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RESPONSIVE
LOCAL
GOVERNMENT
TOOLKIT

RESPONSIVE LOCAL GOVERNMENT

Facilitator's Guide

Facilitator's Guide for Service
Improvement in South Africa,
Namibia and Botswana

RESPONSIVE

Responsive Local Government is a toolkit to customer-oriented service improvement based on the practical experiences from local governments in South Africa, Namibia and Botswana.

Local government is at different stages in improving service delivery to respond to changing environments and customer expectations. The **SERVICE IMPROVEMENT GUIDE** offers a cyclical step-by-step approach, guided by skilled facilitators, based on the current situation, whether it is about starting a service improvement intervention for the first time or reviewing existing service standards.

This **FACILITATOR'S GUIDE** constitutes the main supporting tool in the training of service improvement facilitators. The approach and process is based on service improvement interventions piloted in local government in South Africa, Namibia and Botswana.

It is further supported by a **Guide on Service Improvement** and a **PARTICIPANT'S WORKBOOK** with exercises to be used in a targeted service improvement intervention that capacitates both management and staff to embark on service improvement processes.

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Using this Guide

This Guide is designed to help trained facilitators to implement Service Improvement (SI) in their municipalities. It describes the SI process and gives guidelines on introducing SI, running short workshops for managers and staff, and supporting them to improve services.

The Facilitator’s Guide is part of a package of Service Improvement materials

- The Service Improvement Guide
- The Facilitator’s Guide
- A Participant’s Workbook
- A Resource CD.



Referring to related materials

Facilitators need to refer to the Service Improvement Guide for details on key themes in workshops such as ‘As Is’ and ‘To Be’ mapping, service standards, the Catalogue of Services and Feedback and Complaint Mechanisms. ☺ **REFERENCE** in this guide reminds you to do so.

Instructions for exercises in the training workshops are in the Appendix to this guide, while the Participant’s Workbook contains formats for each exercise and the CD has visual examples. When preparing an exercise, refer to all these sources.

“The Service Improvement Guide is a key reference for managers, SI Champions and facilitators!”

The Resource CD includes PowerPoint presentations, videos of exercises and examples of service process maps. This Guide explains the process and workshops in some detail. However, municipalities and situations differ, so you may need to adapt the process and workshops to make them work better in your situation.

Tips from experienced facilitators

The guide includes tips from Beverley (Bev) April Pillay and Ntombizakhe (Zakhe) Bungane (SA), Segametsi Moatlhaping (Botswana) and Golda Kamboua (Namibia), who have used the Service Improvement tools in municipalities. They share what they have learned, to help new facilitators.



ZAKHE SAYS

Be flexible and open to changes in the process. You can't anticipate everything that will happen and how the process will unfold, but don't lose direction. Discuss changes with others and agree on what will work best for everyone involved.



BEV SAYS

Facilitating simply means to help others or make something easier for them. A Service Improvement facilitator helps managers and staff to discuss, assess and improve the services they deliver, to better meet Citizens' needs.



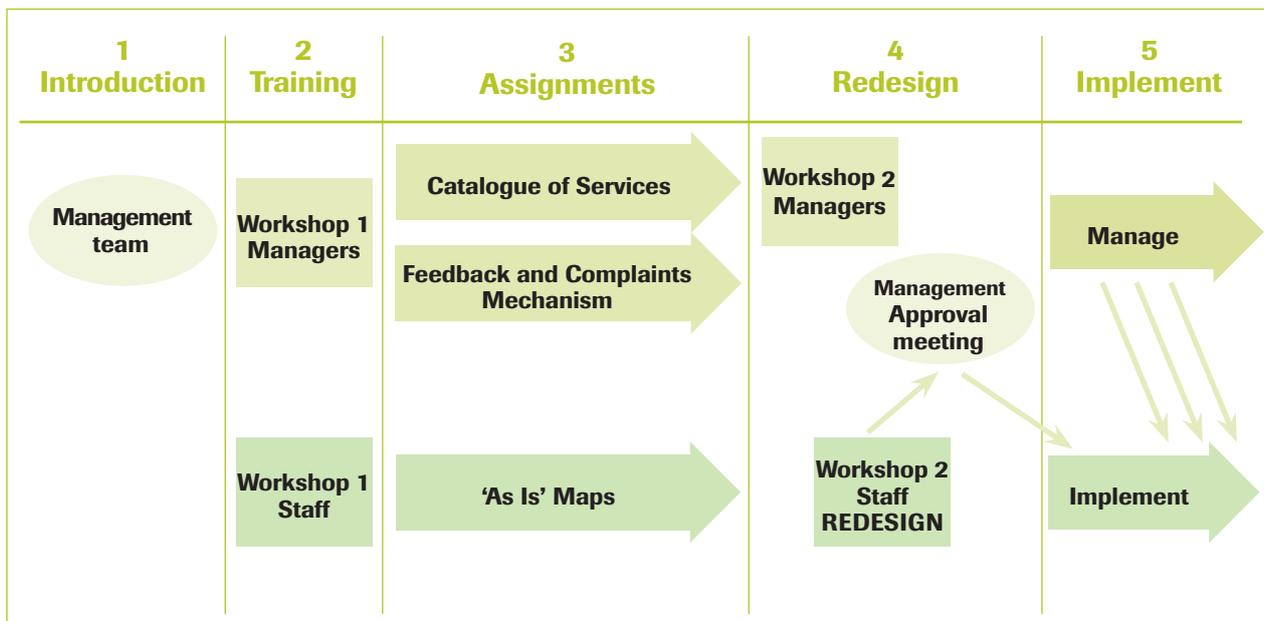
The Service Improvement Process

Municipal Service Improvement aims to provide better services more quickly, to meet citizen's needs and expectations.

The five phases of the Service Improvement process

1. Introducing Service Improvement
2. Training managers and staff to improve services
3. Mapping selected service processes
4. Redesigning processes
5. Implementing and monitoring improvements.

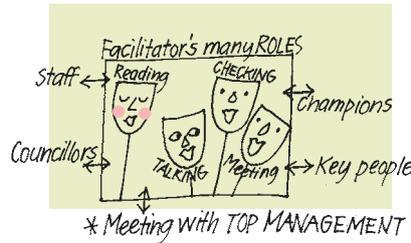
The Service Improvement Process



Facilitators don't assess service processes and tell the staff to improve them, they help them to assess and improve their own processes. Involving staff generates enthusiasm and responsibility for ongoing Service Improvement.

Phase 1 – Introducing Service Improvement

Phase 1 introduces Service Improvement (SI) and the SI process to managers, gets their buy-in and finds Champions who volunteer to lead the process in their departments.



“ A Champion is someone who believes in something and takes the lead in making it happen.

Phase 2 – Training Managers and Staff

Phase 2 involves a half-day workshop for managers and a one-day workshop for staff with practical assignments in between.



Workshop 1 with Managers

In their first workshop, managers learn to understand customer-focused services, service standards, how to map service processes, and feedback and complaints mechanisms.

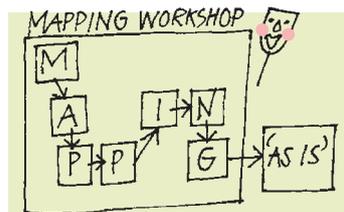
Workshop 1 with Staff

In their first workshop, staff teams involved in selected services learn about Service Improvement, how to map service processes and how to work together to improve their services.

Phase 3 – Mapping selected service processes

Staff assignment

After their first workshop, staff teams map selected service processes 'As Is', and identify the current service standards.



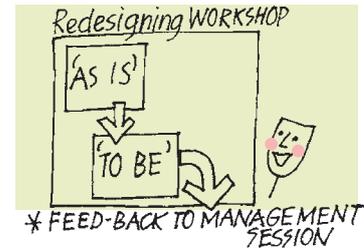
Management assignment

Sub-groups of the management team develop or improve a Catalogue of Services (CoS) and Feedback and Complaints Mechanisms for their municipality.

Phase 4 – Redesigning processes

Staff Redesign Workshop

Staff teams redesign their mapped service processes to make them more efficient and effective ('To Be' mapping), and set new, improved service standards.



Some planned changes can be implemented immediately, others require senior management approval and financing, or time for re-organisation (e.g. changing policies, standards and job descriptions and developing new skills).

Workshop 2 for managers

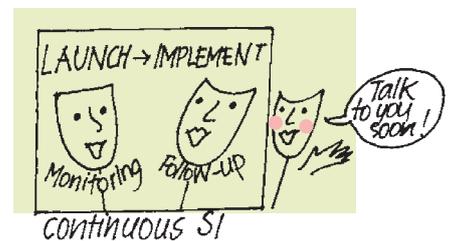
At their second workshop the management team members present and discuss their proposals for the Catalogue of Services (CoS) and Feedback and Complaints Mechanisms, and discuss any other matters related to the Service Improvement process.

Management approval meeting

New processes and standards are presented to the management team for approval and support, including funding, if needed.

Phase 5 – Implementing and monitoring

Champions and their staff now implement the redesigned, improved service processes and work to achieve the new standards they have set. The manager monitors and reports on implementation achievements, difficulties, needs, and any further improvements.



The table on the next page gives an overview of the five phases, their outcomes, your role as facilitator, and the resources provided for you to use. The next chapters give detailed guidelines for each phase.

The Service Improvement Process – step-by-step

Phase	Process	Outcomes	Facilitator's role	Resources to use
Phase 1 Introducing Service Improvement	Meeting with management team (and councillors?)	Senior managers understand and support SI, and the SI process Champions are identified	Presentation and discussion with management team	PowerPoint presentation Service Improvement Guide (for managers)
Phase 2 Training managers and staff	Workshop with managers Workshop with staff teams	Managers and selected staff understand how to map and redesign service processes	Facilitate ½ day training workshops Facilitate planning of assignments at end of workshop	Workshop programme and guidelines PowerPoint presentations Structured exercises Participant workbooks
Phase 3 Mapping service processes 'As Is' Develop CoS and Feedback & Complains Mechanisms	Assignments	Maps of selected service processes Current standards identified	Support team assignments	Examples of mapped processes
Phase 4 Redesigning processes 'To Be' Present new processes for approval	Staff workshop 2 Managers workshop 2 Meeting with managers	Maps of proposed improved processes and standards Recommendations for changes Improved Catalogue of Services and Feedback and Complains Mechanism	Facilitate redesign of processes in workshop 2	Workshop 2 programme and guidelines Examples of improved processes Participant workbooks
Phase 5 Implementing and monitoring	SI as an ongoing process and management responsibility	Improved service processes and service standards Commitment to service excellence and ongoing improvement	Monitoring Repeating process with other teams and services	Implementation plan template

The role of the facilitator in Service Improvement

The role of the facilitator is to

- introduce Service Improvement and get management buy-in and support
- work with municipal and departmental Service Improvement Champions (*see page 12*)
- train managers and staff
- facilitate service mapping and redesign processes
- support ongoing Service Improvement by managers and staff.

In some cases there may be two trained facilitators in a municipality, who can work together. Facilitators should work closely with an overall Municipal Service Improvement (SI) Champion and Department Managers and others who volunteer as SI Champions. Facilitators will be involved in organising and managing the overall process, together with the municipal SI Champion and departmental Champions.



SEGAMETSI SAYS

Whatever you do, keep it as simple as possible.



Facilitation skills

Facilitators plan and guide the overall process and specific meetings and workshops. As a facilitator, your role is to help others to improve their own services, not to be an expert and tell them what changes

they should make. This means guiding processes, facilitating participation and asking questions rather than knowing the answers. A facilitator

- is not a content expert or lecturer
- provides and guides processes in which people work together
- helps participants to interact and cooperate with each other
- helps participants to assess and improve their own service processes and standards.

As a facilitator, you enable people to learn in practical ways how to improve their work and its results for their customers. You facilitate processes which enable the people you work with to improve the services they provide themselves.

“Facilitators help managers and staff to improve the services they deliver.”

Managers as customer service leaders

Improved service delivery requires improved service processes and standards, but good customer service also depends on positive staff attitudes and a culture of customer service. This needs managers who champion Service Improvement and who involve staff in improving their own services, which most find interesting and engaging. The process encourages and enables managers to do this.



BEV SAYS

Staff need to shift their focus from internal procedures to the needs of their customers.

Developing measurable performance standards for services

Municipal services need set service standards, and managers and staff set these as part of the Service Improvement process. Service standards should then be communicated to citizens, so that, as customers, they know what to expect, and can give feedback or complain if necessary. Clear standards also enable managers to assess and manage staff performance, and are the basis for an effective performance management system.



GOLDA SAYS

Ongoing service improvement is a management responsibility.



Challenges and responses

Some challenges facilitators might face are given below, together with ways to respond.

Challenges	Responses
Lack of management buy-in	Work with those who are willing
Resistance to change	Involve staff in making changes themselves
Staff are not held accountable for their performance	Set service standards with them Help managers review and improve performance management practices
Lack of inter-departmental communication and cooperation	Encourage thinking about internal customer-supplier relationships Encourage communication and cooperation where necessary

As a citizen, all I want is a good service in good time.

Service Improvement involves learning new ways of doing things

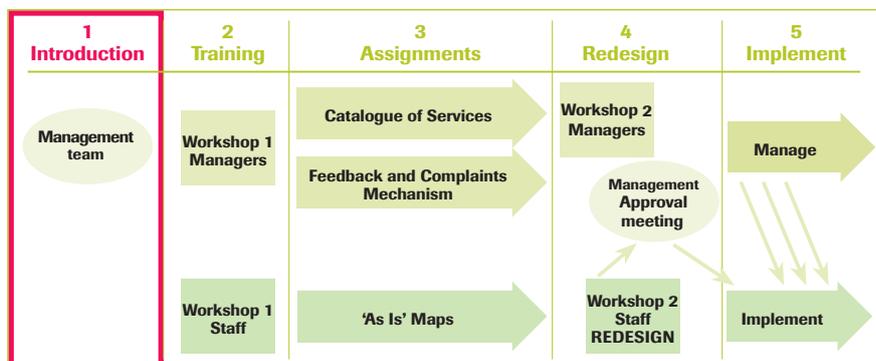
With this approach, staff learn new skills and behaviours on the job. They take responsibility and find ways to do things better together. This is engaging and motivating. Sometimes new processes require reallocating or sharing tasks and changing job descriptions, and managers should guide these processes.

During the SI process, Departmental Champions (DCs) should increasingly co-facilitate the process, and in Phase 5, take over the facilitation role, so facilitators can move on and facilitate the SI process in other areas.

The following chapters give a step-by-step guide to the phases of the Service Improvement process.

PHASE 1

Introducing Service Improvement



Objectives

- Introduce Service Improvement to the top management team
- Get their buy-in, support and approval
- Identify Champions
- Plan implementation of the SI intervention process with them.

Service Improvement should be easy to 'sell'

Citizen's want better services, councillors need them if they are to remain credible and national governments expect municipalities to perform better, and officials need to embrace the idea. Getting involved in Service Improvement makes the work of officials more interesting, challenging and worthwhile, and enhances teamwork.



BEV SAYS

Involving councillors can be a powerful way to drive Service Improvement and make it a priority.

Including Councillors

Councillors need to know about and support Service Improvement. The MM/CEO should decide whether to include key councillors in the presentation to management, or have a separate presentation for Council.

Organising a meeting with the management team

To do this, you first need to speak to the munic-

pal manager (MM/CEO). It is best if s/he calls the meeting, as this shows his/her support for what you are bringing. If the MM/CEO is not approachable or open to development, you could approach any influential person on council or the management team who is likely to be interested, and ask them if they can arrange the meeting.

Introducing Service Improvement to the management team

The first meeting with top management is critical to get their interest, understanding and commitment. If they support Service Improvement, it is easy to launch the intervention.

During the meeting, managers learn about Service Improvement and its benefits, and have their questions answered. They need to understand the process, approach and their role, and agree to get involved. As the facilitator, you need to be enthusiastic and positive to encourage management support.



The first meeting with top management serves as the launch for the Service Improvement intervention



ZAKHE SAYS

When you introduce Service Improvement, your presentation has to be thorough so that they understand what this is about, how it differs from other training processes, and the benefits for Citizens as customers, and for the municipality.



BEV SAYS

Managers needs to see that SI is not a 'quick fix' but a process, and that they need to engage in the process.

Good preparation – the key to success
 Read the Service Improvement Guide and Facilitator's Guide, and go through the PowerPoint Presentations and watch the videos on the CD. Encourage all Champions to read the Service Improvement Guide. Work with the SI Champions in preparing for all phases of the process.

