies to address these complaints
5. To include in the discussion human rights, gender and integrity principles and practices

Steps:

1. In small groups, nominate a facilitator and a feedback presenter. (Use Manila paper to prepare your groups' response to this exercise).
2. Read and analyze the case (1 hour)
3. Discuss the following scenario which is presented from a customer's experience and respond to the Guide Questions (found after the case).

Case Study

The MAHARLIKA Experience of Doing Business

BACKGROUND

Maharlika is one of the most progressive and multi-awarded LGUs in the country. This is due partly to its thriving and well-intentioned leadership and ably-managed local governance.

A key to Maharlika's economic ascendancy is how its business processes are administered. Maharlika prides itself with its BPLO (Business Processing and Licensing Office) systems and procedures. It is claimed that it is *"an excellent attribute in its business program governed with strategic approach as business friendly and customized in doing business in the city"*.

Among its key functions and services are:

- Issuance of Business Permits / License for new businesses
- Renewal of license to operate
- Issuance of occupational permit required for all workers in restaurants, eateries, beauty salons and health spas before working in the city
- Approval of Business Retirement Application
- One-Stop-Shop, in cooperation with national agencies, is set up at the City Hall Quadrangle during business permit renewal period of January 1-20 for the convenience of the taxpayers.
- During renewal period, Order of Payment is released within three (3) days after filing.
- Delivery of Order of Payments after January 20.
- Operation *Sara* every 3rd quarter of the year is conducted to those operating without business license and business with violations.

For its BPLO, the application for new and renewal of businesses follows the same sets of procedures. The flow chart shows:

1. Receiving window
2. Evaluation, Assessment and Billing
3. Payment to Treasury
4. Preparation of permit
5. Releasing of Business Permit, Plate and Sticker

On the other hand, its retirement application flow chart is made out into two sets of procedures. Those with “**no tax due**” are composed of the following procedures:

1. Receiving window
2. Inspection
3. Approval
4. Releasing of Approved Retirement

Those with “**tax due**” are composed of the following:

1. Receiving window
2. Inspection
3. Evaluation, Assessment and Billing
4. Payment to Treasury (Teller)
5. Approval
6. Releasing of Approved Retirement

Its Occupational Permit Application flow chart shows the following:

1. Receiving window/encoding
2. Payment to Treasury Teller
3. Printing and approval
4. Releasing of Permit window

Living through Maharlika’s Business Process

Felipe Calamares went to the City Hall to lodge an application to register his new business. When he arrived, he was given a registration form and told to take it to the Business Processing and Licensing Office (BPLO).

While walking towards the area, a number of signages greeted him but was unable to immediately locate the BPLO. On his way to the building, there were two (2) queues in front of the windows with the sign “Registration”. He asked people in the queue if ‘this was for registering new businesses but they weren’t sure. On reaching the window, he asked to register his new business and was told that he would have to go to the next building as this window was for registration of births, deaths, and marriages.

He found the right window with no queue which had the sign Business Processing and Licensing Office and presented his registration form. The personnel-in-charge gave his registration form a number then asked Calamares to take a seat as the registration needed to be passed to the Billing Officer to calculate the fee.

The person-in-charge at the Treasurer's Office returned 10 minutes later to say that the Billing Officer needed more information about his expected business turnover to be able to calculate the fee. He gave the information and the personnel returned 5 minutes later and asked him to go to the Cashier in the queue he had first waited in to pay the fee and to bring the receipt back to be marked against his registration.

He paid the fee, returned with his receipt and was then informed that he would have to go to the Business Processing and Licensing Office to check if his business name was available for use. He found the relevant office but there he was told that the name was not acceptable as it was similar but not identical to another registered business.

He argued that his business was very different from the other one and two other personnel came over to discuss the problem. After much discussion, they said that it was not their decision and that they would need to check with the manager.

Calamares waited another 15 minutes until the manager invited him into the office to explain if he wanted to raise an objection, he would have to write to the Head of the Business Processing and Licensing Office for a decision and that this could take up to a week depending on the availability of the Office Head.

He left the office unsure of what to do.

GUIDE QUESTIONS:

1. Write down the steps that Mr. Calamares went through in applying for a new business permit.
2. What are the problems encountered by Mr. Calamares? Identify Mr. Calamares' complaints and recommend ways/strategies to address the problems/complaints.
3. Draw or design an improved City of Maharlika customer-focused frontline area.

NOTES TO THE FACILITATORS:

“The Maharlika Experience in Doing Business” is the only case to be used for Module 2 to respond to the objectives of Modules 2, including Module 3.

Using guided questions, the case will be used to explain further the 4 S. More clearly, after the presentation/group report, the Facilitator shall enrich the discussion through a mini-lecture of related topics.

At the start of the lecture on “Structure”, the facilitator pinpoints the “S-Structure” from the SDEP Model.

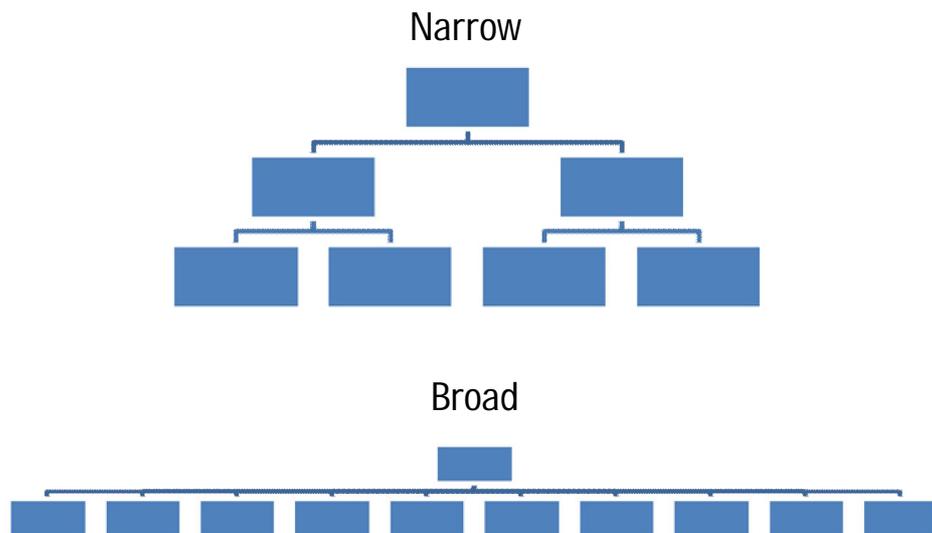
STRUCTURE

LECTURE

Structure

The structure of an agency or work unit has a significant impact on the quality of service delivery. Streamlining these structures is necessary to achieve the most efficient services possible.

Broad and narrow structures serve different purposes. A broad structure has a large number of people reporting to few supervisors and is also known as a *flat structure*. Narrow structures, on the other hand, are taller with fewer people reporting to supervisors and are known as *hierarchical structures*.



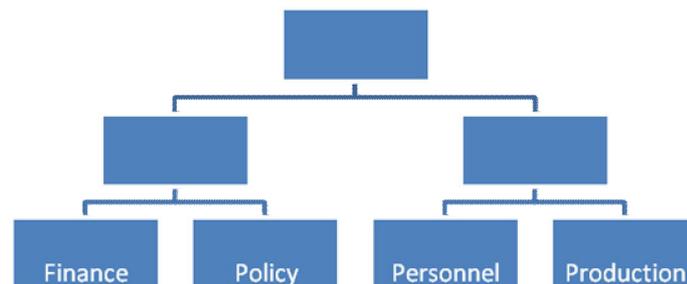
Policy and research organizations tend to favor a narrower hierarchical structure where people often work best in small teams. There is a risk, however, that hierarchical organizations become too hierarchical and bureaucratic, slowed down by the many levels of hierarchy.

High output organizations tend to favor the broader flat structures especially those required to deliver the same service to many customers. This is the typical structure of a fast food outlet where customer satisfaction is dependent on receiving the same product at the same standard every time. Service delivery excellence aims to reduce unnecessary layers of hierarchy.

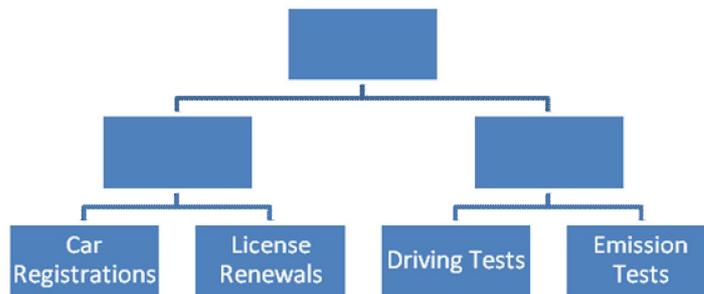
Organizational groupings are identified by the titles given to offices within an agency. It is important for customers to be able to identify the service they need from the title of an office. For example, a hospital which treats emergencies in a unit title '*Patient Care Unit*' would cause confusion if patients were unable to quickly identify where to go in an emergency. The title "*Emergency Room*" would tell patients that they can expect emergency treatment and not child care services. Office titles must focus on the service customers are seeking.

The other advantage of having an office title directly related to customer needs is that the staff working in the office will have a better focus on customer's needs.

Functional and regional groupings more often describe the organization's needs rather than the customers' needs. Functional areas such as Policy Unit or Finance Section tend to explain the organization's priorities more than the customer's priorities. They are also often remote from customer service areas yet they are a vital part of customer services.



Customer focused groupings are directly focused on the customers needs and agency outputs. They are readily identified by the customers themselves. In customer-focused structures, responsibility for a specific service usually rests with one group of people who have full control over delivery of the service.



SERVICE DELIVERY OPTIONS

One-Stop-Shops are conveniently located centers where customers can access all services offered by an agency. One-Stop-Shops have staffs who are highly experienced with high levels of responsibility in the provision of several services.

Service-Centers are places where agencies come together in one building to provide a range of services. Service Centers provide the most convenience for customers and are beneficial to agencies particularly in regional areas where the demand for services may be low but diverse.

Service Kiosks are another form of service delivery. They are touch-screen computers which are placed in convenient customer locations such as in agency reception areas and shopping malls. These touch-screen computer terminals provide information or personal details when relevant customer identification is entered. In addition to service kiosks, customers are increasingly able to access agencies through the internet. From home computers, they can find out information, complete applications and pay fees through electronic lodgment.