Checklist for SI Introductory Meeting with Managers	By when	Done <input checked="" type="checkbox"/>
1 Pre-meeting with municipal manager/CEO		
2. Councillors to be included have been invited		
3 Team meeting date and time agreed		
4 Notice of meeting plus Agenda sent to managers and invited councillors by the MM/CEO		
5 Suitable venue for presentation and discussion/team meeting arranged		
6 Laptop and data projector set up and tested for PowerPoint presentation		
7 Presentation practised		
8 Handouts – Benefits of SI and SI Process overview ready		
9 Copies of the Service Improvement Guide to give to managers		
10 Consider how to deal with possible objections, and who are likely Champions		



Sample Meeting Notice and Agenda

MEETING
Presentation and Discussion on Service Improvement

All senior managers are required to attend this important meeting on Service Improvement.

Date and time _____
Venue _____

Participants – the top management team (plus other managers?
Some councillors?)

8.30 Welcome – MM/CEO (3 min.)
8.35 Presentation on Service Improvement (20 min.)
8.55 Questions and discussion (40 min.)
• the benefits
• the process
• the role of managers
9.30 SI Champions volunteer (10 min.)
9.40 Action plans (20 min.)
10.00 End



GOLDA SAYS

Select two or three service processes that are fairly simple to map and improve, in order to demonstrate service improvement and its benefits for customers.

The Service Improvement Presentation

The Service Improvement PowerPoint presentation on the CD includes

- An outline of what SI is about
- The benefits of a municipality being more customer focussed
- An outline of the SI process phases.

After the presentation, managers need time to ask questions and discuss what you have presented.



SEGAMETSI SAYS

Top management should co-define and guide the Service Improvement vision and process.

© REFERENCE PowerPoint presentation on CD.

What if...

Some are not interested, but others are

Accept this and say that it is normal to start in a couple of departments where managers are keen to try out the process. This will demonstrate to others how the SI process works, and the benefits.

They are generally open to SI, but question the process...

If they like the general idea, but question the proposed process, explain and discuss its logic.

By the end of the meeting all managers should understand the benefits of Service Improvement for citizen-customers and the municipality, be willing to participate in the training process and SI implementation, and understand their role in the Service Improvement process. Some managers should have volunteered to be SI Champions who pilot Service Improvement in their departments. They should also decide on when and how to start the SI process.



BEV SAYS

There's simply no point in embarking on a Service Improvement process without management support and acceptance. Start with those who are keen on the initial piloting of SI in a few areas.

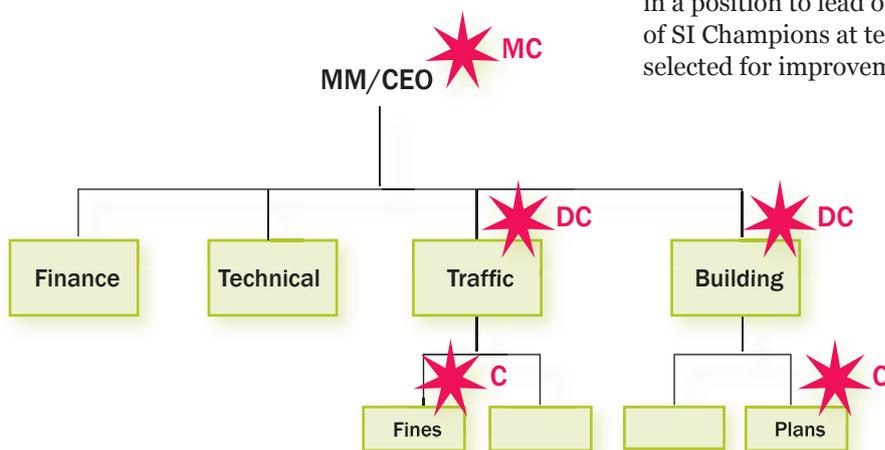
Service Improvement Champions

The role of Champions is to act as internal drivers of the Service Improvement process in their areas, and, ultimately, to become skilled enough to continue driving it once the facilitator has withdrawn.

Finding the right Champions is crucial. First prize is if the MM/CEO is the overall Municipal SI Champion (MC), but it could be someone else on the management team. Then you need a few department heads as Department Champions (DCs) who are keen to try SI in their departments. All champions should volunteer. If they need to be pushed into it, they lack the basic qualification that champions need – Willingness to lead.

It is best if Champions are managers, as they are in a position to lead others. Others can play the role of SI Champions at team level, once processes are selected for improvement.

Champions at different levels



Key qualities of a Champion

- **Wants to improve services for citizens**
- **Positive, enthusiastic and confident**
- **Influential – liked and respected by others**
- **A good communicator.**

SI Champions are managers who take the lead in supporting SI and who encourage customer service values and good service standards in order to influence staff attitudes. They also need to manage staff performance to achieve agreed standards. Municipal officials should see themselves as professional public servants whose job is to serve the public. *See the Service Improvement Guide chapters 7 and 8 for more on service standards.*

But not all managers want to or are able to do this, so the strategy is to find Champions to lead the way and convince others by showing what is possible. Once they demonstrate Service Improvement in practice, other managers are more likely to get involved.

At the end of Phase 1, there should be sufficient management support to move into the training phase of the SI process.

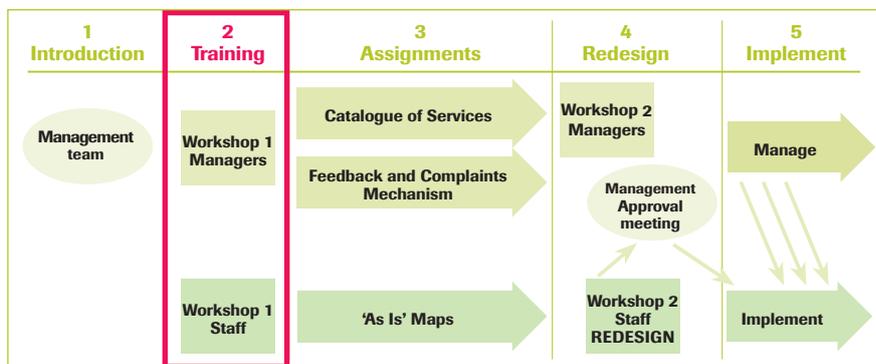


A champion is a leader in a particular area of initiative.

© **REFERENCE** Appendix 2 – General facilitator tips, Appendix 4 – The principles of adult learning and Appendix 5 – Dealing with difficult behaviours.

PHASE 2

Training managers and staff



Objectives

At the end of this phase, managers and staff will

- understand customer service and the causes of poor service delivery
- be able to identify the inputs and outputs of a process
- see the benefits of cooperation between departments
- know how to map a service process 'As Is'
- Have explored practical ways to improve service delivery.

Managers will be able to draw up a Catalogue of Services for the municipality and develop or improve Feedback and Complaints Mechanisms.

In the second phase, a similar SI training workshop is run first for the management team, and then for staff teams whose service processes have been selected for improvement.

SI training workshop 1 for managers

In some municipalities, councillors may want to be involved. It is up to the MM/CEO to make sure that council approves the process and is kept informed. It is a good idea that the relevant portfolio councillors attend the workshop, or do one on their own. Councillors can be included in the initial meeting with senior managers or have a similar presentation for councillors. Make sure that you get direction on this from the MM/CEO.



BEV SAYS

As community representatives, councillors are at the interface between officials who provide services and citizens who receive them. Communities rightly hold councillors



→ responsible for service delivery. A key step is a Council resolution supporting Service Improvement. This gives a directive to managers to implement Service Improvement.

SI Training workshop 1 for staff teams

If there are too many staff for a single workshop, divide them into two groups and run two staff workshops, preferably on two consecutive days. In all workshops, participants engage in practical exercises in Service Improvement. Staff are shown how to map their services and complete their 'As Is' maps as an assignment afterwards. This enables participants to involve other colleagues who were not at the workshop.

It is essential that unions and their representatives are also involved in Service Improvement. Again, direction from the MM/CEO is important, but it is a good idea for them to attend the first staff training workshop.

The facilitator and municipal Champion should discuss participation options with the municipal manager (if the MM/CEO is not the municipal SI Champion).



The roles of Facilitator, Municipal SI Champion and Departmental SI Champions

The Municipal SI Champion is the leader of the SI initiative and the key link person on the management team. The Facilitator should work with the municipal Champion in planning, inviting others to participate and monitoring.

Department Champions (DCs) should be managers who select processes in their departments for improvement. Staff responsible for selected processes attend the staff workshop/s.

Inviting participants to the workshops

The Facilitator needs to work with the municipal Champion in inviting the managers, and with DCs to select and invite staff to their first SI workshop/s. Workshop invitations, including the objectives and programmes need to be prepared and sent out to all selected participants with an encouraging covering note. The minimum information to be included in the invitation is

- Date and location of the workshop
- Names of person(s) convening the workshop
- Names of participants
- Purpose and objectives of the workshop
- The programme with times of sessions.

The staff training invitation should also indicate the service areas, teams and processes that have been selected by management for the pilot Service Improvement processes. Invitations could be sent to teams/ team leaders, but it is important that each participant get their own copy.

Invitations Checklist

Item/Action	Who	By	Done <input checked="" type="checkbox"/>	Notes
Schedule of all training workshops discussed and approved by the management team	Management team			
Processes for SI selected and participants identified	Management team			
Invitation timing and content agreed with Champion	Facilitator, Departmental Champion/s			
Participants selected	Facilitator, Departmental Champion/s			
Programme outline prepared	Facilitator			
Invitations sent for first workshops	Facilitator			
Confirmation of attendance received	Manager/s			

Preparing for the training workshops

As the facilitator, you need to be well prepared in order to run well-organised and effective training workshops. You need to

- Understand the whole process and how it works
- Read the SI guide, this facilitator’s guide and the Participants Workbook
- Look at the presentations and resources on the CD
- Plan and organise the practical arrangements for the workshop
- Prepare and copy workshop evaluation forms
- Prepare carefully for all exercises
- Plan and facilitate the workshop process.

© **REFERENCE** *The Service Improvement Guide, Participant’s Workbook and Resource CD.*

To help you, you have this guide, including the exercises for the workshops, the CD with the PowerPoint presentations, plus examples of the exercises, and the Service Improvement Guide which gives an overview.



GOLDA SAYS

Management and staff need to understand service processes and how to improve them, and the aeroplane exercise is very useful for this.

Checklist – Workshop preparation

Item/Action	Done <input checked="" type="checkbox"/>	Notes
Overall plan discussed and agreed with Departmental Champion (DC)		
Participants invited and confirmed		
Registration lists are prepared		
Facilitator prepares Welcome (with MMs)		
Detailed programme prepared		
Sessions thought through and prepared		
Exercises practiced		
Prepare the Accounting sheet for the aeroplane exercise		
Materials prepared		
Venue organised		
Equipment organised and in good working order (flip charts, koki pens, masking tape, data projector, screen (if necessary – a white or light coloured wall works fine)		
Catering organised		
Co-facilitator briefed re writing on flipchart (if necessary)		



SEGAMETSI SAYS

A facilitator must have the ability to cope with uncertainty, as things may not turn out exactly as planned.



Facilitator’s detailed programme format

Facilitators should prepare a detailed programme plan for themselves. This example shows just the first two sessions.

Time	Session theme	Process	Min-utes	Resources	Who	
8.30	Welcome Introduction – over- all process • objectives • programme Ground rules Expectations	Talk Show and present PowerPoint slide	5	PowerPoint slides	MM/CEO	
			5			Data projector and flip chart
		Buzz groups in pairs Share and write up	3	Participants workbook page XX	Facilitator (B A)	
			2			Facilitator (B A)
			7			Facilitator (B A)
9.00	Exercise 1 Introduction Do ex. Debrief ex./share learning	Present instruc- tions on flip chart Small groups of 5 Plenum; write key points on flip chart	5	Participants workbook page XX Flip chart	Facilitator (B A)	
			15			
			10			
9.30	Exercise 2					

Choosing processes to map

At the end of their workshop, managers need to decide which department/s will pilot Service Improvement, and on which process/es (if this has not been decided already).

It is best to choose processes that are not too complex to start with. Staff involved in these processes attend the staff workshops. Don’t have more than 20 people in a workshop. If many more need to be involved, run two staff workshops.

Staff Service Improvement Workshop 1

The programme for the Staff Service Improvement workshop is the same as for the management workshop until 12.45, but then changes and contin-

ues into the afternoon after lunch, *see page 16*. Just change the invitation details so they apply to the selected staff team/s. In it they learn about Service Improvement and start to map their processes ‘As Is’. They complete their ‘As Is’ maps as an assignment in the workplace, before their second workshop, where they will redesign them.

The Exercises

Most sessions in the first workshops for managers and staff consist of exercises. These are all in the Appendix at the back of this Guide, and in the Participants Workbook. The CD also contains visual examples. Refer to all of these sources when preparing for each exercise. The aeroplane exercise is particularly complex and needs careful preparation.

Checklist – Workshop preparation on the day 

Item / Action	Notes
1 Arrive at least 40 minutes early	
2 Check that the venue has been cleaned and that seating is as planned and requested	
3 Confirm the catering arrangements	
4 Set up the laptop and data projector	
5 Test your presentation	
6 Check that the flipchart, kokis, and other equipment are in place and functional	
7 Get the Registration list, Participants workbooks, prepared flip charts and materials for exercises in order	
8 Check that the venue is neat and tidy	
9 Relax and prepare to greet and welcome people as they arrive	

**ZAKHE SAYS**

Staff might feel that they don't have a say. Encourage them and emphasize that "It's your process" and that their proposals for Service Improvement will be presented to management. Staff have a real chance to influence how things are done and be the 'experts' in their own processes.

**BEV SAYS**

As a Facilitator, you may need to help teams with their assignments in the workplace. Tell them you are available if they get stuck or have questions

**Training Workshop 1
– Introduction Session**

Time: 20 minutes



The MM should welcome the participants and say a few words about the reasons for and importance of Service Improvement, before handing over to the Facilitator. The participants don't need to introduce themselves as municipal staff know each other. (3 minutes)

Present the PowerPoint (PP) slides for the following

- the overall process
- the objectives of the workshop
- the programme outline (7 minutes)

Tell them the workshop is based on an active learning approach in which everyone participates in the practical exercises and discussions. Present the ground-rules on a slide in the PowerPoint presentation.

Managers' Assignments after Workshop 1

The managers' assignments after workshop 1 are to develop a Catalogue of Services for the municipality and to develop or improve the Feedback and Complaints Mechanisms. Two teams can be formed to undertake the two assignments, which they share with the whole team at the second workshop. Introduce and organise the assignments in the last session of the workshop.  **REFERENCE** *The Service Improvement Guide, pages 19 and 21.*

The staff assignment after workshop 1 is to complete their 'As Is' map/s.  **REFERENCE** *The Service Improvement Guide page 34.*

Tips for facilitating the workshops

Here are some general guidelines for facilitating the workshops

- Prepare a detailed version of the programme as a guide for yourself
- Take time to prepare well and think through each session and exercise in detail.



-
- If you are feeling unsure about some of the exercises, chat with another facilitator from the Train the Trainer workshop that you attended, or contact your Association for help.
 - Practice-run practical exercises before hand, even if you have done them in the Train the Trainer workshop. An exercise such as the aeroplane exercise is complex and its one thing to be a participant, but another to run it. Make sure you watch the DVD to brush up on some of the pointers
 - Remember that interactive processes take time, so allow enough time for discussion after each exercise.
 - Don't talk more than necessary, you are not a lecturer or teacher. Focus on facilitating the process in which participants do the talking
 - Write key points up on the flipchart, or get your DC to do so, which frees you to focus on facilitating.
 - Pre-write instructions for exercises on a PP slide to support your verbal introduction and as reference for participants – they often don't remember all the instructions. Include the amount of time for each part of the exercise.
 - Try to keep strictly to times, but it is common to run late – people come late so you start late, and everything takes longer than expected. This is normal, so you will probably need to shorten processes and breaks. Try to get back on track with planned times. If you can't, ask participants if you can end a bit later.

Using a flip chart

A flip chart is very useful to provide a visual summary and record of key points, make presentations, to brainstorm, make diagrams to explain things, and for small groups to record and present their work. Guidelines are

- Write neatly and large enough for people to read from the back of the room, especially the accounting chart used during the aeroplane exercise
- Write in lower case letters – they are easier to read than capitals
- Vary the colours – use black, blue, green and purple for writing, but use red sparingly and for stressing points – it is a very active colour and more difficult to read
- Stick important flipcharts that need to be visible for reference up on the wall, including the whole process overview objectives and programme
- Don't fold new pads of flip chart paper – roll them, and not to tightly – you want them to be neat and flat not all folded and creased or curling up at the bottom
- Use coloured crayons to highlight headings. etc. to make flip charts visually interesting.



SEGAMETSI SAYS

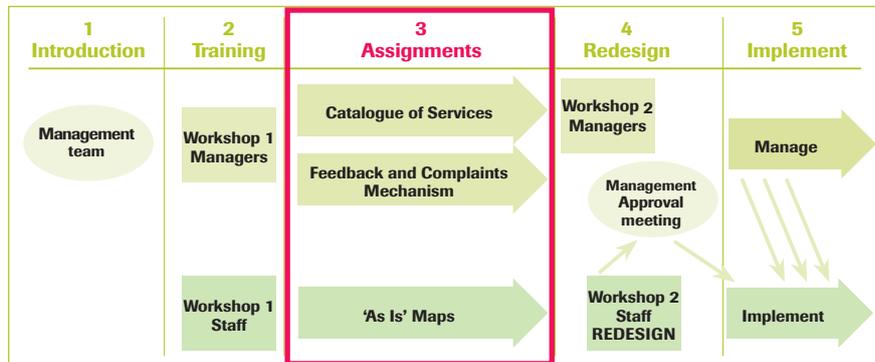
Always remember that the role of a facilitator is to make things easy for the participants.

Action Planning Template – example

Actions – Developing a Catalogue of Services	Who	Who to involve	By when
1 Establish CoS working group			
2 List municipal services			
3 Develop CoS template			
4 Present draft CoS to management team			
5 Present CoS in management workshop 2			
6 Finalise CoS			
7 Present CoS to Council			
8 Publish CoS			
9 Feedback from customers on CoS			

PHASE 3

Map service process 'As Is'



Objectives

- Catalogue of Services developed by managers
- Feedback and Complaints Mechanisms developed by managers
- Service process/es mapped 'As Is' by staff teams.

Phase 3 involves assignments for staff and managers after their first workshops.

The Staff assignment – mapping processes 'As Is'

The staff assignment of mapping 'As Is' processes should be demonstrated and can be started at the end of the first workshop. It is then completed by staff teams in their work places. However, you can help to facilitate these sessions in each department, if staff teams are not confident to do it on their

own. You can also assist the management team or a mandated sub-group with their assignments, if they request assistance.



BEV SAYS

Managers should have and read their own copies of the Service Improvement Guide, in order to understand the Service Improvement process and principles.

Demonstrating 'As Is' mapping in the staff workshop



RESOURCES

- Large post it note-cards
- Flipchart paper
- Koki pens

INSTRUCTIONS

- 1 Ask one group to volunteer to map their process with your help, as a demonstration.
- 2 Explain the symbols for drawing up a flowchart for the participants. See the Service Improvement Guide page 35.
- 3 Ask them to share the separate steps or tasks that are performed in their process in sequence, e.g. processing an application.
- 4 You will need to prompt the group e.g. where to start, what is the next step, etc.
- 5 You draw the process map on the flipchart as the group gives information, to demonstrate how it is done. Do as much as possible with the group.
- 6 Refer to the Participant's workbook on page 17 for mapping questions. You can also ask challenging questions (e.g. What do you do if another complaint is made at the same time? etc.)

'As Is' mapping of current service processes should be done on flipcharts, using sticky notes or cards, so you can move things around.

☉ **REFERENCE** *The Service Improvement Guide for details on process mapping (page 30) and drawing flowcharts (page 35).*

Process mapping – 'As Is'

In this assignment or facilitated session, staff teams map their service process 'As Is' and describe the current service standards.

If you are facilitating this session with a staff team, you will need about 2 hours. Start by asking them to summarise what they learned about process mapping in the first workshop. If they made a start on their own and then called you in, ask how far they got with their 'As Is' map. Have a look at it and where they got stuck, then help them to continue.

Groups can capture their process maps on com-

puter before they come for the next workshop as part of their assignment. They should submit the 'AS IS' processes to you, and you can make copies for the next workshop. However, presentations of 'As Is' maps should be made using flipcharts or a data projector.

Management team assignments

Objectives

- Develop a Catalogue of Services (CoS)
- Develop Feedback and Complaints Mechanisms

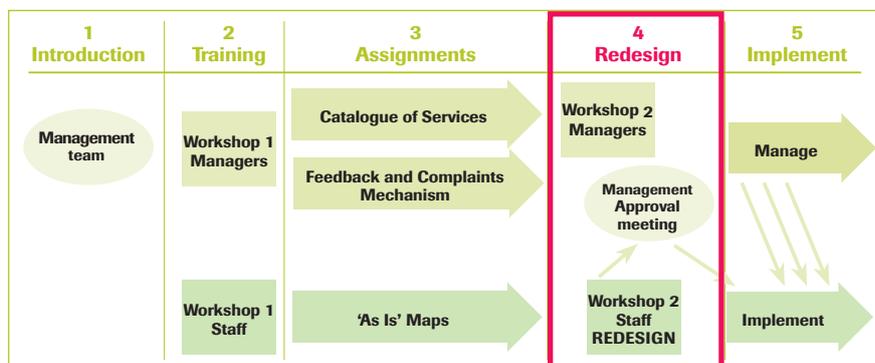
If the municipality already has these, managers should review and improve them, starting with 'As Is' mapping. You may need to assist managers in these assignments. You may also need to assist the management team in drawing up the Catalogue of Services or developing Feedback and Complaints Mechanisms, if they request this.

☉ **REFERENCE** *The Service Improvement Guide gives details on developing a CoS on page 22, and Feedback and Complaints Mechanisms on page 25. Also see the Participant's Workbook.*



PHASE 4

Redesign service process 'To Be'



Objectives

- Processes redesigned and new service standards set by staff
- Management approve proposed changes
- Catalogue of Services and Feedback and Complaints Mechanism changes approved.

Actual Service Improvement starts in this phase with staff redesigning streamlined, faster processes that will deliver better services to their customers.



ZAKHE SAYS

The time between 'As Is' and the 'To Be' workshops should not be too long, or there is a risk that momentum is lost.

Staff Redesign Workshop

Time: 5 hours



OBJECTIVES

- staff present their 'As Is' process maps
- staff redesign the mapped processes
- describe service standards associated with each redesigned service process.

In their second workshop, staff teams redesign their mapped service processes, creating 'To Be' maps. The manager of the department in question should be in this workshop, as redesigned processes may require changing policies and job descriptions, extra resources, developing staff skills, changing the work environment, etc. which all need management approval and support.

RESOURCES

Printed 'As Is' maps, Flipchart paper
Koki pens

You can use the same preparation checklists and detailed workshop planning format as for the first workshop. The general facilitation guidelines are also relevant for the second workshops.

PROGRAMME – STAFF REDESIGN WORKSHOP

Time	Sessions	Facilitated by
8.30	Welcome and Introduction	
8.40	The process so far	
9.00	Presenting 'As Is' Map/s (10 min) Discussion (10 min)	
9.20	How to redesign 'As Is' process	
10.10	T E A	
10.20	Redesign process/es in groups and establish new service standards	
12.00	Present and discuss redesigned process/es and new standards	
12.45	Action Plans	
13.00	Evaluation and closure	
13.15	LUNCH	

INTRODUCTION

Start by welcoming the staff back. Remind them of the mapping process of their services 'As Is'.

Tell them that in this workshop they will work on redesigning and improving their mapped processes

Show them the workshop programme

PRESENTING 'AS IS' MAP/S

'As Is' maps should be submitted at least a week before the workshop, so you can assist any teams that couldn't do or complete them to do so before this workshop. Teams should then present their 'As Is' maps and current service standards. Ask them to also share any difficulties or challenges they encountered and what they learned about their service process and standards.

After each presentation, facilitate a discussion by the whole group that assesses the process presented. This will help the presenting team with the next step of redesigning their process. Once all the 'As Is' maps have been presented, the next step is to redesign them.

Session – Redesigning service processes

Time: 70 minutes



INSTRUCTIONS

Explain that they are now going to redesign improved versions of their service processes ('To Be' maps), which will result in improved service standards. See the Service Improvement Guide page 18 for more on service standards.

It is now time to analyse the process and identify ways to make it more efficient. This usually involves reducing or combining steps, speeding up processes and improving communication and cooperation between staff and sometimes departments.

Redesign one process map together with everyone, as a demonstration. Put up the 'As Is' map on the wall and work on drafting a new streamlined version on the flipchart. You will probably need to do a rough working draft and then a neater version once the re-designed process is worked out.

Start by asking the team – Why does this process need to be improved? This will give a sense of how it needs to be improved.



GOLDA SAYS

It is important to understand how customers experience a service, and to improve the process to increase customer satisfaction with the service.

Redesign questions

Ask the following questions as you work on the 'To Be' process map together.

- What steps can be combined?
- What steps can be left out?
- What steps or times between steps can be speeded up?
- Who should perform each step to make the process more cost and time-efficient?
- How can communication be improved to improve the process? (internally and with customers)
- Will multi-skilling of people or teams improve the service?
- Are all documents and forms necessary? Can they be simplified?

'To Be' process maps are drafted on flipcharts and redrawn neatly at the end of the session to present to other teams, and later to management. 'To Be' maps should also be put on computer after the workshop, so they can be easily shared.

Groups now present their 'To Be' maps to other teams, alongside their 'As Is' map, to show the changes and Improvements. Other teams can ask questions for clarification if necessary.

The workshop ends with groups making action plans for completing their 'To Be' maps, so these can be presented to the management team for approval.

Other departments may need to be involved

It is common that a redesign process affects or required changes in a related process, which necessitates involving staff responsible for the affected or related process. Some staff job descriptions may also need to be changed. Help teams to identify related processes and invite relevant staff to participate in the Service Improvement intervention as it unfolds.

Presentation of 'To Be' maps and service standards to managers

A meeting with senior and departmental managers now needs to be organised, to present and seek approval for proposed improved service processes.

After presentation of the 'As Is' and 'To Be' map/s and proposed new service standards, the managers should approve or propose modifications to the 'To Be' map/s and new standards, and approve any resources required to implement the proposed improvements. Departments can then go ahead and implement the redesigned processes that will achieve the new service standards.

☉ **REFERENCE** *Service Improvement Guide page 35, and see examples on the CD*

Management workshop 2

Time: 3 hours



OBJECTIVES

- To present and discuss draft the Catalogue of Services and Feedback and Complaints Mechanisms
- To discuss service implementation issues
- Plan next steps in SI implementation

Programme Management Workshop 2

Time	Sessions	Facilitated by
8.30	Welcome and Introduction	
8.40	The process so far	
9.00	Present the Catalogue of Services (10 min) • Discussion (20 min) Present Feedback and Complaints Mechanisms (10 min) • Discussion (20 min)	
10.00	T E A	
10.20	Discuss service implementation issues	
11.00	Action plans	
11.30	E N D	

Example of PowerPoint presentation to managers

Feedback to management: Customer care

SUMMARY OF THE INTERVENTION TO DATE:

1. Management Training completed
2. Staff trained in the Customer Care process
3. The "AS IS" maps in 5 customer care sectors completed
 - Water
 - Roads
 - Sanitation
 - Parks
 - Secretaries: customer care
4. The "TO BE" recommendations completed

1



Feedback to management: Customer care

ISSUES IDENTIFIED FOR "AS IS"

- Incoming calls not answered promptly
- Incoming calls are not answered when staff is off
- Technical staff use personal phones to return calls
- No standard operating procedure for answering the phone
- In certain Departments management ignore phones
- No follow up procedure for complaints logged
- Staff are not multi-skilled to stand in for absent colleagues
- Technical staff receive complaints directly from customers

2

Feedback to management: Customer care

"AS IS" BIGGEST ISSUE

- Clients report complaints to individual staff - not the municipality
- The Result is that:
 - Not all complaints are logged
 - Not all complaints are followed up
 - Technical staff are receiving complaints
 - Performance cannot be monitored
 - Number of complaints are not known
 - Lack of accountability
 - Customer frustration

3

Feedback to management: Customer care

PROPOSED SOLUTIONS TO "AS IS" ISSUES

- "3-ring" policy to be introduced
- SOP to be developed for answering the phone
- Technical staff to receive a cell phone allowance/Technical staff not receive complaints directly from the public
- Management to lead by example i.e. answer phones
- Staff to be multi-skilled so as to stand in when colleges are on leave

THE "TO BE" RECOMMENDATIONS

- Create a one central call centre with a 0800 or 0860 number OR
- Four central call centres (one for each Town)

4

Feedback to management: Customer care

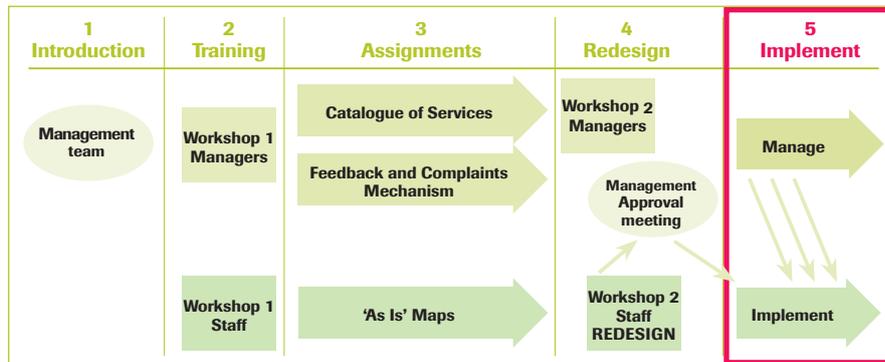
Call Centre

- 24 hour call centre to be established
- All incoming calls are logged
- 3 official languages are used
- Call centre to liaise with supervisors
- Call centre to be made aware of any technical problems in order to communicate to the public
- All public complaints are followed up by the Call Centre
- Performance measures can be introduced

5

PHASE 5

Implementation and monitoring



Objectives

During this phase, management

- support implementation of redesigned service processes proposed by staff
- implement the CoS and Feedback and Complaints Mechanisms they have developed
- monitor the above and report on progress to Council.
- lead and support ongoing Service Improvement awareness and actions.

Experience shows that implementation after a Service Improvement



intervention needs to be quick, so as not to lose the enthusiasm and momentum generated by the process.



BEV SAYS

Even seemingly small changes can have huge impact.

Implementing redesigned processes

Department managers and staff now implement their new processes and service standards, and managers monitor and report on progress, as an ongoing management responsibility. Once the initial services selected have been improved, tackle a few others with other teams.

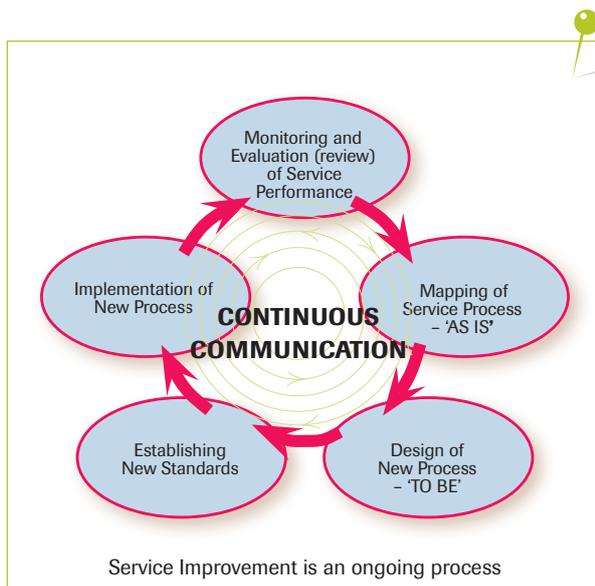
Department managers should lead and guide this process, assisted by the facilitator if necessary.

Further training workshops can be arranged, or sessions in which they map and redesign processes in the department.

Ongoing Service Improvement and monitoring

Service Improvement should be a continuous process. While significant improvements can be achieved through redesigning service processes, further small process improvements are usually possible, and improving staff customer service awareness, attitudes and behaviour is an ongoing process. As the environment and customer expectations change over time, departments should review their service standards and delivery processes regularly.

Managers need to be ongoing SI Champions, and Service Improvement should be integrated into the performance management system, as a Key Performance Area or Indicator for managers, particularly in departments that deliver services directly to citizens. Regular monitoring, review and evaluation of service standards and processes, e.g. quarterly or at least six monthly, should be undertaken in SI-focused departmental meetings. These meetings should become the focal points of an ongoing process focused on Service Improvement.



Customer feedback and complaints are a vital input to Service Improvement efforts, and should be considered and acted on, on a daily and weekly basis, and considered in terms of trends, as part of the above management process.

Managers need to keep Service Improvement and standards in the spotlight, and motivate staff regarding customer service on an ongoing basis. The management team together with Council should ensure that Service Improvement remains at the top of the municipal agenda.



BEV SAYS

Use the Municipal Managers forum as a platform for sharing your SI process and experience, and for learning from others.