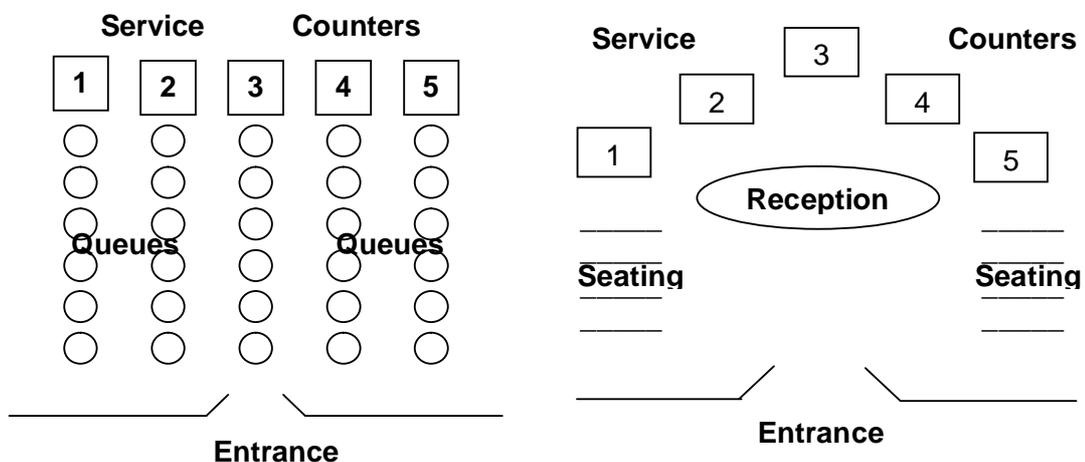
Service Agents provide services on behalf of a government agency. A bank may accept payments on behalf of an agency, a Post Office may provide and accept registration forms from an agency, or an airline office may accept and pass on visa applications to the relevant agency.

DESIGN OF CUSTOMER SERVICE FACILITIES

The design of a customer service facility provides the most significant impression of an agency particularly for first-time customers. A perception of an agency's competence and professionalism is formed as a customer walks through the door. Well-designed facilities are built around customer awareness, people flow, and comfort.

Customer awareness is promoted through clear signs, information display boards, and personal guidance. People should be able to identify where to go and what process to follow as they walk into the facility. Information brochures and forms should also be visibly displayed.

People flow must enable customers to move directly to service areas without confusion or risk of moving across or blocking the path of other customers or staff. Clearly designated areas such as service counters, waiting areas, and bathrooms to avoid confusion and interruption to staff. A centrally positioned receptionist can manage the people flow by checking if forms are adequately completed, advise waiting time, providing a customer call number, and directing people to seating.



Comfort is the most important aspect of customer service facilities particularly if customers are required to wait. To achieve a pleasant and reassuring environment, consideration needs to be given to:

- cleanliness and brightness including good illumination
- adequate and comfortable seating
- tranquil décor such as wall pictures, pot plants, and windows
- tidy facilities including bathroom, cigarette bins, counters for completing forms

JOB DESIGN

Quality service excellence aims to have few levels of hierarchy or decision-making by delegating as much responsibility as is feasible to front-line operators. One way to achieve this is through job design.

Job enlargement or horizontal loading is the addition of similar duties to a position. For example, by adding photocopying and stamping envelopes to the duties of a customer counter position increases the workload but not necessarily the level of responsibility. The additional duties are of a similar nature.

Job enrichment or vertical loading is the addition of higher-level responsibilities to the position. By adding more decision-making and money responsibilities to a customer counter position adds higher levels of responsibility. This is often achieved by delegating responsibilities down from higher positions.

Service delivery excellence aims to streamline procedures through a balance of job enlargement and job enrichment. Some examples of job enrichment are to:

- From natural units of work
- Set own performance goals
- Plan & coordinate own work
- choose own work methods
- monitor own process
- monitor own service standards

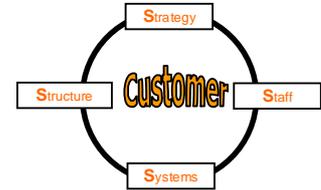
Whole jobs are those that include all aspects of a service. While it is not always possible to have one person doing everything, service delivery improves when staffs are able to make decisions and manage whole processes with limited referral to others.

Maintain own records and reports	increase variety of tasks	Increase level of responsibility and challenge
Handle own receipts, payments	include auxiliary and preparatory tasks add inspection of work	increase obvious relationship between tasks
Engage in higher level decision making and problem solving		add direct contact with clients and ultimate users

NOTE TO SDEP FACILITATORS:

The Facilitator reviews the objectives and asks the question “Did we achieve the objectives?”

The above question shall be asked by the Facilitator at the end of the Module or before the “Alitaptap” portion.



MODULE 3

ORGANIZATIONAL STAFF & SYSTEM

LEARNING OBJECTIVES:

At the end of the session, the participants will be able to:

1. Show the vital role of staff in achieving quality customer service
2. Identify customer complaints and apply customer service techniques to address these complaints
3. Map and analyze internal processes
4. Design customer service facilities and service delivery options
5. Apply process streamlining techniques
6. Integrate gender, integrity and human rights principles and practices

RESOURCES NEEDED:

- PowerPoint presentation
- OHP
- Manila paper
- Pentel pens
- “Aking Alitaptap” (Journal Template)
- PASADA Survey Form

NOTES TO SDEP FACILITATORS:

As part of the transition spiel, the Facilitator directs the participants to the SDEP Model and cites the remaining Ss.