The role of facilitators in implementation

The facilitator can continue to work with and support managers as SI Champions, until SI is fully integrated into ongoing management practices. When you are no longer needed, celebrate, as this is a sure sign of success! However, you will have learned a great deal and developed significant competencies, that will serve you well in facilitating any other process, or in a management role, if you are not a manager already. If you are, you will probably now be a much better and more developmental manager.



ZAKHE SAYS

Communicate, communicate, communicate! Limit one-way communication to the minimum. Close the loop. Feedback and follow-up during the entire process.

The Service Improvement cycle enables improvement, no matter where the municipality in terms of service development. When there are no service standards, these are developed, and where there are standards, they are improved, using the process redesign approach.



BEV SAYS

Use the Municipal Managers Forum as a platform for sharing your Service Improvement process, and for learning from the experiences of other municipalities in undertaking Service Improvement.

Example of the implementation plan for establishing the Call centre

Action	Tasks	Who?	By when?	Monitoring plan
Multi-skilling of staff	Development of Roster system Workshop on Roster	Customer care officer	Within two weeks	Monthly reporting in management meetings
SOP for incoming calls	Policy to be revised/developed	Human resources	Within 2 months	Monthly reporting in management meetings
Public communication policy	Review current procedure Develop new policy Communicate new policy	Human resources	Within 6 months	Monthly reporting in management meetings
Logging of complaints	Manual or electronic system introduced	Secretary of the department	Within 8 months	Monthly reporting in management meetings
Establishment of call centre	Review of municipal call centres Design call centre proposal	SI Champion	Within 12 months	Monthly reporting in management meetings

Exercises

for the training workshops for Top Management and Staff

EXERCISE 1: EXPECTATIONS

TIME: 20 min



RESOURCES

- Participants workbook
- Flipchart paper
- Koki-pen
- Prestick
- Slide in TM power point or Slide in Staff power point

OUTCOMES

- Participants are clear on what they expect from the workshop.
- The facilitator understands what participants hope to achieve in the workshop.
- The facilitator addresses unrealistic or incorrect expectations.

There is more than one option for how to deal with group expectations. It is worth spending time dealing with these, as expectations help the facilitator to develop a sense of who is in the room and what their concerns and needs are. There may also be unrealistic expectations, which can be dealt with straight away.

It is important that the facilitator checks for accuracy and understanding with the participants around the objectives of the workshop. Especially important is the role of the facilitator in putting issues, before the group that members may be reluctant to bring up themselves in the group setting. These may include issues of conflict in the workplace, lack of communication (pertaining to who received the workshop notification or not, or clarifying the reason for a particular department being chosen to start of the selected process for the Service Improvement process). Some staff might feel as if they are being “punished” because they have been selected. It is up to the facilitator to ensure that the positive aspect for being selected is emphasized.

REFER TO

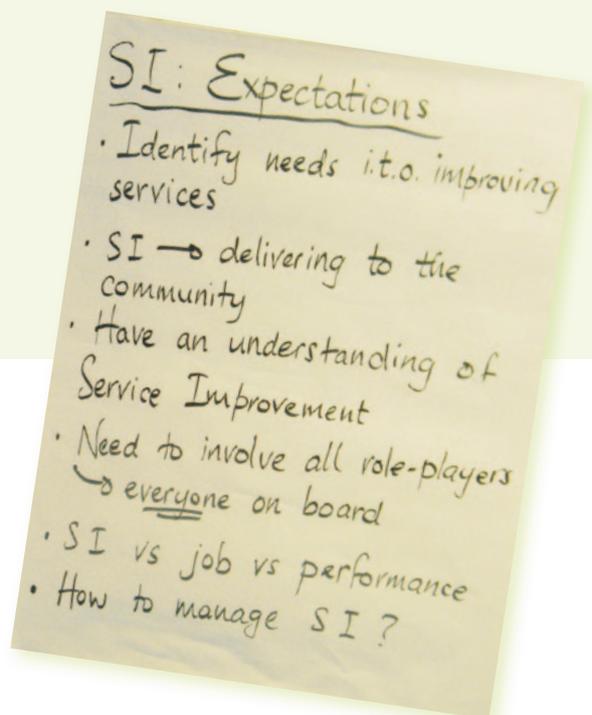
the appendix on Managing Difficult Behaviours

INSTRUCTIONS

- Divide the group into smaller groups. It is best to mix the groups at this point.
- Ensure that each group has flipchart paper and flipchart pens.
- Allow groups 5 minutes to discuss and write up their expectations.
- Each group presents their expectations. Ensure that they stick to the points on the flipchart as you do not need a long discussion at this point.

FACILITATOR INPUT

- Summarise the expectations as you see them. It is most likely that you will see similar expectations from the different groups, so you need to summarise them.
- Clarify and explain any expectations that you are not going to address e.g. you are not going to do implementation in this workshop.



EXERCISE 2: SERVICE PLEASE!

TIME 40 minutes

RESOURCES

Participants workbook

Slide in TM PowerPoint

Slide in staff PowerPoint



OUTCOMES

- Participants can describe examples of poor customer service.
- Participants can identify causes of poor service delivery.
- Participants identify with disgruntled customers.

NOTE the facilitator can also use his/her own examples to illustrate the understanding of Service Delivery.

INSTRUCTIONS

- Divide the class into small groups of about 6 people in each group. If you have a small group of participants, you can divide them into twos.
- Ask the groups to talk about a time when they had bad service. They can talk together as a group, and then choose one of those situations to discuss further.
- Think about a time when you experienced bad service delivery?
- What do you think caused it?
- What are the consequences of these experiences?
- Let each group report back. The facilitator can write up on a flipchart:
 - Briefly what happened
 - The cause of the problem
 - The consequences
 - Some of the suggested solutions.
- Ask: What do you think caused it? These are some of the likely responses:
 - Poorly qualified or unskilled staff.
 - Person concerned is not there, at a workshop or on leave.
 - Only one person can deal with the particular concern or request.
 - Person does not have the authority, needs to refer to a higher authority.
 - Correct information is not given right at the beginning – only much later in the process do you find out that e.g. you are applying to the wrong place.

- If there is no instruction or signage customer must just guess – sometimes this involves being in a long queue first to find out you are in the wrong place.
- Lack of information or incorrect information right at the beginning.
- Physical building is inaccessible.
- No intention or policy about how to provide services to citizens with special needs e.g. disabilities.
- The process does not consider how it is for the customer e.g. extreme delays, uncomfortable, being sent from one desk to another.
- Often you need to queue to find out information that could be written up, or someone could come around and help people who don't know where to go, what to do.
- Often you need to have more than one place to queue as the service requires you to go to different points to deal with one service query.

CONSEQUENCES OF THESE EXPERIENCES

For example:

- Customers become disgruntled.
- If it is a business and you have a choice, customer will not come back.
- Customers can become very angry, even violent.

SOLUTIONS

For example:

- Put up clear signage
- Give clear instructions
- Create a one-stop clearance point

BEV SAYS

“By identifying with the customer, using their own experiences of poor service delivery, participants will be able to look at service standards and Service Improvement from a customer perspective.”

This exercise facilitates the changing of a mind-set from an inward looking service orientation focused on internal processes to services that are based on citizens needs.

EXAMPLE The facilitator could use the service transformation of petrol stations from only providing petrol in the past to provide other services that customer need, such as food, car wash, etc.

EXERCISE 3: WHY WE ARE DOING Service Improvement IN LOCAL GOVERNMENT?

ALTERNATIVE EXERCISE FOR TOP MANAGEMENT

TIME 20 minutes



RESOURCES

Participant's workbook page 5
Slide in TM PowerPoint

OUTCOMES

- Management will understand the benefits of Service Improvement.
- Management can describe the importance of Service Improvement in their local government.
- Management understand the concept of citizens as customers.

This activity is a plenary discussion. First you are going to explore the concept of why do Service Improvement. Then you are also going to introduce the concept of customers in local government.

INSTRUCTIONS

→ Ask the group the question:

Why are we doing Service Improvement in local government?

→ Write their responses on a flipchart. Try and get as many reasons you can. Do not tell the participants; rather encourage them to come up with the reasons themselves.

Some responses might be:

- Need to implement strategic plan, IDP's etc.

- Service standards have been set in strategic planning (e.g. the IDP) which needs to be implemented.
- Trying to address service delivery shortfalls.
- Local government wants to pride themselves to deliver an excellent service. In some areas there is very poor service, or inadequate service or inefficient service.
- We want to improve services to ensure customer service becomes a priority.
- Local government wants to deliver excellent services, which will also encourage people to pay rates and taxes.
- It will make the best use of financial resources, and use resources in the most effective way.
- Most municipalities have limited resources. This impacts on the type of service, or level of service that can be offered. It might not always be the standard that customers want, but should be closing that gap.
- We want to address service delivery concerns so that we do not have strikes or protests from citizens.
- It's our constitutional mandate.
- People more aware of their rights.
- Enhance outcome 9: effective and efficient local government.
- Uplifting standards of the services.
- Earn the trust of the communities.

FACILITATOR INPUT

- Clarify and summarise management responses and conclude on how the Service Improvement process at hand can address some of them.



EXERCISE 4: SEEING CITIZENS AS CUSTOMERS

ALTERNATIVE EXERCISE FOR TOP MANAGEMENT

TIME 15 minutes



RESOURCES

Participant workbook page 6
Slide in TM PowerPoint

OUTCOMES

- Management will understand how to view citizens as customers.
- Management will recognise that customers require communication and efficient service.

INSTRUCTIONS

→ Ask someone from the group to read the following quote and then ask the group to respond to the questions that follow.

»A customer is the most important visitor on our premises.

He is not dependent on us.

We are dependent on him.

He is not an interruption in our work – he is the purpose of it.

We are not doing him a favour by serving him.

He is doing us a favour by giving us the opportunity to serve him.«

Mahatma Gandhi

→ Divide the class into small groups of about 6 people in each. If you have a small group of participants, you can divide them into two.

→ Allow participants to discuss the questions below. One of them can write up a summary of what was discussed on flipchart paper.

1. Is this how you feel about the communities that your Municipality serves?
2. Is this how your staff feels about the communities your Municipality serves?
3. What impact does how the staff views the communities have on how they do their work?
4. Are there any changes you would like to make?
5. How does referring to the people who need the services of your Municipality as 'customers' change how you think about them as the customers?

→ Allow each group to give feedback.

FACILITATOR'S INPUT

Explain the following concept to participants: In our work we use the terminology citizens. It is important that we change the mind-set of staff of local government to begin viewing citizens as customers. Give an example of customers in business, but in the case of local government customers usually do not have a choice to go elsewhere for service.

- We need to communicate what local government is doing, so the customer knows.
- Talk to the customer. This could just be breaking down barriers between the citizen and the municipality, but there must be clear lines of communication.
- We also need to work with our service standards. We need to first identify how we are doing now and then agree on achievable targets. A small change can greatly improve the customer experience.
- Also refer to the communication section in the SI guide.



EXERCISE 5: STAGES OF SERVICE IMPROVEMENT

ALTERNATIVE ACTIVITY FOR
TOP MANAGEMENT

NOTE The following activity may be useful when other Management team members or Councillors or Union representatives were not part of the first (buy-in) meeting, attend the workshop. This exercise is used to briefly explain the stages of Service Improvement.

TIME 10 minutes



RESOURCES

Slide in TM PowerPoint

OUTCOMES

- Participants are prepared to take on Service Improvement in their Municipality.
- Participants understand and can describe the Service Improvement process.

FACILITATORS INPUT

- The facilitator explains the phases of the Service Improvement process.
- Refer also to to page 4 in this guide.

PHASE 1: PREPARATION AND PLANNING

This phase includes getting to know the municipality, identifying departments and service processes to work with, identifying Champions, and getting buy-in. There should also be a meeting with management, possibly also councillors and unions to get them involved from the beginning.

PHASE 2: TRAINING OF MANAGEMENT AND STAFF

This phase includes the training workshops we are currently busy with. This is a workshop with Top Management, followed by a workshop with selected staff.

PHASE 3: MAP CURRENT PROCESSES

This phase is part of the training phase. Top Management can map a Feedback and Complaints mechanism and or work on a Catalogue of Services. Staff will map their current processes, which are referred to as 'As Is' processes. Here the focus is also on service standards and other issues which affect service delivery.

PHASE 4: REDESIGN

The redesign phase includes another workshop in the municipality with the staff who had mapped their current processes to map what the process should look like in order to meet service standards, be efficient, and to ensure a customer oriented service. This mapping process is referred to as 'To Be'. Staff will also give feedback to management so that new processes and recommendations can be agreed upon and implemented.

PHASE 5: IMPLEMENTATION AND MONITORING

In this phase, management draws up an implementation plan to carry out the recommended changes. Changes to service standards and processes may vary from small adjustments in routines and procedures, for example to improve internal communication, to larger scale interventions, such as streamlining of service processes which may involve several departments, or setting up of a new customer care mechanism. The monitoring and reporting of the Service Improvement plans need to be included in management meetings.



EXERCISE 6: INPUTS/OUTPUTS

TIME 20 minutes



RESOURCES

Participant's workbook page X
Slide in TM PowerPoint
Slide in TM PowerPoint
Flipchart paper for group work
Koki-pens for group work

OUTCOMES

- Participants are able to describe inputs and outputs and understand their differences.
- Participants will understand the importance of having clear outputs in order to improve service delivery.

INSTRUCTIONS

- Check the type of job descriptions used in the municipality to use as additional examples. Familiarise yourself with the job descriptions in the Participant's Workbook.
- Divide participants into groups and give each group a flipchart paper and Koki pen.
- Show the slide 10 (TM Power Point) or slide 7 (staff PowerPoint). Read the definition of an input and an output.
- Have participants read one of the job descriptions from the participant's workbook. Ask the participants to write down the OUTPUTS for the job description.
- Ask participants to display their responses from the flipcharts on the wall and with red Koki-pen, mark the answers.

FACILITATOR INPUT

- Most times participants get it wrong. Usually participants write down the tasks of the job description as outputs.

around this. Be firm! Tell them that bureaucratic municipalities often want to defend and focus on what IS being done internally as most important. Do make it clear that although this is important and needs to be done, these internal processes are NOT IMPORTANT for the customer.

- Explain to participants that outputs always look at what the customer wants from the municipality. In other words, the output is what you need to deliver to your customers.
- In the 2 job description examples given in the participants manual, the answers are:
 1. The client wants a printed plan.
 2. Having people trained.

THE OUTPUT is always in the past tense. Do not confuse this with the inputs, which are the resources you need to get to that point, or what do you need to do.

LEARNING POINTS

- The point of this exercise is that the learners understand the difference between input based and output based focussed municipality.
- In the example The printed plan case study the municipality is input focused. Refers to the printed plan example:
- The customer comes to have her/his plan printed. S/He is not interested in the ink that must be replaced or the floors that have to be swept (internal processes). The facilitator can refer to some of the other work in the job description of the printing machine clerk. (see *in participants workbook*). S/he wants his printed plan, the output.
- If you do not have an output, you do not have a customer, because the output is what the customer wants.
- Learners from municipalities can share other experiences if there is time.



BEV SAYS

In the TM workshop, managers tend to disagree with the definition and will want to engage in a debate

EXERCISE 7: SILO THINKING

TIME 20 minutes



RESOURCES

Participants workbook page
Slide in TM PowerPoint
Slide in staff PowerPoint

OUTCOMES

- Participants will be able to describe what is meant by silo thinking.
- Participants will understand the negative effects of working in silos in service delivery.
- Participants will be able to describe some possible ways of breaking down silos.

INSTRUCTIONS

- Reads out the case study of the Mymuni Municipality from the Participant's Manual page 5 or asks a participant to read it out.
- Then ask the groups: What is happening here? Is this the most efficient and effective way of getting this job done?
The above questions can be done in groups or in the plenary.
- After the discussion, summarise that each job description describes only a portion of the job – that the work is done by different departments and hence in silos.
- Ask what the recommendations for breaking such silos could be.

Some **RECOMMENDATIONS** might include:

- Multi-skill the teams. If each team could complete the whole task – cleaning all the grass and drains etc. it will be much quicker to achieve and more effective.
- If one staff member is away or ill, the job (output) can still be achieved.
- There can be more efficient use of vehicles – the old method required 3 vehicles to go to the same place.
- More efficiency means the output is achieved, it has not cost any staff their jobs, and in fact staff have become better skilled.

Share with the group what Mymuni (case study) did to solve their problem

The following example of the Department of Parks and Forests can illustrate how silos are broken:

- The department used to have grass cutting teams, planting teams etc. took 9 weeks to complete a cycle. Once they changed to a multi-tasking team e.g. each team would have a grass cutter, mower, planter etc led to much more efficiency, staff able to multi-skill and become more skilled, cycle was able to work much more efficiently and quicker.
- Ask the group if they have other examples of Silo thinking. Here are 2 other example that the facilitator can share with the group.

Some additional examples:

Example 1: Applying for a trading license

At the moment customers have to go to three different departments.



INSTRUCTION

- Ask the group:
What are the solutions to this so that the customer does not have to go from place to place?
- Possible responses include:
 - Make a one-stop shop.
 - All front desk people can be trained with the same knowledge.
 - Then only exceptions will be dealt with by specialists.
 - OR you could get all departments together to go through applications
 - Create multi-skilled work teams and multi functional teams e.g. (one from each section).
 - Reorganise the way in which different departments are working.
 - Look at aspects of time, unnecessary detours, where delays happen.
 - Example front office, back office. Front office deals with everything to do with the customer and they have a very good knowledge base.
 - Introduce document management system with timelines.

Example 2: Retail business (Business example)

For example if you go to Pick and Pay, you can do everything at the till – pay for goods, draw money,

buy your airtime, pay your telephone account. They do not send you from till to till to do each different function.

FACILITATOR INPUT

- Explain that in this exercise we have improved the understanding of the consequences of working in silos, which is also part of the culture of an input based organisation. In the municipality, silo thinking will need to be challenged for Service Improvement to take place.
- If there is time you can ask the participants if they have more experiences or examples silo thinking in their own departments or in the municipality.



EXERCISE 8: PROCESS MANAGEMENT – THE AEROPLANE EXERCISE

TIME 45 minutes



RESOURCES

Participant's Workbook
 Recycled paper (for making the aeroplane)
 2 koki pens (for "spray painting" the aeroplane)
 2 blank sheets of paper (1 sheet for the supplier and 1 sheet for the buyer/customer.)
 2 pens (1 each for the buyer and the seller)
 A stopwatch or cell phone with stopwatch

OUTCOMES

At the end of this discussion participants will be able to:

- Understand the Service Improvement process.
- Describe practical methods to improve service delivery.
- Understand that increased resources may not result in improved service delivery.
- Understand that increased/decreased of staff does not impact service delivery.
- Understand the impact of effective communication in work processes between departments.
- Appreciate the importance of multi-skilling staff
- Unpack and evaluate the change of management style in the workplace.

NOTE to facilitator:

You will be acting out 3 roles in this simulation.

1. **Facilitator** role (yourself as the facilitator)
2. The **Trainer** role
3. The **Managing Director** (MD) role of the aeroplane company



INSTRUCTIONS

→ Put up the Expense chart on the wall. Also put up the flipcharts with the prepared current and redesigned process written up, but keep these closed.

Facilitator role

The facilitator explains that this is a simulation exercise. For the simulation we will need volunteers who will manufac-



ture aeroplanes for the new company they have come to work for. Ask for 8 volunteers from the group. They are going to build aeroplanes, and the production line they are starting must be effective within a week (three minutes).

The facilitator explains that he or she is the **Managing Director** (MD) of an aircraft manufacturing company.



Give the 8 volunteers the following roles:
6 staff members for the production line
1 supplier
1 customer
1 timekeeper

The production line

→ The facilitator asks the staff to sit alongside each other in a row at a long table (the production line).

→ The table must be completely empty, except for 2 koki pens for staff member number 6. The supplier sits at one end next to the 1st staff member, while the customer sits at the other end, next to staff member number 6 (the one with the koki-pens).

→ The supplier is given a stack of recycled paper, a blank sheet and a pen and the customer is given a blank sheet of paper and a pen.

→ The facilitator explains to the 6 staff members that they have resigned from their jobs in the municipality and have come to work in an aeroplane manufacturing company. They will be paid better salaries than they received before and will be trained in the manufacturing process of building aeroplanes. You can give the company a name e.g. Guava airlines.

→ The rest of the participants will be the shareholders.

→ Tell the staff that it is important for them to build and sell as many aeroplanes as they can as the shareholders will be coming at the end of each week to see how much profit they have made. Stress that the shareholders are only interested in the profits of the company.

→ The facilitator also explains the following ground rules:

1. The company must make a profit after one week (three minutes).

If the group is particularly slow, you can in-

crease the week time to 3 and a half minutes.

2. The staff will first go on training before they start at the company.

→ Explain the expense sheet. (See example of the expense sheet).

Costs will be calculated as follows:

- The supplier provides materials at 1million per sheet that is: every blank sheet that is purchased costs 1 million.
- Every completed product will be sold for 2 million that is: the selling price is 2m per plane.
- Staff salaries of 3 million must be paid weekly
- The salaries cost 3 million for every week.

In order for the company to make a profit three criteria will apply for the manufacturing of the aeroplanes. These are:

- The income must be more than expenses.
- The aircraft must look the same as the original design.
- The aircraft must be able to fly.

Shareholders:

The facilitator explains that the shareholders needs to observe what is happening, and write up their observations by looking at the following:

- What they observe?
- Where are the problems?

It is important to keep relating to the rest of the group (the shareholders), and reflecting with them, so that they do not lose interest or concentration during this activity.

Training in building the aeroplane:

The facilitator tells the 6 new staff members that they will first have to go on training.

The Trainer role



As the 'trainer' the facilitator welcome the staff to the training workshop of HOW TO BUILD AEROPLANES. Show each person in the production line how to fold their section of the aeroplane and what the finished product looks like. Tell them that it is important that they all know their jobs well i.e. how to their fold of the aeroplane.

NOTE the step by step photos of this are in Appendix 3 of this Facilitator Guide.

1. Volunteer 1 is **the supplier**. He/she has recycled paper, pen and notepad. The supplier needs to record every piece of material (metal for the aeroplane) that is sold to the company
2. The Supplier gives the **staff member 1** next to him/her a piece of paper to fold, and he/she should do the **1st fold**.
3. Pass on to **staff member number 2** and show them the **second fold**.
4. Pass on to **staff member number 3** and show them the **third fold**.
5. Pass on to **staff member number 4** and show them the **fourth fold**.
6. Pass on to **staff member number 5** and show them the **tear for the tail**.
7. Pass on to **staff member number 6** and show how to **spray paint with a koki**.
8. Pass on to the **customer** who will need a notepad and a pen. The customer tests the product to see if the aeroplane flies. Then he or she marks off on a sheet how many completed aeroplanes they have bought.

Remember to stress that the only requirement for the customer is that the plane can fly.

Ask if the staff if they all know how to do their work (their fold) and let them have a practice round. Thank them for their participation in the training and tell them they are going back to the company to start their work.

Facilitator role

The facilitator explains that the first session will be allocated 3 minutes, the 3 minutes represents one week.



Allocate a time keeper from the rest of the shareholder group. He/she will need to tell you when 3 minutes is up. For the last week the time keeper needs to warn you at 2 ½ minutes.

MD role

The MD welcomes the team back from training. He/she enquires how the training was and whether they all know what to do.



As the simulation starts the Manger's style of management is described below:

Week 1: Work Faster!

Check with the time keeper and tell the staff to start.

MD role

As the manager the facilitator is authoritative, and focuses on *working faster*.

You can be harsh and insulting, tell the staff to work faster, stop talking, stop being lazy.



Inform them when 1 minute goes by: e.g. say Monday is nearly over, work faster. Keep walking up and down the table, talking all the time. You have to keep the pressure up, tell them hurry up, it is taking too long, need to work faster, etc. Refer to the backlogs and bottlenecks and insult them more. Keep up the dialogue and the pressure while they are trying to fold the planes.

When the **timekeeper** indicates the 3 minutes are over you stop the process. The first week has passed.

Go to the expense chart on the wall and write up the costs and planes sold.

- Ask the supplier how many pieces of metal (recycled sheets of paper) were sold. Write up on the chart.
- Ask customers how many planes were sold.
- Add the staff salaries to the metal (recycled paper sheets) sold.
- Subtract the total expenditure from the total income.



EXAMPLE

Week	No of aeroplanes bought by the customer	Total income (no. of planes x 2m)	Total cost of metal sheets sold (no. of recycled paper sheets x 1m each)	Staff salary @ 3m per week	Total expenditure (Cost of metal sheets + staff salary)	Profit / Loss (Income – Expenditure)
1	11	11 x 2m = 22m	46 x 1m = 46m	3m	46m + 3m = 49m	22m – 49m = - 27m
2						
3						
4						

DEBRIEF

In this round of production there will be a lot of paper used and not many sales. The production is running at a loss. Ask the shareholders what they think?

The MD says that the team now will have to **work harder**.

Week 2: Work harder!

Check with the time keeper and tell the staff to start.

MD role

Ask the Supplier to give the first worker 3 sheets every time and keep track of how metal sheets are being sold. Tell the customer to be more critical and choosy about what they will buy.



The staff needs to work on 3 sheets to do the work more quickly. Again you should be authoritative, apply constant pressure and focus on working harder. You can be harsh and insulting, tell the staff to work harder, stop being lazy.

Stop any talking, keeps on the pressure, and makes sure that the production line staff just focuses on the planes. Push the first two in particular to fold faster, resulting in bottle necks. Tell them there will be no tea breaks, no increases.

You can have a sense of humour while you do this with the group, but keep the pressure even higher now.

The timekeeper will call out when 3 minutes is up.

Go to the expense chart on the wall and write up the costs and planes sold.

- Ask the supplier how many pieces of metal (recycled sheets of paper) were sold. Write up on the chart.
- Ask customers how many planes were sold.
- Add the staff salaries to the metal (recycled paper sheets) sold.
- Subtract the total expenditure from the total income.

This will be more than the 1st time. Write this up on the expense chart in the 2nd week column.

DEBRIEF

Ask the customer how many aeroplanes were bought and what the quality was like. The quality will be poorer and therefore there are not many sold; the loss should be greater.

Ask the shareholders what they think.

Facilitator role

The facilitator should then say: “This is not working so we are going to introduce some changes. The MD needs to go on a communication course so as to improve communication in the production line. Let’s try and put in a communication system in place.”

**DEBRIEF**

Ask the shareholders what they think. Ask the staff what they think. Tell them if they keep it up, the shareholders might think of giving them an increase in the following month. Continue to encourage the staff.

Week 3: Communication please!**MD role**

You can say: “We are going to introduce communication into the workflow. You are able to tap as soon as you are done. No talking – just a loud tap on the table. You may not pass on until the person to your left has tapped”.



Allow time for a short practice and then keep them going. The customer also needs to tap, demanding his plane.

Once the time-keeper indicates the time to start, your management style becomes less critical, stops shouting at them, being supportive.

Encourage the staff to look at the quality of the aeroplanes and watch that the communication flow (tapping) is working.

The timekeeper will call out when 3 minutes is up.

Go to the expense chart on the wall and write up the costs and planes sold.

- Ask the supplier how many pieces of metal (recycled sheets of paper) were sold. Write up on the chart.
- Ask customers how many planes were sold.
- Add the staff salaries to the metal (recycled paper sheets) sold.
- Subtract the total expenditure from the total income.

Write this up on the expense chart in the 3rd week column.

Write up the figures – The profit should break even or be much less than the previous 2 weeks or might even show a slight profit.

DEBRIEF

Ask the shareholders what they think.

- Look at wastage – this will be much improved.
- Notice there is now a profit, just by adding communication.
- Now explain that by bringing in communication there are fewer bottlenecks.

Facilitator role

As the facilitator, ask “How you think you can increase the profit? If not offered from the group suggest; “What about multi-skilling?”



Then allow volunteers to teach each other on either side what they do.

Explain that the volunteers need to help each other and will also retain tapping system.

Week 4: Multi-skilling and Managing the process

Check with the time keeper and tell the staff to start.

MD role

Manage the process – move from person to person, help move the planes down the line when people are ready. Let the first 2 people teach each other the folds that they are making. Move down the line and let everyone learn the folds from the person next to them. The MD supervises in an encouraging way, no shouting this time and assists where he/she can, helping the process along. Give compliments, talk about increases, housing allowances, bonuses.



→ Ask timekeeper to give them a warning at half-way and when there are 45 seconds left.

→ Go to the expense chart on the wall and write up the costs and planes sold.

- Ask the supplier how many pieces of metal (recycled sheets of paper) were sold. Write up on the chart.
- Ask customers how many planes were sold.
- Add the staff salaries to the metal (recycled paper sheets) sold.
- Subtract the total expenditure from the total income.

You can see the profit and loss as a result of interventions and different ways of working. Then facilitate a session that examines the problems with the system.

DEBRIEF the volunteers:

- Ask them how they felt during the first two rounds of the manufacturing process.
- Ask them how they felt when communication was introduced and how it felt when they were multi-skilled. Ask them how they felt about the MD's management style.
- Ask the supplier how he/she felt during the process.
- Ask the customer how he/she felt during the process.
- Thank them for participating in the simulation, and for being such good staff members. Apologise for being a bad MD and make sure that they understand that you were playing a role and not being mean to them.

INSTRUCTION FOR DISCUSSION

Lead the discussion using the questions and ideas below as a guide.

- 1. What were the problems when we first started?
 - Bottlenecks were created/work piling up.
 - Low staff morale.
 - No team work.
 - Manager shouting, no communication skills.
- 2. How did you feel during this week?
- 3. What did we change to the process and how did it affect the process?
 - Introduced communication through tapping, which improved team morale.
 - Bottlenecks were eliminated.
 - Profit.
 - Introduced multi skilling which led to team work, i.e. helping each other; reduced pile ups.
 - Introduced facilitation, the manager was no longer managing the people but rather managing the process.
 - Increased Profit.
- 4. What can we learn?
 - A manager need not be pushy but rather manage the process.

- Additional resources do not result in better results.
- No one lost their jobs.
- More people were not employed.
- Greater teamwork.
- People learnt extra skills.

→ 5. Ask the buyer about the quality of the aeroplanes.

- Remember if the audience do not raise some of the learning you need to facilitate the session so that the learnings from this exercise in enforced.

LEARNING POINTS

- **Ask:** what did you learn from this activity?
- **Summarise** what took place in the activity. This helps us to see that how we manage the process can improve service delivery. We can see that a new organisational culture in the municipality is required as well as a new management style.

Answers from the group could include:

- Creating multi skilled teams improved profits.
- Duplication of tasks.
- Teamwork.
- No extra human or financial resources were needed.
- Constant improvement of systems.
- Working people harder or faster does not necessarily give you good results.
- You can identify where there are bottlenecks
- You can identify waste when people were not multi-skilled.
- Communication helps the process to work.
- Each person was only focussing on their own part of the process and not seeing the whole picture.
- When the manager got involved in the process then it helped – you can then shift things and deal with what is happening. Therefore it is important that the managers get part of the process.
- Multi-skilling made the process more effective
- Adding people or taking people away is not what helped – it is the process that needed to be dealt with.
- Once process has been dealt with then could properly evaluate if you need more people or IT system etc.
- Will be able to identify if there are additional training needs.

To **summarise** the facilitator can comment that in this exercise:

- You can work with the human resources that you have i.e. more people will not necessarily help improve the process.
- Finally you are working smarter and more efficiently – but you have exactly the same number of people.
- Nobody lost their jobs they just had extra training.
- Work with decision makers so that they can see the value of process improvement.
- If you need to involve unions this should be done all the way in the process.
- Some people resist change and the extra work of multiskilling? This is a real concern, for some it even results in absenteeism or other problems. However if you do it in the correct way, involving everyone in the process then there will be buy in from most people.

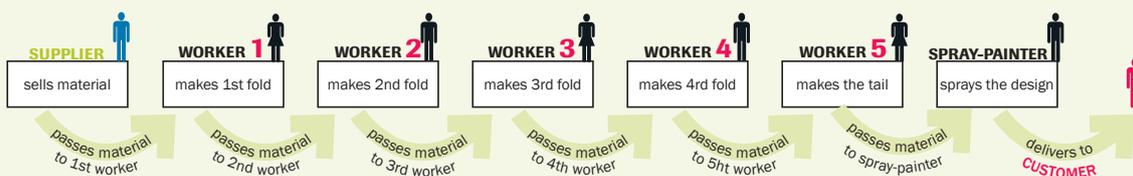
MAPPING THE PROCESS

The facilitator should say that we have seen from this activity there are certain steps that were followed. Let's see what happened in the process during the 1st week. The facilitator maps the 1st 2 steps in the aeroplane exercise on the flip chart. H/she allows the participants to work in groups to complete the exercise.

→ Ask the question: Are service standards important in this process?

You can use the extra exercise on Service Standards in the participants workbook Exercise D. E.g. quality, speed, cost.