STAFF

LECTURE

Staff: The major resource an organization has to achieve quality customer service

Staff Contributions to Customer Service

***It is not enough to give good service,
customers must perceive
that they are getting good service.***

Various studies have found that organizations lose most customers because of staff indifference to their needs. In government, staff indifference creates bad reputation of the public towards government. The major customer complaints are:

- Job not done right
- Too slow
- Too expensive
- Indifferent personnel
- Unqualified personnel
- Lack of courtesy

Rapport with customers is the basis of service delivery excellence. To build rapport, it is important to train customer service staff in customer skills. These include:

- Projecting the right image for your organization
- Talking with customers not at them
- Maintaining a two-way flow
- Not jumping to conclusions
- Giving the feeling of things being well handled
- Avoiding jargon
- Being positive

Communicating with customers requires skills in listening, questioning, paraphrasing and responding. Effective use of these skills develops rapport and trust with clients.

Customer contact usually follows a common process, however, this process needs to be flexible, genuine and in accordance with a customer's requirements. There is nothing worse than being treated as a standard customer and not as an individual.

Greeting – a warm welcome 'Good Morning. How can I help you?'

Listen – people like to be listened to and are often reluctant if they feel unheard

Clarify – what is needed, use open questions if further clarification is needed

Reply - provide information and ensure all questions have been addressed

Check understanding – ensure there are no further questions

Sign off – goodbye

Handling Complaints is daunting for many customer contact officers. However, with the right attitude and approach, complaints can be managed effectively and can provide useful information.

In handling complaints, consider the following steps:

- Make it easy for people to complain
- Listen to the complaints without becoming defensive
- Ask questions – what the customer expected, suggestions for improvement
- Act quickly and with goodwill to solve the problem
- Take positive steps to prevent a recurrence

Effective customer service starts and ends with the customer service staff. Their response is critical to the image of the agency and the satisfaction of the customer.

Knowledge, Skills and Attitude (KSA) is a mix of technical capacity, competency and right motivation that the service provider carries in performing the job and serves as vital ingredients in attaining overall service delivery excellence.

ACTIVE LISTENING

Benefits of active listening include:

- Builds rapport
- Shows empathy
- Encourages contributions
- Encourages people to solve their own problems
- Encourages self-direction, self-sufficiency
- Provides leaders with broader background information
- Brings out creative approaches and solutions

Questioning is another very important element of facilitation techniques. There are many types of questions, but we will initially concentrate on closed and open questions.

Closed questions receive a response of “yes”, “no” or a specific piece of information. It typically starts with “Are you, Have you, Will you”.

Another form of a closed question is to ask for specific information such as “What is your name?” A response to this question is normally precise and specific.

Be wary of asking too many closed questions as they can intimidate and make you sound like an interrogator. They may also result in the responder withholding information while you the questioner do all the talking.

Open questions, on the other hand, encourage people to explain themselves more fully. Open questions typically start with “How, why, when, where or what” and seek an opinion rather than specific information. This provides the questioner with much more information than a closed question while developing a stringer climate of trust.

Indirect questions are another type of question which is used to either summarize what someone is saying or to encourage someone to continue to talk. An example of an indirect question is “What did you do then? Or “So you say that is was not your responsibility?” This type of question encourages people to continue to speak without interruption.

Paraphrasing is saying back to others in your own words what you think they have said. It allows for clarification and encourages people to continue.

- ‘Let me see if I have understood what you have said.’
- ‘If I understood correctly, you said...’
- ‘In summary then, you are saying...’

Facilitators generally find that effective use of open questions, indirect questions and paraphrasing can produce a good facilitation process.

system

LECTURE

Systems

A **System** or **Process** is a group of connected and interdependent activities which transform a set of inputs into desired outputs.

Inputs include people, information, equipment, and technical knowledge (hospital inputs: nurses, doctors, medical supplies, equipment, medicines)

Transformation is the change that occurs to the inputs in the process (hospital transformation: health treatments and procedures)

Outputs are the desired goods, services the customer receives (hospital outputs: treated patients)

Outcomes describe the impact of outputs: (hospital outcomes: healthy patients and a healthy community)

Aligning Processes with Priorities

Efficiency is doing things the right way.

Effectiveness is doing the right things.

For example, we may be good at cleaning up the office and we may do it very efficiently. However, are we being effective if we are cleaning the office while customers are waiting. We may be efficient at cleaning the office, but we will be effective by attending to customers.

Effectiveness is focusing on things that directly address the agency's priorities e.g., customer service. If an agency's priorities are based on an accurate analysis of customers' needs, then services based on these priorities should be more effective across the agency.

In reviewing systems and processes, it is important to balance efficiency with effectiveness. An efficient process must also continue to be effective. That is, does the process help the agency address its current priorities?

Systems Analysis

To improve a system, it is necessary to look at the inputs, transformations and outputs to check that they continue to address the original intention of the system in the first place. To analyze a system, it is important to review the following:

- Purpose of the system
- Number of steps in the system
- Value of each step
- Decision making points
- Cost of maintaining the system
- Improvements to the system

Streamlining Techniques

For convenience and to simplify our discussion, we will draw a distinction between system and process.

PROCESS – a limited number of activities or steps in a sequence. An agency's services are made up of many processes such as the enquiry process, the payment process, and the complaints process.

System – many processes that make up a significant function. A financial system is an integration of processes to handle payments, receipts, budget estimates, audits, etc.

An **Activity List** identifies the activities or steps undertaken in a process. Provision of a service involving an application could involve the following steps:

Activity	Responsibility	Current Duration	New Duration
A. Greeting the customer B. Checking the application for accuracy C. Checking for prior applications D. Registering the application E. Approving the application Returning the application to the customer			

Mapping a sequence can be done in many ways depending on the complexity of the process. A simple process can be mapped as a chain of events, that is, the sequence of steps or activities in the process.