BEFORE REDESIGN



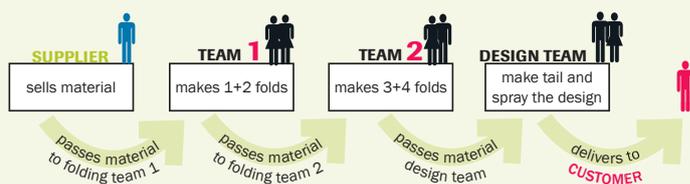
REDESIGN THE PROCESS 'TO BE'

Once the participants have completed the mapped 'As Is' process (1st week of aeroplane exercise), they present their maps to the rest of the participants. At the end of the presentation, the facilitator points out the differences in how each group mapped the process. Groups may have mapped differently. It is important to highlight that differences in mapping is ok, as long as the steps in the mapping process has been covered.

The facilitator asks the participants to re-design the process. In other words: they map what happened by the 4th week in the aeroplane exercise. Again groups may present different mapped processes, and the facilitator makes sure that all the steps were covered.

Explain what Service Standards are. You can use the extra exercise on Service Standards in the participants workbook (Exercise D. E.g. quality, speed, cost.) Ask the question: Are service standards important in this process (aeroplane exercise)? Which service standards do you think are important in this process?

AFTER REDESIGN



EXERCISE 9: CATALOGUE OF SERVICES

REFER to the communication section of the Service Improvement guide.

TIME 45 minutes



RESOURCES

- Participants workbook page
- Slide
- Flipchart paper
- Koki-pens

OUTCOMES

- Participants will be able to Compile a Catalogue of Services.
- Participants can describe the benefits of communicating a catalogue of services to their customers.

NOTE TO FACILITATOR

Depending on the group you are working with, the time you have available, and the amount of support that the participants need, you can decide how long to spend on this and also whether it is something that can be done for homework, or in a later session. This session could take much longer if you have the time to spend.

INSTRUCTIONS

- Ask participants the following:
- How do your customers know what services the municipality offers?
- Where can they go to find out?
- Who can they talk to, to find out?
- How can your municipality make it easier for them to find out?

EXPLAIN that a Catalogue of the services is often helpful for the customer to access information readily and easily about municipal services. It can be in the form of a simple yet efficient booklet that contains only the services that are frequently used by customers in the municipality. The Catalogue of Services can also become a branding or marketing tool for the municipality. The Catalogue thus becomes a transparent “selling” agent that shows customers exactly what value they are receiving for their money.

REFER to page 25 in the communication section of the SI manual for another example of a CoS.

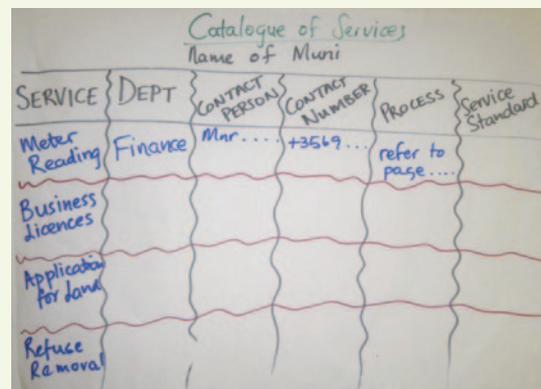


BEV SAYS:

The 1st draft can be done in plain black and white and typed on ordinary office paper. It is worthwhile to get the catalogue started and making it public will show immediate benefits. The next time you might want to have a glossy cover and after a year or two have a glossy-paged catalogue.

→ Write up on a flipchart what the catalogue of services could look like. For example across the top of the flipchart write:

Service	Department	Documents required	Contact person and numbers	Process map: Refer to	Service Standard



An example of a prepared flipchart.

HELP the group to identify some of the departments which should be listed and complete one example.

REMINDE the participants that service standards refer to the level and quality of the service. This is usually the speed of service, cost of service, and quality e.g. water should be drinkable.

The layout of the brochure may contain the following information.

A cover page:

The logo, photo of the municipality; period of validity for the Catalogue (like the telephone directory), the slogan of the municipality (This City works for you: City of Cape Town). If the municipality has a call centre/or switchboard this number can be listed right at the beginning of the catalogue.

Inside cover page:

A forward from the Mayor or Municipal Manager or CEO, with a photo or

The vision, mission values of the municipality. This could however still be added on the back cover of the Catalogue of Services.

The 2nd page: recommended yet optional

A short process should be mapped or described in which the caller/customer will know what happens when his/her call is taken. See the example below.



An Index page: (Sort Services reflected in column below into alphabetical order) please refer to the communication section in the Service Improvement guide.

ASK managers to complete a Catalogue of Services as homework, and this will be discussed at the 'As Is' workshop in the next phase of SI.

EXERCISE 10: FEEDBACK AND COMPLAINTS MECHANISM

TIME 60 minutes



RESOURCES

Participants workbook page

Slide

Flipchart paper

Koki-pens

OUTCOMES

- Participants will understand why it is important to have a feedback and complaints mechanism.
- Participants will complete a Feedback and Complaints process map for a defined service.

NOTE to facilitator:

Depending on the group you are working with, the time you have available, and the amount of support the participants need, you can decide how long to spend on this exercise and whether it is something that can be done for homework, or in a later session. This section can be run as a workshop on its own, or together with the Catalogue of Services. You will have to include or exclude from the material below depending on how much time you allocate to this, and whether it becomes an assignment.

REFER to the SI guide here for further information.

INSTRUCTIONS

Ask the group: What should we focus our improvements on?

RESPONSES

 might include:

- Product/services quality.
- The way services are provided.
- Organisational personal – knowledge and behaviour.
- Organisational image.
- Cost of the services.
- Then ask the group: Who is your customer?
- Determine level of customer satisfaction with each one of them (customer feedback).
- Discuss briefly how the use results of customer feedback can be used to improve your services.

FACILITATOR INPUT

Discuss the following points with the group:

- How the Municipality measures its performance.
- Improve processes with high importance and low level of customer satisfaction.
- After improving most important segments of processes you can focus on less important ones.
- Maintain constant communication with all stakeholders on what is being done, why and what results are expected and when.
- The goal is to exceed customer expectation.
- To do so we must know what the expectations of the customers are.
- This means that reliable information is needed on what services customers want from the municipality.
- At the same time, the municipality must ensure that customers know how much their municipality does for them.
- In this way customers start having a more positive engagement with their municipality and can identify potential improvements within processes that would ensure efficient delivery of services.
- Let the participants work in groups to complete the feedback and complaints mechanism task on page 13 in the Participant's workbook.

DISCUSSION

Facilitate a discussion around the following questions based on the exercise:

- From the always column that was ticked, do you think those methods have been very successful?
- Why? Why not?
- Which of the other methods (above) do you think can also assist in getting more feedback from the customers?
- What can you do to get these implemented into the system?

NOTE The word “complaint” signifies both “complaint” and “recommendation”.

FACILITATOR INPUT

Discuss the following with the group. Go into as much detail as you feel is appropriate for your group.

1. METHODS OF COMPLAINTS

- Complaint written on a standard form: This is the most efficient way to collect complaints. The complaint form could have information; frequency of appeal, description of a complaint, complaint officer contact, etc. and the complaint then can be processed through an electronic document tracking system.
- Comments box is a very frequently used method to collect customers' opinions in municipalities. In a visible place, so all customers can have a free access, with paper and pen and have some peace while writing. The box has to be locked and only an authorized person should open it. The time of the opening should also be predefined, and the opening and the contents of the box should be recorded in the opening log and then transferred to the complaint form. Same box can be used for the customers' opinion survey. In that case the appropriate forms must be available to customers.
- The Complaint Book is also a very well used method in municipalities. The rules are same as for the comments box. It is very important that pages are numbered – so that in the case some negative comments are written no one can rip out the whole page. The contents should be checked on regular bases and all complaints recorded in the log and transferred to the complaint form.
- Verbal complaints (personally or by phone) are often used by customers but municipal authorities very seldom have a defined method of noting it. Whenever it is possible, municipal employee – complaint officer should write down verbal complaints in the complaint form. Once it is written verbal complaint is treated same as a written complaint.
- A letter can be also used as a form of complaint. If all information needed to fill out the complaint form is available, the procedure can start immediately, and if some information is missing customer can be asked to provide them. In case that applicant is anonymous procedure can be started based on available information.
- E-mails, SMS can also be used for complaints and the same rules apply here as for the letters. It would be good if one e-mail address is available only for complaints, and if it is posted in a

visible spot in the one-stop-shop (e.g. bulletin board), or at the municipal web site, if it exists. All complaints received should be recorded and transferred to the complaints form.

2. RESPONDING TO CUSTOMERS' NEEDS

INSTRUCTIONS

In plenary, as the following:

→ How do you respond to your customers needs?

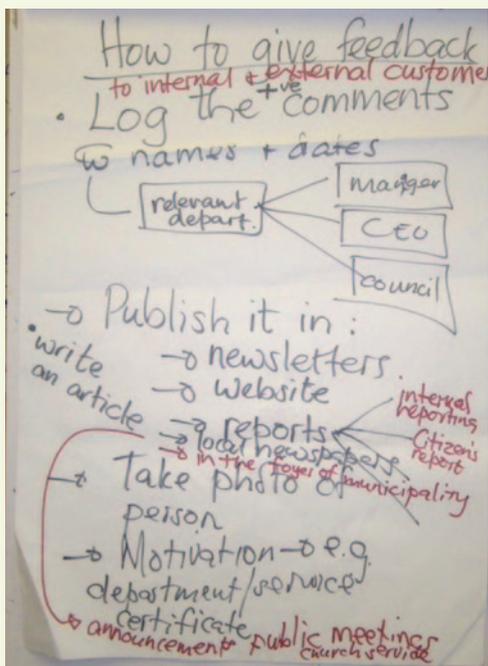
→ Write the responses on the flipchart.

→ Some possible responses:

- Listen to them
- Ask questions
- Hold public meetings
- Talk to them one on one
- Fill in a questionnaire
- Interview them
- Other?

→ Continue asking:

How would you give feedback to your internal and external customers?



Possible answers:

- Log the complaint with the relevant department
- Write down the citizen's name, complaint and the date. Tell citizen when you will get back to them, e.g. we'll send you an SMS within 7 days with our response.

MAPPING A PROCESS FOR FEEDBACK AND COMPLAINTS

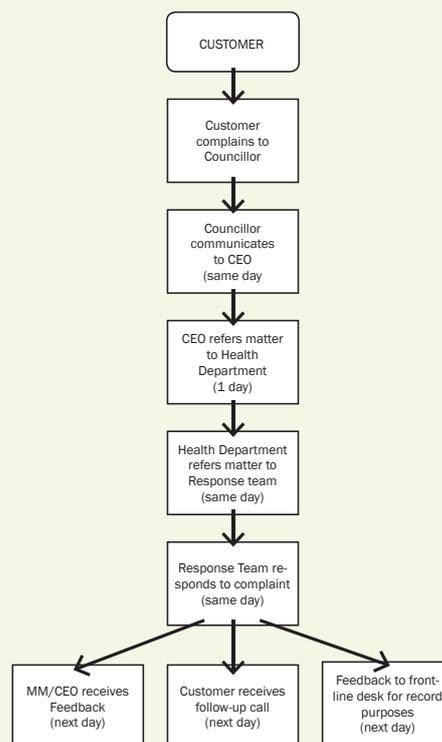
INSTRUCTIONS

→ Divide participants in smaller groups to map a feedback and complaints mechanism needed for their municipality.

NOTE

If you are running this as a workshop on its own, divide the group into small groups and let each group develop a feedback and complaints policy for your municipality that can be easily implemented. Map an 'As Is' process and then redesign ('To Be') and add Service Standards.

Example of Management mapping
Dealing with a customer complaint for garden refuse removal



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Appendix 1

EXAMPLE OF A SERVICE IMPROVEMENT (SI) INVITATION AND WORKSHOP OUTLINE

To: Municipal Managers
 HR department
 Corporate Services department
 CFO department
 IDP
 Finance department
 Skills Development Department
 Portfolio Councillors

A Service Improvement workshop will be held with top management at the Mymuni Board Room on the **2nd November 2012 from 08h30 to 13h30**

Facilitator: Mrs XXX

PURPOSE

The workshop is aimed at top managers to have an understanding of the importance for their municipality to undertake Service Improvement and what this would mean for the municipal staff.

AGENDA

Time	Item	Facilitated by
08.30	Welcome and Introductions	Mr/s Xxx
08.40	Expectations and Ground-rules	Mr/s Xxx
09.00	The role of Service Improvement in Local Government	Mr/s Xxx
09.30	Citizens as customers	Mr/s Xxx
10.00	The stages of Service Improvement	Mr/s Xxx
10.10	T E A	
10.30	Understanding Service Improvement: Service please!	Mr/s Xxx
10.50	Input, Output	Mr/s Xxx
11.10	Silo thinking	Mr/s Xxx
11.30	Mapping and re-design: practical role-play: aeroplane exercise	Mr/s Xxx
12.45	Choosing a process (departmental for training of staff)	Mr/s Xxx
12.55	Choosing a management process	Mr/s Xxx
13.15	Evaluation and closure	Mr/s Xxx
13.30	L U N C H	

As agreed on the 20th October 2012 it is important to note that everyone should attend the workshop. Please direct any queries with regard to the workshop to Mrs YY by emailing at: yy@abc.co.za

Kind thanks
 Mrs XXX
 Service Improvement Facilitator

Appendix 2

GENERAL FACILITATOR TIPS

Training and facilitation in municipalities

Training is needed to increase the knowledge and skill for the development of new and experienced employees as well the municipality, departments or offices they work in. The employee works to achieve the objectives of the municipality, however is likely to need training to acquire the necessary skills to do so, as well as to develop and grow.

It is therefore important to train new and experienced employees for the following reasons:

1. The employees gain direction in their job.
2. The employee is provided with information to become more productive.
3. Loyalty and morale of the employee is raised.
4. Employees reach desired performance levels in a relatively short period of time.
5. The quantity and quality of output is reduced and costs are reduced.
6. Job satisfaction is promoted while absenteeism and labour turnover is reduced.
7. Technological developments are essential for new and experienced employees.

The benefits of training

These include the following:

1. It reduces the time it takes employees to reach an acceptable level of performance.
2. It improves job performance e.g. less waste, reduces accidents and has fewer customer complaints.
3. The right attitudes are formed, because the municipality shows its concern for the welfare of their staff, which in turn increases morale and loyalty.
4. It satisfies own goals and personal needs of the employees while achieving those of the municipality which increases job security and creates promotion opportunities.
5. It raises the level of performance due to increased productivity.
6. Less supervision is needed because employees know exactly what to do and this saves time.
7. Better recruitment and selection can serve as incentives to employees.
8. Manpower needs are met because employees are more productive.

Understanding facilitation

The facilitator

A facilitator is someone who uses their knowledge of group processes to formulate and deliver the needed structure for meeting interactions to be effective. The facilitator focuses on effective processes workshop allowing the participants to focus on the content or the substance of their work together.

Facilitators can serve many different roles including developmental intervention in meetings, running workshops, conducting experience-based training and guiding team development.

Other roles exist for the facilitator besides facilitation. These include scribing, recording, timekeeping and leading discussions. The Facilitator's role is unique, although no more or less important, since their primary focus is on the workshop processes.

Facilitation can involve many different levels of knowledge and skill, can include work on all kinds of problems and challenges, can assist the group in fulfilling its desire, or can include pushing participants to new levels of understanding. Most importantly, however, facilitation

includes both an ability to recognize when effective workshop processes are needed and an ability to provide these processes.

A facilitator empowers participants/learners to learn in an experiential group.

Stages of development as a facilitator

A facilitator moves through different stages of development.

Stage 1: The beginner facilitator:

In this stage the facilitator learns the basics of facilitation. The theory of facilitation, various facilitation techniques and skills are taught (knowledge based). The learner is allowed to be creative in exploring various facilitation practices theoretically.

Stage 2: The learner facilitator:

Here the learner facilitator observes experienced facilitators in practice. The learner facilitator also starts to practice the theory learnt in stage 1 in a safe environment and feedback is given in a development manner by the experienced facilitator. The learner sticks to a planned program or agenda and feels uncomfortable to deviate from it.

Stage 3: The advanced facilitator:

The facilitator has enough experience in group facilitation, working with difficult participants or learners and is more flexible around a planned or fixed agenda or program. An advanced facilitator would have a presence that would be felt in the whole room. He/she would permeate the space with confidence and certainty, and things would tend to sort themselves out without much effort on his/her part.

A more advanced facilitator would be comfortable to let his/her own creativity flow. He/she wouldn't need to refer to anything but would simply know what to do at all times. But really the key thing is that he/she takes responsibility for the session. An advanced facilitator might resolve something major simply with one well-placed question or direction, or just with one good acknowledgement

The process facilitator

There are some basic abilities that a process facilitator needs to develop in order to be successful. These are in addition to the technical knowledge she needs to have. The practical abilities lay the foundation for the session, and will in the long run be senior to any theoretical knowledge.

First of all the facilitator needs to be able to be present. The facilitator must also be able to be neutral and non-judgmental. A facilitator must be able to suspend his/her own attitudes and reactions. He/she would be perfectly willing to explore any viewpoint without any need to make it right or wrong. He/she would naturally see things from a level of wholeness and cause.

The facilitator can develop his/her ability to be neutral by familiarising him/herself with many different viewpoints.

Next, a facilitator needs to know what to do. In the first place that just means that he/she needs to have a system of knowing what to do next. He/she might maintain index cards with directions on them. A facilitator needs to be able to communicate. That includes the ability to say things in a way so that people receive it, and to listen to what people say and let them know that he/she heard it. He/she makes sure that questions are answered.

The effective facilitator

An effective facilitator comes from a position of being centred. Being centred means that one is comfortable being present, one is relaxed, and one is balanced. A person who is busy reacting to the room and the circumstances, who is thinking compulsively, who is physically uncomfortable and fidgety, won't be able to give nearly as much attention as would a person who is centred.

In martial arts one of the first things one will be taught is to be centred while doing nothing. Old Chinese Tai-Chi masters would for the first many months only teach their students how to stand. Only when the students could stand correctly, that is, in a centred, balanced, grounded way, then they would do on to learning moves.

Adapted from Facilitator Training Manual by Flemming Funch

The role of the facilitator

- A main role of the facilitator is setting the initial mood or climate of the group.
- The facilitator helps to elicit and clarify the purposes of the individuals in the group as well as the more general purposes of the group.
- She or he relies upon the desire of each participant to implement those purposes which have meaning for her or him, as the motivational force behind significant learning.
- He or she organizes and make accessible a wide range of resources for learning.
- The facilitator is a flexible resource to be utilized by the group.
- He or she accepts both the intellectual content and the emotionalized attitudes and tries to balance his/her emphasis or these aspects with the group's corresponding emphasis.
- The facilitator may share opinions with the group, once the acceptable climate has been established, but he or she must do so in ways which do not demand nor impose but represent simply a personal sharing which group members may take or leave.
- Throughout the group experience, the facilitator remains alert to expressions which indicate deep or strong feelings.
- In his or her functioning as a facilitator of learning, the facilitator recognises and accepts his or her own limitations.

A facilitator...

- Is neither a content expert nor a lecturer
- Helps participants to interact with each other, gain new information,
- Build upon their experience.
- Guides a process which will help participants to reach their stated goals and objectives within the time allotted.
- Key role is to help the group experience and learn together. If you are working with participants who may not understand the role of a facilitator, explain this to them.

A good facilitator

- Keeps the group focused on task and process
- Remains as objective as possible
- Is an informed guide helping the group to chart its course and accomplish its goals
- Listens more than talks
- Adopts to various learning styles
- Encourages everyone to participate while remembering that individuals participate in different ways. Some may talk only in small groups, but they are still participating. Others may wish to talk constantly and may be contributing little.
- Protects members of the group from attack by others
- Is gender and culturally sensitive

- Energizes a group or slows it down, as needed
- Recaps, occasionally, what has happened in the workshop and helps group to make connections between the sessions.

YOU will become a good facilitator if you follow the above hints and also

- Be alert to signs of confusion (puzzled or frustrated looks, people asking neighbours questions, resistance, etc.)
- Don't do the group's work. Learning is more effective and lasting if the individuals and small groups discover on their own (learning by doing).
- Circulate, but don't become a permanent part of any one group because you may too easily influence the group.
- Spend sufficient time with each group during small group work to be certain they have grasped the tasks and concepts supporting it.
- Review portions of the small group tasks which are causing confusion if several individuals or groups are having difficulty.
- Ask frequently if there are questions. Sometimes the training activity specifically suggests asking if there are questions, but you should ask even if the activity does not specify doing so.
- When you DO ask a question, allow group members time to think before answering. Slowly count to 10. This may seem like a long time and silence may feel uncomfortable, but allowing participants time to think is essential if you want thoughtful answers.
- Don't feel that you must be an expert. Remind the group and yourself that you are a facilitator. Remind them (and perhaps yourself) of THEIR expertise and experience. Ask other participants for their ideas on a question. Don't feel you should answer everything – you shouldn't!
- Be flexible. Keep the times of your sessions and depth and breadth of content somewhat flexible. Changing something doesn't mean you planned poorly, but probably means you are listening, watching, and adjusting your plans to fit the situation.
- Take at least two 15–20 minute breaks – one in the afternoon and one in the morning. Suggest short “stretch breaks” as needed.
- Finally, RELAX!

Becoming a more skilled Facilitator

It is not possible to learn facilitation from a book or a guide. All that can be accomplished in writing is to establish some principles.

Being a good facilitator requires achieving a high level of behavioural competencies like communications skills, impact, analytical ability, flexibility, judgement, organisational skills and self-management. We are not in a position to judge our own behavioural competencies and therefore need to get feedback from others if we are to improve. So, to improve your facilitations skills you could try the following:

- Seek training that offers opportunities to practice and receive feedback
- Seek opportunities to work alongside an experienced facilitator and ask for feedback.
- Ask your participants for feedback
- However you get your feedback be sure to avoid becoming defensive and really listen to it.

The aim of facilitation is to design and manage a process that enables the majority of participants to achieve what they set out to achieve. This is accomplished through behaviours that can be described simply as pushing and pulling behaviours.

Pushing behaviours

Pushing behaviours can be defined as those behaviours that the facilitator uses to guide and steer the facilitation process. Pushing behaviours are therefore the tools that give the facilitator control over the agenda and ultimately over the process.

Examples of pushing behaviours

The following behaviours are examples of pushing behaviours:

- Setting the agenda
- Giving information
- Disagreeing
- Telling
- Pointing out mistakes
- Defending a viewpoint
- Explaining
- Reading from a text
- Reprimanding someone

Pulling behaviours

Pulling behaviours can be defined as those behaviours that the facilitator uses to elicit information from participants. Pulling behaviours are required to keep people involved in and committed to the process.

Examples of pulling behaviours

The following behaviours are examples of pulling behaviours:

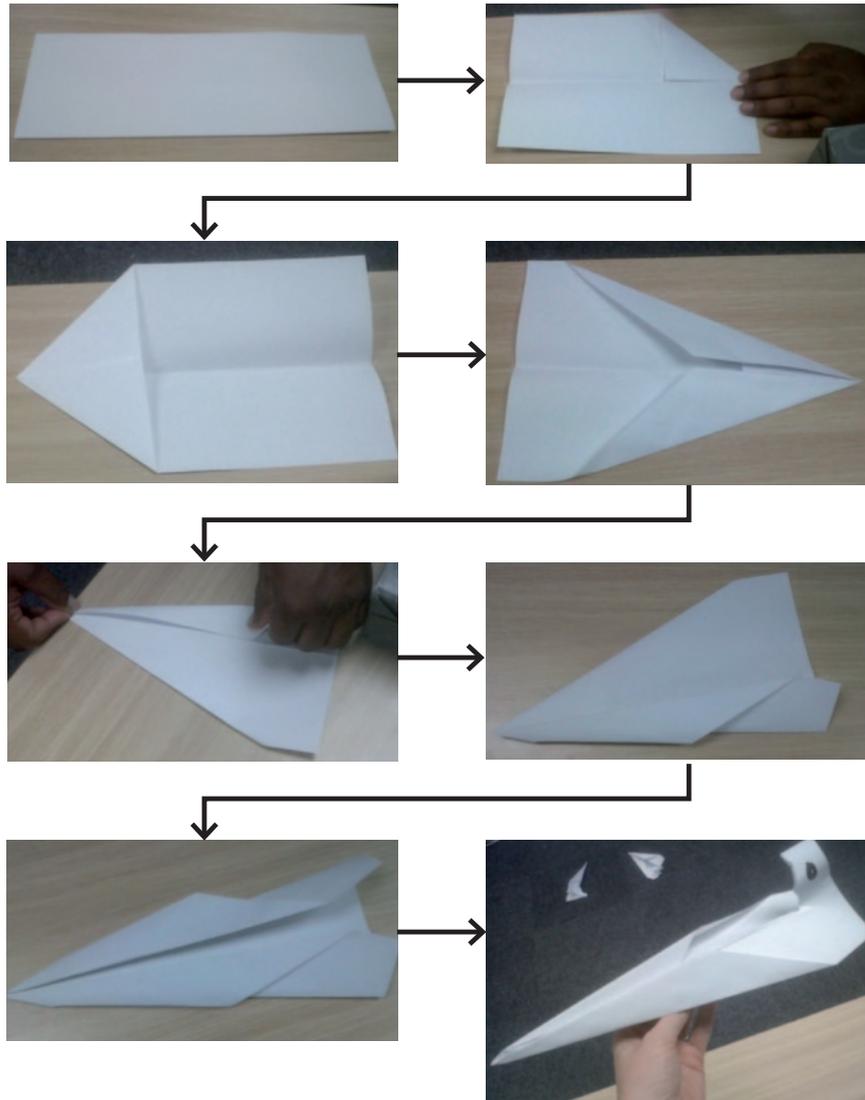
- Asking for inputs on an agenda
- Asking questions
- Asking for suggestions and proposals
- Testing understanding e.g. “So what you mean is...”
- Rephrasing e.g. “So what you are saying is...”
- Extending e.g. “Tell me more.”
- Effective use of silences
- Asking for clarification e.g. “Give me an example?”
- Summarising what has been said

The required ratio between pushing and pulling behaviours

It might be expected that a Facilitator needs to achieve a balance between pushing and pulling i.e. a ratio of 1:1 but this is not the case.

For facilitation to effect lasting change, the desired ratio is 1:2. A facilitator should use twice as many pulling behaviours compared with the number of pushing behaviours. This is in line with the principles of how adults learn, using experiential learning.

APPENDIX 3 STEP-BY-STEP: HOW TO FOLD AN AEROPLANE



Appendix 4

THE PRINCIPLES OF ADULT LEARNING

Why do you think it is important to know how adults learn?

What are differences/similarities in the way children and adults learn?

- Adults are people with years of experience and a wealth of information. Focus on the strengths learners bring to the classroom, not just gaps in their knowledge. Provide opportunities for dialogue within the group. Tap their experience as a major source of enrichment to the class. Remember that you, the teacher, do not need to have all the answers, as long as you know where to go or who to call to get the answers. Students can be resources to you and to each other.
- Adults have established values, beliefs and opinions. Demonstrate respect for differing beliefs, religions, value systems and lifestyles. Let your learners know that they are entitled to their values, beliefs and opinions, but that everyone in the room may not share their beliefs. Allow debate and challenge of ideas.
- Adults are people whose style and pace of learning has probably changed. Use a variety of teaching strategies such as small group problem solving and discussion. Use auditory, visual, tactile and participatory teaching methods. Reaction time and speed of learning may be slow, but the ability to learn is not impaired by age. Most adults prefer teaching methods other than lecture.
- Adults relate new knowledge and information to previously learned information and experiences. Assess the specific learning needs of your audience before your class or at the beginning of the class. Present single concepts and focus on application of concepts to relevant practical situations. Summarize frequently to increase retention and recall. Material outside of the context of participants' experiences and knowledge becomes meaningless.
- Adults are people with bodies influenced by gravity. Plan frequent breaks, even if they are 2-minute "stretch" breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.
- Adults have pride. Support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect. Avoid saying "I just covered that" when someone asks a repetitive question. Remember, the only foolish question is the unasked question.
- Adults have a deep need to be self-directing. Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement. Don't "spoon-feed" the participants.
- Individual differences among people increase with age. Take into account differences in style, time, types and pace of learning. Use auditory, visual, tactile and participatory teaching methods.

Appendix 5

DEALING WITH DIFFICULT BEHAVIOURS

In the course of your work you are going to often come across people who, for some reason, do not wish to make a positive contribution to a process you are leading. This may be in the context of a workshop or it may be in the broader context of the process as a whole.

If you bear in mind the principle that the primary task of the facilitator is to create an environment in which the majority of people can accomplish what they came to do, then this will provide you with some guidance regarding how to manage it.

Try to keep as hands-off an approach as possible so as to avoid locking yourself into a direct confrontation. If one keeps the above in mind and asks yourself “is the behaviour preventing the majority of people from accomplishing what they came to do?” If it is, then you have to intervene. If it isn’t, then you don’t.

If possible, delay your intervention and give the group a chance to deal with the problematic behaviour. They almost always will and then that keeps you out of a direct conflict.

Below is a table that outlines some common behaviours that may occur and gives some suggestions for how to manage them in such a way that the group as a whole can achieve what it set out to do.

You will note that these are referred to as difficult behaviours and not difficult people. This is an important distinction because all of us behave negatively at some times in our lives. So, while you look through the table, see if you can spot the behaviours that you also sometime display.

DESCRIPTION	POSSIBLE REASONS	IMPACT	WHEN TO INTERVENE	SUGGESTED INTERVENTIONS
<p>THE GREAT »I AM«</p> <p>Talks about all the amazing things they have done all the time.</p> <p>Knows everything about everything.</p> <p>Often loud but can sometimes be more subtle.</p>	<p>Often quite an insecure person who needs to do this to feel important.</p>	<p>Can intimidate other members.</p> <p>Can infuriate other members.</p>	<p>When you see the intimidation.</p> <p>Leave infurriation to the group to manage.</p>	<p>First, listen to and log the contribution of the person and acknowledge the value they add – often this is all that is needed.</p> <p>Place your body between the behaviour and the rest of the group in plenary sessions so that you can “shut it out” for a while. Always remember to move away again every so often.</p> <p>Place the behaviour in a small group with others of its kind and let them battle it out.</p> <p>Ask the person to help you with a facilitation task.</p>
<p>THE BOXER</p> <p>Aggressive.</p> <p>Appears angry.</p> <p>Shows no respect for the opinion of others.</p>	<p>Like most bullies, these people are more often than not, have very low self-esteem and can only feel good about themselves if they put others down.</p>	<p>Scares participants and prevents them from participating.</p>	<p>As soon as you are sure that you are dealing with a bully.</p>	<p>Listen to and log their first few contributions – this may settle them down.</p> <p>Change your design to use techniques that are paper based and anonymous so they cannot hold the floor.</p> <p>Block their ability to dominate a plenary session by standing in front of them every now and again.</p> <p>Utilise small group sessions and place them in a group with other dominant people.</p>

DESCRIPTION	POSSIBLE REASONS	IMPACT	WHEN TO INTERVENE	SUGGESTED INTERVENTIONS
<p>THE SILENT ONE Hardly ever says a word.</p>	<p>May be angry or sulking.</p> <p>May be upset about something not related to the workshop.</p> <p>May be feeling ill.</p> <p>May just be shy.</p>	<p>Their potential contribution is lost.</p> <p>Sometimes other participants find them a bit unnerving.</p>	<p>When you are sure that you understand why they are silent.</p>	<p>Avoid “pouncing” on them.</p> <p>Design your workshop so that early tasks are paper based and anonymous to ease them in to participating.</p> <p>If you think they are angry, take time during a break to understand what is troubling them.</p> <p>If it is workshop related, try to solve the problem.</p> <p>If they are ill, respond by establishing if they need to be helped by getting them to a doctor, or home or by simply organising a painkiller.</p>
<p>THE »HOBBY HORSE« RIDER Has a favourite topic that they find a way to bring up as often as possible.</p>	<p>May feel that they have a good idea and that people just never listen to them.</p>	<p>As they sometimes raise their hobby horse at inappropriate moments, over and over again it can be difficult to keep everyone else on track.</p>	<p>When you have heard the point made before.</p>	<p>Listen carefully to the point – it may well be valuable but been overlooked in the past.</p> <p>Make sure you log the point.</p> <p>If it is not directly to do with the subject, write it up on a separate piece of paper and place it prominently in the room.</p>
<p>LAPTOP LILLY Spends a fair proportion of the workshop on their laptop doing e-mails, talking on Skype or doing other things not related to the workshop.</p>	<p>Bored</p> <p>Don't realise that it is rude</p> <p>Stressed because of too many demands</p>	<p>Only impacts on their own ability to draw value from the workshop.</p> <p>If you have designed a team-based workshop, the team will deal with them.</p>	<p>Don't - beyond helping the group to set ground rules at the beginning.</p>	<p>Set ground rules at the beginning and refer to it in a respectful yet firm manner.</p> <p>In the ground rules, allow participants to come up with how they will handle this behaviour if they see it.</p>
<p>CELL PHONE SAM Receives or makes calls during the workshop.</p> <p>May leave the room often to make or receive calls.</p>	<p>Bored.</p> <p>Don't realise that it is rude.</p> <p>Stressed because of too many demands.</p>	<p>Only impacts on their own ability to draw value from the workshop unless they make calls in the room.</p> <p>If you have designed a team-based workshop, the team will deal with them.</p>	<p>Don't - beyond helping the group to set ground rules at the beginning unless they are making or receiving calls in the room of if the phone is not on silent.</p>	<p>Set ground rules at the beginning.</p> <p>If they are making calls in the room, check with the group if they have objections to the breaking of the ground rules that everyone agreed to.</p> <p>See above.</p>