Where several processes inter-relate or overlap, the relationship between the processes can be identified by showing connecting steps and activities.

Streamlining

Streamlining a system or process is reducing the number of steps to the minimum necessary to produce and maintain a quality output and outcome. The goal in streamlining is to reduce the quantity, time and cost of process steps to the minimum necessary to achieve an efficient yet quality service. Examples of streamlining may include reductions in any of the following:

TIME

- Time for customers to complete application forms
- Time for staff to check information
- Data entry time
- Response or turn-around time
- Time to move correspondence and forms between offices
- Duration of telephone calls (average number of minutes per customer)
- Duration of office meetings (one hour maximum)
- Duration of customer interviews
- Duration of total customer service process time

QUANTITY	COST
Number of steps	To customer <ul style="list-style-type: none"> • waiting for response (time is money) • obtaining and copying supporting documentation • travel (distant or inconvenient service location) • postage, fax, courier, email
Number of forms	
Number of interviews	
Number of decision makers	
Number of telephone calls	
Number of staff involved in the process	
Number of approvals	To organization <ul style="list-style-type: none"> • administrative overheads (e.g., salaries, facilities, etc.) • staff time (average staff salary) • cost per customer • cost of support services (e.g. training, transport)
Number of signatures	
Number of questions (on forms, in interviews)	
Number of office meetings	

The aim in streamlining is not to reduce quantity, time and cost for their own sake. Streamlining aims to reduce costs while maintaining quality service. In streamlining, we need to ask the question, **'Is everything we do really necessary to provide quality service?'**

Backlogs occur when either the process slows down or the process cannot handle the level of customer demand for services. Backlogs occur for several reasons including:

- Customer demand happens in peaks and troughs (e.g. More people use public transport during weekends or holidays)
- Insufficient staff to handle the demand for service
- Staff absences (e.g. Staff sickness or leave during peak periods, or staff lunch break during the busiest time of the day)

- The organization's seasonal peaks (e.g. All customer renewals due on the same date)
- The process time for each customer is unpredictable (e.g. Pursuing legal action)

Contingency Planning is anticipating problems such as backlogs and taking action before they occur. Some contingencies to address backlogs may include to:

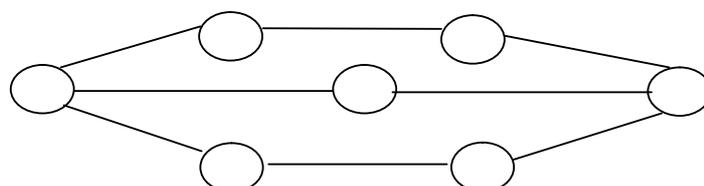
- Identify periods of peaks and troughs
- Have access to other or additional staff during backlogs (e.g. Less busy staff or temporary staff)
- Allocate part of the budget to access additional resources during backlogs
- Stagger customer deadlines

Process Re-Engineering uses process maps to develop efficient and effective processes. There are many approaches to process re-engineering including critical path analysis.

Critical Path Analysis

Critical Path Analysis identifies the longest or the critical path in the process. If the longest part of a process is reduced, then the overall process is shorter. For example, if the longest part in applying for the Computer-Assisted Test (CAT) is lining to secure an application and having it processed, shortening the time for other parts of the application will make little difference to the overall time.

However, if we find ways to reduce the critical path, which is lining to secure an application and having it processed, then we will shorten the application time. Solutions may include making on-line the CAT application reservation and only those with reservations are processed.



NOTES TO THE SDEP FACILITATORS:

Before the start of the lecture, the SDEP Facilitator shows the SDEP model, emphasizing on the “Staff”. The Facilitator defines the “Staff” from an earlier definition as: “the major resource an organization has in achieving quality customer service.”

STREAMLINING TEMPLATE

REVIEW PROCESS

1. Frontline Services	
Identify (up to 10) current frontline service programs, projects, services, or major activities.	
2. Customer Priorities	
Identify the customer service priorities <ul style="list-style-type: none"> • Based on number of requests/customer demands • Based on number of complaints 	
3. Current Structure and Job Design	
Describe the structure <ul style="list-style-type: none"> • Is it broad or narrow? • Functional/Regional grouping? • Customer-focused grouping? • Is there a need for job enlargement? Job enrichment? Or whole jobs? 	
4. Current Staff or Service Provider	
Describe the current staff or service provider <ul style="list-style-type: none"> • Knowledge on the technical, legal, and/or administrative requirements of the job or 	

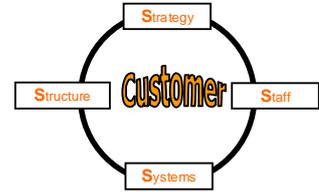
<p>service being provided</p> <ul style="list-style-type: none"> • Accuracy, completeness and speed in providing the service • How customer is dealt with (i.e., responsive, courteous, sensitive to the needs of customers, gender sensitive, fair, among others) 	
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<p>5. Current Systems and Procedures</p>	
<p>Identify and map current processes</p> <ul style="list-style-type: none"> • Pick a particular process and map it (in manila paper) • Identify ways to improve the process; consider the following: <ul style="list-style-type: none"> ✓ Number of steps ✓ Costs of maintaining the process 	

NOTE TO SDEP FACILITATORS:

The participants whose agencies have installed their respective Citizen’s Charter may just list down the frontline services in the Streamlining Template. Those participants without Citizen’s Charter may respond to the questions or answer the problems based on what they perceived are their agency customer priorities.

In the end, the Facilitator reviews the objectives and asks the question “Did we achieve the objectives?”



MODULE 4

SDEP ACTION PLANS

LEARNING OBJECTIVES:

At the end of the session, the participants will be able to:

1. Facilitate SDEP Action Plans
2. Discuss SDEP Key Players and their functions
3. Identify strategies and techniques to accomplish SDEP Action Plan

RESOURCES NEEDED:

- PowerPoint presentation
- OHP
- Manila paper
- Pentel pens

LECTURE

SDEP Action Plan

In the SDEP process, continuous improvement is achieved through service delivery improvement plans which are anchored on the SDEP Action Plan. A SDEP Action Plan identifies the proposed actions and commitments to improve customer service delivery.

A SDEP Action Plan sets the priorities for the agency to improve service delivery, identifies the necessary areas to prioritize, completes the steps or sequences required, identifies who is responsible for taking the action and sets a target date for completion of the action.

NOTES TO SDEP FACILITATORS:

In Activity 4 below, the Facilitator emphasizes that the participants shall work on their respective office's customer priorities which they will present to their head of office when they return from the SDEP training.

It is critical to identify the key team members (or SDEP Task Force) in the agency who will be responsible in pushing the customer service improvement and the planned actions.

Current priorities are existing customer services that a particular agency is implementing. Examples of current priorities are those frontline services in an agency Citizen's Charter.

Development Opportunities are areas for improvement or issues and concerns relative to the single or collective customer priorities that need to be addressed.

Streamlined Steps contain the list of smaller actions or activities that make up a customer service in a logical and/or sequential manner.

Resources invariably cover the budget needs, people who are responsible for the service and equipment.

Timeline includes the series of deadlines to complete the streamlined or desired improvements.

Monitoring is identifying significant activities or milestones (deliverables or performance indicators) from which the implementation of a customer priority will be evaluated.

ACTIVITY 5

SDEP ACTION PLANNING

Steps:

1. Individually or in groups, the participants prepare their agency/office/division's SDEP Action Plan.
2. Each group shall present their outputs to the plenary.

CURRENT PRIORITIES	DEVELOPMENT OPPORTUNITIES	STEPS	RESOURCES (Budget/Person Responsible Equipment)	TIME LINE	MONITORING

SDEP KEY PLAYERS AND FUNCTIONS

SDEP KEY PLAYERS	COMPOSITION AND CRITERIA	ROLE/FUNCTIONS
<i>Champion</i>	Head of Agency	Commits to customer service excellence/SDEP
		Will pursue the implementation of SDEP with vigor and enthusiasm
<i>Change Facilitator</i>	Has undergone the SDEP Training	Assist and support the agency in implementing SDEP (e.g. streamline services within work units)
	Believes in the SDEP, and Committed as a change agent Knowledgeable on the ARTA Knowledgeable on Project Management	Identify opportunities for improvement in the internal operations of the organization, strategize to gain acceptance for the need for change, and facilitate the development and implementation of the new processes or cultural changes.
<i>Project Team</i>	To be headed by the SDEP Change Facilitator <i>Members:</i> - HR Head/Director - Planning Head/ Director - Technical Staff MUST: - have good understanding of the SDEP process - have good documentation skills - be results-oriented, able to monitor Improvement Teams' Plans	This is the team that will support the SDEP process and ensure that activities are on schedule, changes/agreements discussed are followed through, and milestones are achieved. The SDEP Change Facilitator reports to the Champion and gets imprimatur from him/her.
<i>Improvement Teams</i>	To be composed of Unit Heads, Directors of Offices (primarily those with frontline services) Knowledgeable on systems, standards, and customer service Must undergo SDEP Training	This is the team that will manage the implementation of SDEP in its own Office. The important tasks of this team are: - Review of its service delivery system - Streamlining of its service delivery - Review/Formulation of service

		standards - Preparation of Service Improvement Plan Implementation of its Service Improvement Plan
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Networking and Mentoring

Networking is an effective way to communicate, learn and pursue goals.

In establishing a network, it is important to involve potential network members in the discussion around management of the network. The following questions assist with this process:

- What will be the purpose of the network?
- What will people gain from being a member of the network?
- Who will be invited to participate in the network?
- How will the network operate?
- How will people communicate across the network?
- How will network members give feedback on the effectiveness of the network?

Networks can be open or closed to members depending on their purpose. Closed networks tend to be for limited interest groups whereas open networks encourage broader participation. The benefit of the open network is that it enables the promotion of the network goals across more people and organizations.

Maintaining the momentum in a network is the most difficult part. Initial enthusiasm can wane quickly with members eventually losing contact. It is important to maintain contact with members even when little is happening. Without regular contact, people start to assume that the network is not functioning.

The level of participation in a network will also vary. Some network members will be happy just to belong and to be kept informed of the issues. Other members will want to take an active role in the network. Unfortunately, there is usually more of the former than the latter.

Mentoring is the process of supporting the development of individuals by aligning them in a mentoring partnership with people who are willing and able to support their development.

Mentoring can help people to acquire skills, increase confidence, widen perspectives, help avoid mistakes, and enhance their career opportunities.

Successful mentoring partnerships focus on development, maintaining regular contact, giving encouragement and showing appreciation.