DESCRIPTION	POSSIBLE REASONS	IMPACT	WHEN TO INTERVENE	SUGGESTED INTERVENTIONS
<p>THE JOKER Appears not to be taking the subject seriously. Makes inappropriate jokes during the process.</p>	<p>Naturally sees the funny side of things but not good at knowing when it is appropriate. Deliberately trying to sabotage the process.</p>	<p>Can be distracting but these people are sometimes useful for lightening a difficult situation.</p>	<p>If their jokes are hurtful or insensitive. If they are acting as a distraction.</p>	<p>Give them a task to do. Block them physically at strategic moments. Appreciate their humour when appropriate and ignore when not.</p>
<p>MR/MS IMPORTANT This person occupies a high-level position. Not used to being disagreed with. Expects special treatment.</p>	<p>Genuinely competent people in high level positions do not need to demand respect – they earn it easily. This person is not confident of their competence.</p>	<p>Can divert the entire process to their point of view. Can silence the members out of fear of annoying them. Can undermine the work of the facilitator.</p>	<p>When you are planning and preparing the workshop.</p>	<p>Do your homework – understand where they are coming from and what their expectations are. Design so that they are properly acknowledged at the beginning and the end but during the important discussions utilise techniques that create more equal ground.</p>
<p>MOANING MINNIE Complains and moans about everything but not really open to solutions.</p>	<p>Usually these people think it makes them look cleverer if they find fault with everything – which means that they are not sure if they are clever.</p>	<p>Can “infect” the process with their negativity.</p>	<p>If you see that the group is becoming demoralised by the constant negativity.</p>	<p>Make sure you phrase all of your discussions from a positive point of view. Split the discussion into “problems” and “solutions”. In small group discussions, put them with dominant people.</p>
<p>THE FIRE CRACKER Appears to be quietly participating but then suddenly explodes – almost like a tantrum.</p>	<p>People who have allowed a situation to build up without dealing with it.</p>	<p>People like this can completely derail a process and be very damaging.</p>	<p>Immediately.</p>	<p>Take them away from the situation if possible. Do not enter into the specifics until they have calmed down. When they are calm – hear them out. If you cannot calm them – remove them from the process.</p>

Appendix 6

CASE STUDIES

Read the case study and then answer the questions that follow.

1. SAVING THEMBI – *A true story*

The clinic sister looked sadly at the young mother sitting opposite her with a small baby lying listlessly in her lap.

– I am so sorry Mrs Siwisa, Thembi is very sick and she has a high fever. She needs medicine now to get her fever down quickly but we do not have that medicine here. Maybe you can go across to the chemist in the mall and buy some there for now. I think we will have the right medicine tomorrow or on Monday. If Thembi gets worse over the weekend, you must take her to the hospital.

The mother bowed her head slightly, gathered her child up and left the room. She had no idea where she was going to get the money for the taxi home, let alone to buy medicine from the chemist. If Thembi did not get better by herself she would not be able to get her to the hospital either because she had no money for transport.

The clinic sister watched the small defeated figure through the window and sighed.

She thought she had become a nurse to help people!

How does something like this happen?

- There are 17 clinics in the Municipality where Thembi and her mother live.
- There are 2 supporting medical stores (1 Provincial, one Municipal), and 1 non-medical store
- Each store plays a very critical role in supplying the clinics with their much-needed medicines and other products.
- The budget for the 17 clinics is managed at the head office administration section.
- Head office is given a substantial medicine grant from Province for the essential medicines.
- The pharmacist manages the whole process of supplying the clinics with medicine.
- She undertakes the following tasks:
 - requesting medicines from the stores
 - authorising requests from clinics
 - requesting authorization for payment from the admin department
 - liaising with suppliers and buyers
 - managing the Municipal medical storeroom
 - managing the staff
 - dispensing medicines
- The pharmacist is overwhelmed by the burden of her duties
- Staff have offered to learn some of her jobs but she is clear that she is the professional and therefore they cannot do what she does.
- At the pharmacy, staff relationships are at an all time low.
- Despite this, the staff are all doing their jobs.
 - The couriers are delivering the mail at the right times and distributing the medicines when required. When not occupied they wait at the store until it is time to go home.
 - The TB x-ray van drivers drive the vans 3 days a week.
 - The delivery van drivers would deliver the goods to the clinics as and when required.
 - The storekeeper keeps his stock up to date.

- The clinics are stretched over an area of approximately 200 km in 4 directions.
- The deliveries are done on an ad hoc basis.
- The clinic managers do not predict their monthly usage but order when they run short.
- The clinic sisters operate independently of each other e.g.: TB sister requests TB medicines; Family planning sister requests family planning medicines etc.
- While the Municipal medical store and the procurement section are next door to each other, the couriers have to drive 40 km to the admin section for expenditure approval. They also have to drive 40 km in the other direction to the Provincial medical store.
- Due to the huge demand for certain supplies the clinic managers request more than they need “just in case”.
- If the first few clinics get these large orders in, the next orders cannot be filled because the medicine is finished.
- Because clinics order more than they can use, medicines expire and are thrown away by the truck load.
- Because the demand is unpredictable, the storekeeper requests more than is needed “just in case”.
- The admin office staff and the buyers, concerned about the huge quantities being requested to “prioritise” the requests based on no medical expertise and governed by what is cheapest.
- Requisitions are coming into the stores from the same clinics at different times and are in no way linked to each other or based on current demand.

And that is why there is no medicine for Thembi.

Questions

- Who are the customers of this department?
- What do the customers want from the department?
- What is preventing them from delivering this service?
- Whose fault it is that the country lost an important investment opportunity?

2. THE LOG – A true story

One sunny day in one of the leafy suburbs of Kwa Zuma, Leonora Harlington-Stubbs was walking her Afghan hound, Shamir, in the park. Everything was peaceful and quiet except for the singing of the birds in the oak trees.

Leonora looked around and saw that she and Shamir apparently had the park to themselves so she decided to let the dog off the leash to have good run.

Shamir was joyful at the freedom and sped off to run around the trees. Suddenly, she stopped and stiffened and began to bark furiously.

Leonora hurried over to see what had disturbed her dog. To her surprise, she came across a group of about 5 men in orange overalls fast asleep in the shade of a tree. A pot on a primus stove beside them

was gently steaming and, at the bottom of a small hill she could just see a group of 6 men in red overalls sweating profusely as they slaved away cutting the grass in the garden.

In the middle of the immaculately mowed area behind them lay a large log. It was surrounded by long straggly grass and litter and stood out like a sore thumb against the pristine surroundings.

Leonora had never been a shy person so she demanded of one of the men,
 – Why are you not cleaning up that log?
 – Madam, he replied, – I am a grass cutter, moving logs and picking up litter is not my job.

Nonplussed, Leonora asked testily
 – Well, whose job is it then. Very respectfully, the man grinned at her and said,

– You must rather ask one of them, indicating the group of sleeping men.

Clipping her dog on the leash, Leonora strode over to the group and shook one of the men awake.

– Why have you not cleaned up that log?, she asked. Yawning and scratching his belly, the man began to wake the sleeping figures around him. After a loud conversation accompanied by much shrugging of shoulders it became apparent to Leonora that they clearly did not feel at all responsible for the removal of the log.

She stormed off furiously vowing to have the log removed if it was the last thing she did.

She immediately called the Municipality. The switchboard operator heard approximately 1 second of her story before putting her through.

Parks Receptionist: – Hello parksthankeyou-foryourcallMelissaspeakinghowcanIhelp?

Leonora: – I beg your pardon?

Parks Receptionist: – Hello. Parks. Thank you. For. Your. Call. Melissa. Speaking. How. Can. I. Help?

Leonora: – Ah so that was English. I wish to speak to somebody about park cleaning please?

Parks Receptionist: – Please hold. (*Music for about 5 minutes*).

Leonora finally got through to a Mr Marcus who patiently listened to her whole story and then told her that she had been put through to the wrong extension. Leonora valiantly controlled her temper and asked Mr Marcus to put her through to the right person....please! He cheerfully agreed and eventually was put through to the Parks Directorate. After 3 more attempts to find the right person Leonora finally found Mr Mthembu..

Through clenched teeth, Leonora explained her problem....again! Mr Mthembu only had one question for her.

– What colour overalls were the workers wearing? For a second, Leonora was dumbstruck by this response but she searched her

memory and said that the sleeping workers were wearing orange and the working workers were wearing red.

– Ah, said Mr Mthembu in a satisfied tone, – that explains everything.

Leonora was silenced briefly by the sheer absurdity of what she had just heard.

– Well, it may explain it to you but it certainly doesn't explain it to me! Leonora noticed that her voice was becoming shrill and that Shamir was becoming alarmed.

Mr vMthembu then explained how they did things around the municipality and this is the story he told:

Looking after the Parks is the responsibility of two different Directorates; the Parks Directorate and the Amenities Directorate. This is based on some historical division of duties that nobody can explain any more. The Parks staff wear orange overalls and the Amenities staff wear red overalls. Each Directorate has a manager who is responsible for clearing the parks and each of these managers has a different approach to managing the process.

The Parks staff (orange overalls) are collected by truck from their homes, taken to the depot to collect their tools and then dropped off in teams of 6 at their various sites of work. As they are picked up very early in the morning, the first thing they do when they arrive on site is to have their breakfast break and then begin work. In each team there are specialised workers i.e. lawn mower operators, weed eater operators, leaf blower operators and...litter collectors! By the time the driver has dropped the last team, it is time for him to collect the first team because of the big distances involved.

The Amenities staff (red overalls) travels to work at the depot by public transport. They collect their tools, have breakfast and are then taken by truck to their respective work sites. They too, are comprised of specialists but they do not have any litter collectors. By the time they arrive on site, it is time for them to have their tea break and then they start work.

For both teams, the work has to take place in a particular order. The Weed eater

operators trim the edges then the lawn mower operators mow the grass, the leaf blower operators blow the grass and leaves together into neat piles and then they stop. Once the red team has completed the job, the litter collectors from the orange team can collect the grass, leaves and litter. The rest of the orange team just waits.

Mr. Mthembu, satisfied that he had given as full and helpful an answer as possible, asked Leonora if she had any questions.

With super human patience, Leonora replied that she still didn't understand why the men were sleeping when they could have been moving the log.

Questions

- Who are the customers of this department?
- What do the customers want from the department?
- What is preventing them from delivering this service?
- Whose fault it is that the log never got moved?

3. BUILDING OUR COUNTRY – *A true story*

JANUARY

It is a warm Friday evening in January at the Dog and Duck, a pub in a Municipality somewhere in South Africa. Work Colleagues James Cilliers and Conrad Tshange are sharing a quiet drink in a dark corner trying to unwind from the week's stresses. Conrad is an architect and James is a quantity surveyor with a large property development company.

Conrad stretches lazily and asks James how his week was.

– Oh man, it was so frustrating! James replies.

– Oh yeah, old man Schmidt giving you a hard time again?, Conrad teases.

– No, replied James. – This had nothing to do with my work at all. You know I'm building my own house?

– Ja, I know. I sent you to my friend for the plans. What's the problem?, asks Conrad.

James explains, – I'm ready to build the wall around the place now so I went to the Municipality to get the plans approved. I mean, it's only a 1m wall. How long could

Patiently Mr. Mthembu explained that it was obvious. The Amenities team (red) obviously got to the site first and began their work while the orange team waited. The red team does not pick up litter so the orange team Litter collector would pick up the litter once the red team had completed their portion of the work. The problem with the log is that it could not be considered litter so that it was nobody's job to remove it. Mr. Mthembu suggested that Leonora contacted the Forestry Directorate to see if they could come and remove the log. Leonora's response cannot be printed in order to avoid giving offence.

it take? Anyway, all they could do was take my application fee and tell me to come back in February to see if there is any progress! Now I don't know what to do because my dog keeps getting out and beating up the neighbour's dog.

– How come I never saw you at the Municipality?, asked Conrad. – I was there today too. I went to put in the plans for the Sea Tides Shopping Mall. Man! Is that development really going to do something for this area! A R100m investment from overseas and 1000's of jobs. I am so excited about it. We must move it though. The investors want it up and running in a year or they walk!

James laughed, – Well, I think you are gonna get more action than me china! They gonna leap at the opportunity. Economic development is the big thing in their IDP.

FEBRUARY

The Dog and Duck on the last day of the month. It is buzzing with activity. Two rather mournful-looking men meet at the bar.

– Howzit James!, says Conrad.

– Ay, don't ask man!, replies James. – I

was back at the Municipality today and they told me that the plans for my wall encroach 50mm over the boundary. They say I must get the plans re-drawn. You know, I have spent every last cent on this house. Your buddy is cheap but he's not free. If I get new plans I won't be able to build the wall any way!

Conrad took a slow sip of his beer.

– Those guys really need to get themselves jacked up. I was there yesterday to check on the application for Sea Tides and they told me that I am 3 signatures short for the motivation so they can't process it any further! I've gotta go back with the extra signatures next week.

AUGUST

In the car park outside the Dog and Duck, Conrad and James bump into each other on their way into the pub. The wind is howling around them as they hurry into the shelter of the building. James is looking stressed out and Conrad asks him why.

– This whole wall thing has got way out of hand now, he replied. – We kept having hassles with the dogs so I just took the chance and built the wall without plans. I figured that the Municipality is in so much chaos that they would never pick it up anyway – you know what I mean? How was I to know that the guy next door had contacts? Anyway, he was so mad with me about the dog stuff that he reported my wall to the inspectors and now I am charged with illegal

building and I have to appear in court. The really lousy part of it is that they say I must demolish the wall!

– Shew!, said Conrad, – that's really heavy man. I can't believe they got onto it so quickly. I wish they would rather have handled my application with as much energy!

– Oh ja, said James, – How is that going?

– You won't believe me when I tell you!

I went back with those signatures the next week and then they told me I must come back in a month to check the progress. I went back in March and they told me that there were some legal problems and the plans had to go to the Chief Plans Officer and that I must come back in another month to check the progress. I went back in April and they told me the plans had to go to Province and to come back in another month. When I went back in May, it still hadn't made the agenda for the politicians to look at it and it didn't make it on to the agenda until July. Then they told me that the politicians wanted a public participation process about it. Well, when I took that back to the investors, they just took their money away and cancelled the project. They are building the mall in Mauritius now. I believe they will be on site next month. What a waste man!

– Ay I so sorry man, said James as he bought Conrad a double Whisky. – I'm sorry for you but I'm also sorry for this country. How can we build South Africa like this?

Both men stared into the deep brown fluid and sighed.

Questions

- Who are the customers of this department?
- What do the customers want from the department?
- What is preventing them from delivering this service?
- Whose fault it is that the log never got moved?

Appendix 8 EVALUATION TEMPLATE

Workshop Evaluation Form

0	1	2	3	4
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1. Please rate the workshop.

Use the following 0 to 4 scale: 0 = very poor, 1 = poor, 2 = acceptable, 3 = good 4 = excellent.

2. Why did you give this rating?

3. What have you learnt from the workshop?

4. Which parts of the workshop were most useful?

5. What was not useful or not clear?

6. How could the facilitator improve?

7. Other feedback or suggestions?

FACILITATOR'S GUIDE

Part of the **Responsive Local Government** Toolkit: Facilitator's Guide for Service Improvement in Local Government in South Africa, Namibia and Botswana.

This facilitator's guide is intended as support material for facilitators in municipalities in driving a Service Improvement intervention - together with the Participant's workbook and CD with instructions.

THE TOOLKIT CONSISTS OF FOUR ELEMENTS

1 **A SERVICE IMPROVEMENT GUIDE** that sets out to explain the concept of Service Improvement, its benefits, and why it's necessary in local government, targeting both officials and politicians. It also provides an overview of the steps that can be taken in a Service Improvement initiative. The guide can be used independently as well as reference material in training.

2 **FACILITATOR'S GUIDE** that outlines the Service Improvement process and steps taken, including some generic material around facilitation. This

facilitator's guide will be used in the training of trainers of facilitators and 'change agents' in municipalities to drive the Service Improvement process.

3 The Participant's **WORKBOOK** is an exercise book that is left with participants in Service Improvement training.

4 A **CD** with instruction videos, and other support material for facilitators.

Part of the
Responsive Local
Government
Toolkit