Mentors need to be carefully chosen as not all people want to be or are suitable mentors. Some mentor characteristics to consider are:

- Willingness to be a mentor
- Commitment to make time to be available
- An understanding of the mentoring process and its boundaries
- A sufficient level of knowledge and skills to be of benefit to the mentee

WHAT SDEP CHANGE FACILITATORS SHALL DO AFTER THE TRAINING

PRESENT SDEP TO HEAD OF OFFICE

Presentation

- Arrange meeting with Head of Office
- Present SDEP Action Plan and propose the member of the SDEP Team
- Discuss benefits of SDEP

ORGANIZE THE SDEP TEAM

Facilitation

- Discuss team's availability
 - Issue Office Order for SDEP Team
 - Conduct Orientation to SDEP Team
- Develop an action plan on the team's involvement in the SDEP process

UNDERTAKE SDEP ACTION PLANNING TO CONCERNED TEAM

Facilitation

- Discuss the review process
- Formulate SDEP Action Plan per unit
- Approve SDEP Action Plan by Head of Agency

IMPLEMENT SDEP ACTION PLAN

Facilitation

- Check on Milestones/Performance Indicators
- Discuss priorities for improvement
- Set dates for follow-up and review actions
- identify performance indicators for improvements
- formulate an action plan

FACILITATE AGREEMENT ON THE FOLLOW-UP AND REVIEW PROCESS

Facilitation

- discuss the need for follow-up and review
- identify milestones and review points in the plan

NOTE TO SDEP FACILITATORS:

The Facilitator reviews the objectives and asks the question “Did we achieve the objectives?”

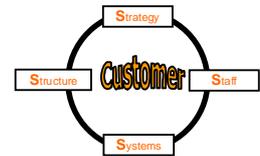
The above question shall be asked by the Facilitator at the end of the Module or before the “Alitaptap” portion.

After this portion, the participants will do the Personal Learning Agreement.

The Lecture and Activity on the Citizen’s Charter is attached as part of the Annex. The Facilitator shall determine to use the Lecture/Activity on Citizen’s Charter if the participants or majority of the participants have not been oriented on the topic. Otherwise, the said Lecture/Activity shall not be included.

ANNEXES

Service Delivery Excellence Program
Pre-test



SDEP Change Facilitators Workshop

Date: _____

	Low	Moderate	High
Knowledge of the SDEP Model	1	2	3
Knowledge of service delivery	1	2	3
Creating Service Standards	1	2	3
Mapping Internal Processes	1	2	3
Diagnosing Internal Systems	1	2	3
Skills in Streamlining Systems	1	2	3
Knowledge of Organizational Structures	1	2	3

Other Knowledge and Skills in preparing SDEP Action Plan and reviewing customer service and priorities

Personal Learning Agreement

What are specific skills would you like to develop during this workshop?

ACTIVITY 6

10 Things to Know about ARTA:
The YES or NO about ARTA

Steps:

1. The participants are arranged into four (4) groups.
2. Each group assigns a flag raiser with each group given a set of “green” and “red” pennants.
3. For each question, the group comes up with its answer and raises the corresponding pennants. (The SDEP Facilitator gives the correct answer and discusses the key learning points).

NOTES TO THE SDEP FACILITATORS: The SDEP Facilitator asks the “10 Things to know about ARTA” to test how well-versed the participants are.

The Facilitator cites specific provisions of ARTA on the creation of Citizen’s Charter (CC). Emphasis is also made on the need for IT support in all frontline service delivery in all government entities, like Citizen’s helpline.

Below are the questions on the Anti-Red Tape Act of 2007 (ARTA):

1. The law applies to all government offices that provide “*frontline services*”
2. The law limits the number of signatures of officials or employees directly supervising the evaluation, approval or disapproval of the frontline service to a maximum of five (5) signatures
3. The law requires all government offices to draw up a Citizen’s Charter which identifies the frontline services offered, the step by step procedures, the employees responsible for each step, the amount of fees, and the procedures for filing complaints in relation to the requests and applications.
4. The Citizen’s Charter must be posted as information billboards at the main entrance or most conspicuous place and in published materials.
5. The Law defines “fixer” as any individual whether or not officially involved in the operation of a government office who has access to people working therein and whether or not in collusion with them,

facilitates speedy completion of transaction for pecuniary gain or any advantage or consideration.

6. All applicants/requests for frontline services shall be acted upon no longer than five (5) working days for simple and ten (10) working days for complex transaction.
7. Denial of request for access to a government service shall be fully explained in writing, stating the name of the person making the denial and the grounds for the denial.
8. Public assistance desks should be set up in all offices and shall be attended to even during break time. All officers and employees transacting with the public should wear an ID or nameplate or other means of identification.
9. If a government agency fails to act on an application/request for renewal of license, permit or authority subject for renewal within the prescribed period, said permit shall automatically be extended until a decision is rendered on the application.
10. CSC shall conduct a survey of government agencies to check on the existence and effectiveness of the Citizen's Charter. CSC shall publicize the results in an annual report card survey and furnish the government agency concerned the result of the survey assessment, evaluation and/or observation

CSC MC 17, s. 2008

ANTI FIXER CAMPAIGN

FIXER - Any individual whether or not officially involved in the operation of a government office or agency who has access to people working therein, and whether or not in collusion with them, facilitates speedy completion of transactions for pecuniary gain or any other advantage or consideration

FIXING - An act that involves undue facilitation of transactions for pecuniary gain or any other advantage or consideration

Fixing and/or collusion with fixers in consideration of economic and/or other advantage is a major offense with the penalty of dismissal, perpetual disqualification from public service and imprisonment

NOTE TO THE SDEP FACILITATORS: Below is additional information to form part of the review to the participants on the installation of the agency Citizen's Charter.

6 Major Steps in Crafting the Citizen's Charter

For emphasis, the Citizen's Charter is set up by individual agencies containing the following:

1. The procedure to obtain a particular service;
2. The person/s responsible for each step;
3. The maximum time to conclude the process;
4. The document/s to be presented by the customer, if necessary;
5. The amount of fees, if necessary; and
6. The procedure for filing complaints.

Creating a Citizen's Charter: Steps

1. Identify and prioritize frontline services
2. Examine and document systems and procedures in delivering a particular service
3. Define standard procedures, fees and charges, and other requirements of the service
4. Formulate service guarantees or performance pledge
5. Establish complaints and redress mechanisms when service commitments are not fulfilled or when customers are not satisfied
6. Promote and market the Citizen's Charter to your stakeholders

POSTING OF CITIZEN'S CHARTER

Guidelines for the Posting of Citizen's Charter

It is not enough to install the Citizen's Charter of the agency. As part of the customer service ethos, it is important to ensure that the Citizen's Charter is conspicuously seen and felt by the transacting public. This

is particularly vital for the core and vital frontline services of the agency. Government agencies are advised to follow the set of guidelines for the posting of their Citizen's Charter:

1. The Citizen's Charter (CC) shall be posted in front of the agency and/or places where customers are being served.
2. The CC should be presented in short statements or phrases that are very easy to understand.
3. The service or procedures should be presented in English or Filipino or in other local dialects.
4. The step-by-step procedures should be multi-colored, where one color represents one type of procedure or service.
5. The step-by-step procedures should include graphic presentations for easy understanding (i.e., arrows, teller windows, hands, application forms, etc.)
6. The CC should make use of locator's map where customers will be guided on the places they are going.
7. The CC should provide information on the agency official/s including location and contact numbers (and other relevant information), where people can request for clarification and assistance.

For emphasis, the CC represents the step-by-step procedures where customers will be guided without assistance from the agency. It should include detailed procedures, places or persons to go to, documentary requirements, and time of processing.

PROMOTING/MARKETING THE CITIZEN'S CHARTER

Communication and Public Relations Campaign

- Customized posters on ARTA showing exemplars in frontline service delivery (Honor Awardees) posted on MRTs, LRTs, ports, airports, schools, hospitals, tourist spots, all government buildings, and some commercial buildings/establishments as required by government authorities
- Radio and TV plugs on ARTA featuring vignettes/stories of public service exemplars on frontline service delivery (example: Mayor Robredo/Naga City LGU, Dangal ng Bayan Awardee, Ramon Magsaysay Awardee, and Galing Pook Awardee, etc.)
- Sharing of Citizen's Charter successes, ARTA Champions, Honor Awardees and other public service exemplars

- TV and radio guestings in national and local networks (public officials, public exemplars/Champions and beneficiaries)
- Fora, Talks of government officials and testimonies of beneficiaries and stakeholders
- TV Program, Lingkod Bayani Radio Show, and eNewsletter promoting exemplary public servants and institutions, and excellence in public service
- Internet marketing on government websites with hyperlink and back links with high profile internet addresses like inquirer.net.com, gma.tv.com, etc. and of Ateneo School of Government, AIM, NCPAG, Facebook, Twitter, blogs, YouTube
- Email blast to strategic directed master list

SERVICE DELIVERY EXCELLENCE PROGRAM

SDEP Facilitators' Training

Civil Service Commission
June 23-25, 2010

COURSE EVALUATION FORM

You are now at the end of the Facilitators' Training on SDEP. We would appreciate it if you would help us by taking the time to complete this form.

Please answer the questions individually. There is no need to confer with your fellow trainees.

The form is completed by circling numbers on several types of rating scales. You may also write comments in the spaces provided at the end of each section.

This evaluation will not be used to identify you as an individual. Your answers will be combined with those of the other trainees.

Section 1: INFORMATION ABOUT YOU

Please encircle your answer for each of the following questions.

1. What was your level of knowledge of SDEP change facilitation prior to attending the training?

- | | | |
|--------------------|-----------------------|-----------------------|
| complete knowledge | very little knowledge | fundamental knowledge |
| good knowledge | working knowledge | beginner knowledge |

2. Have you ever attended any similar training?

- | | |
|----------|---------|
| 1
Yes | 2
No |
|----------|---------|

Section 2: ACHIEVEMENT OF OBJECTIVES

This training on SDEP Change Facilitation was intended as an introduction course. It aimed to achieve the following:

- (1) knowledge of service delivery
- (2) knowledge of the SDEP strategy
- (3) application of SDEP Model and process

This section of the evaluation is designed to assess the extent to which this has occurred.

Please encircle one number for each of the statements below to indicate the extent to which each of the objectives has been achieved for you personally.

OBJECTIVE	DEGREE OF ACHIEVEMENT		
	Not Achieved	Achieved to some degree	Achieved to a significant degree
1. knowledge of service delivery	1	2	3
2. knowledge of the SDEP strategy	1	2	3
3. application of SDEP Model and process	1	2	3

Please rate your current knowledge and skills with regard to SDEP

KNOWLEDGE/SKILL AREA	LEVEL OF KNOWLEDGE/SKILL		
	Very little Knowledge	Fundamental Knowledge	Good Working Knowledge
1. General knowledge of SDEP	1	2	3
2. Skill in the application of SDEP Model and Process	Low 1	Moderate 2	High 3
3. Confidence to discuss SDEP and its relevance to your organization/ area of work	Low 1	Moderate 2	High 3

COMMENTS:
