



## Workbook and Instructions for Group Exercise

“Designing Sevottam Compliant **Citizen’s / Client’s**  
**Charters** Why not also Client’s Charter?”

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Ministry of Personnel, Public Grievances and Pensions  
Department of Administrative Reforms and Public Grievances  
Government of India

## Start with the Purpose /Goal/ Objective of the Exercise

### 1. GENERAL INSTRUCTIONS (As opposed to what? Specific instructions later? Explain this. Perhaps you could say that these instructions apply to all exercises and specific instructions for each exercise will follow.)

(Tone setting for what? It is duplicative with the title "General Instructions",

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#### 1.1 Formation of Groups

On the first day of the workshop, participants will be divided into groups for a group exercise. Each group is expected to complete this exercise with reference to one Ministry or Department to be decided by the group.

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#### 1.2 Overview of the Department / Ministry

Before starting the activities, participants should set the tone by going over the Vision, Mission, and Functions of the Ministry or Department which they will be taking up so that all Group members are familiar with the same.

1.3 ActivitiesThis exercise involves, completing seven distinct activities to produce the final output, of this exercise. Instructions for each activity, along with the format to be filled for that activity are described in the next section.

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#### 1.4 Group Work Evaluation

On the second day, participants will be evaluating the quality of outputs produced by the other Groups. First they will be provided printouts of the outputs developed by other Groups and given some time to evaluate these documents. Each Group will provide two substantive suggestions for improving the other Groups' work. Later (why later? This should be done before each group provides comments. Otherwise comments will not make sense. What is the point of making a presentation after the comments have been made?) all Groups will present their work and other Groups will evaluate the work presented by giving scores on the evaluation sheets shown on page 19 of this Workbook. At the end of each presentation, key comments from remaining Groups will be read out and explained as needed. All Groups will evaluate the key comments and give a score on the comments made by other Groups. Forms to be filled up for the same are available on pages 20 and 21. Each Group will thus be evaluated on the basis of their own work and the quality of their comment on other Groups' work.

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**It is very important to include identification of Stakeholders as a distinct step. Logically it would seem that it should come before the listing of main services. This emphasis on stakeholders will also make it consistent with our approach to developing departmental strategies.**

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**Group Exercise Step I. (What is the difference between Step and Activity?)**

**Identify the Main Services provided by the Ministry/Department (We should take up some departments that claim not to be providing direct services to citizens.**

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Main services include services that are being provided on a regular basis to the Ministry's/Department's service recipients. Services rendered occasionally under exceptional or extraordinary circumstances should not be a part of the main services. These services will also need to have supporting GRM processes.

For this exercise, please list the main services being offered by the Ministry/ Department assigned to your Group. Services should be worded in a way that reflects the service recipients' experience. **For the present purpose, all main services provided by the Ministry/Department are considered equally important as all service recipients will accord highest priority to the service/s they are availing, and it may be arbitrary to consider one service more important than another. (We need to get this premise substantiated / approved. Perhaps this could be a point of discussion among the participants? We will also consult other stakeholders.**

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Format below shows some service areas to facilitate the identification of services and their arrangement into clusters of similar services.

Format for Group Exercise Activity # I		
Name of the Ministry/Department: _____		
Service Area	#	Main Services
Across the Counter Services	1	
	2	
	..	
Other Services		<b><u>What is the difference between Other Service and Any Other services?</u></b>

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	..	
Physical Facilities	..	Is this not included in “Other Services”? If not then it should come before “Other Services”
	..	
Any Other	..	
	n	

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**Group Exercise Step II.**

**Define indicators to measure each service**

Selection of appropriate indicators helps the organization to set standards that are important in the eyes of their service recipients. Ideally the indicators should be culled out from discussions with stakeholders. However, in order to start a dialogue with stakeholders, the organization must prepare a draft list of indicators that it thinks are important for stakeholders and then hold a discussion to validate them. One service could have more than one indicator for measurement. Examples of indicators could be waiting time (e.g. for counter services), frequency of service (e.g. for house-to-house garbage collection), time of service (e.g. for water supply), adequacy of service (e.g. hours of availability of electricity).

The meaning of the term “Indicator” as used here is similar to the term “Success Indicator” as used in the RFD. **However, the word “Success” has been dropped in order to make it relevant in the context of setting service standards. (Not a convincing explanation. How does it more relevant? We are not talking of indicators of failures here, are we? The term indicator is a broader term that will surely include “success indicator.” I think unless there is a distinct conceptual or methodological advantage, we should avoid unnecessary proliferation of terms and jargon. In the Guidelines we are using the word “Service Standards.” How is that different from Indicators?)**

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For this exercise, please list the indicators your Group *thinks* are important for service recipients. Please list only key indicators that the Group considers important from service recipients’ view point and do not attempt to prepare a list of all possible indicators.

Format for Group Exercise Activity # II			
Name of the Organization: _____			
No.	Main Services		Indicators (to set standards)
1		1a	
		1b	
2		2a	
3		3a	

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..		..	
..		..	
..		..	
N		nn	

### Group Exercise Step III.

#### Set Service Standards by assigning a Target Value/Range to each Indicator

The target values for an indicator help assign appropriate standards for the associated service. These target values will not be valid forever and it is understood that with the passage of time they will need revision. In fact, even the list of identified services and the indicators on which service standards are being set will change over time. However, target values have to be assigned with a reasonable period in mind. The standards are expected to be valid for this period, generally coinciding with the period for which the Charter is valid, and will thus continue till such time as an updated Charter is released.

Before assigning target values, **information** has to be gathered from various **sources** so that this target setting does not remain an exercise only on paper. Some examples of **sources of information** for setting standards are: statutory requirements, time and motion studies, complaints analysis, and stakeholder discussions. The Ministry/Department is expected to be aware of the ground realities so that it can set aspirational and yet realistic standards for all its services.

For this exercise, please assign a single target value or a range of target values to each indicator identified by your Group. Although a stretch target is desirable, the target should **not** reflect an ideal, imagined situation which is impossible to achieve under the present circumstances. **Targets should be assigned after taking into account the expectations of service recipients, resource position, and any unique characteristics of delivery offices that impact service delivery standards.**

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**The word range is there in the title but there is no mention of that in the body**

<b>Format for Group Exercise Activity # III</b>			
<b>Name of the Ministry/Department:</b> _____			
No.	Main Services	Indicator	Target Value/ Range of Values
1		1a	
		1b	
2		2a	
3		3a	
..		..	
		..	
..		..	
..		..	
		..	
n		n	

**Group Exercise Step IV.**

**List Expectations from Service Recipients**

For any organization to deliver high quality services, it is imperative that service recipients also co-operate with the service provider and fulfill the requirements for availing a service. For example, house owners must pay taxes for availing municipal services, individuals must be 18 years of age and pass the driving test in order to get a driving license, applicants must stand in queue to receive orderly service.

For this exercise, please list the expectations from service recipients, i.e. their responsibilities towards the Ministry/Department assigned to your Group. The expectations/responsibilities listed here should be meaningful in helping the Ministry/Department to improve its service delivery and achieve the standards assigned in the previous step more consistently. You may look at the list of main services to trigger your thoughts on what service recipients should do in order to avail those services in the best possible manner.

<b>Format for Group Exercise Activity # IV</b>		
<b>Name of the Ministry/Department:</b> _____		
<b>No.</b>	<b>Main Services</b>	<b>Expectation from Service Recipients</b>
1		
2		
3		
..		
..		

## **Group Exercise Step V.**

### **Describe the Grievance Redress Process**

A system to receive and process service requests is the basic requirement for any service delivery organization. In addition, a mechanism to receive and redress grievances or resolve complaints is also necessary. Equally important is to communicate key information about the grievance redress process so that if service recipients are dissatisfied with the services rendered to them, they know whom to contact, how to contact, and in general, what to do in order to get the cause for dissatisfaction removed. They should also know that when a grievance is lodged, what reaction to expect, (e.g. acknowledgement, interim reply, final communication) and by when. Some of the modern day channels available to service recipients in case of an unsatisfactory service experience include online systems, telephonic help lines and e-mail communications, in addition to the traditional means of letters.

For this exercise, please list the contact person, channel of communication, and any other information that your Group thinks is needed to enable service recipients to lodge a grievance conveniently. If the organization assigned to your group has clear categories of grievances for which redress time is known to vary, this should be listed as well. While preparing this list, please think from the service recipients' point of view, so that the information compiled through this step is as meaningful for the service recipient as it is for the service provider.

<b>Format for Group Exercise Activity # V</b>
<b>Name of the Organization:</b> _____
<b>Name/Type of Office:</b> _____ (if applicable)
<b>Whom to contact</b>
<b>Where to contact</b>
<b>How to contact</b>
<b>What to expect</b>
<b>Timelines for response</b>

## Group Exercise Step VI.

### Describe Responsibility Centres and Field Offices with direct public interface

A Ministry or Department that does not interface with the public itself but controls one or more Responsibility Centres (RCs) with field offices having a direct public interface has the **dual responsibility of setting** (What do you mean by this dual responsibility? If they have no direct contact how can they have a citizen's charter? They can have a client's charter though. But the latter has been omitted from the title and the body as well) standards for itself as well as guiding the RCs and field offices in setting their own standards. Such a Ministry or Department should ensure that the standards set by the RCs and field offices under the RC are realistic and are in synergy with the broad organizational goals. The service standards achieved by any RC and its field office are dependent on particular actions of the Ministry or Department. In order to make a significant impact on service quality, strengthening the linkages across the entire vertical chain from Ministry to the field office where public dealing takes place is absolutely essential.

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For this exercise, please define the key functions of your Ministry/Department, list the RCs with field offices under the administrative control of the Ministry/Department assigned to your Group. Select the most critical RC and one typical field office under it and summarize its key functions, (All this needs to be discussed? Given the limited time, do we need to make them duplicative stuff?) provide information on how to get more details about its services and their standards, and on how to lodge a grievance relating to services provided by the field office. Finally, write a very brief statement on the role of the assigned organization in ensuring that the field office delivers high quality of service.

Format for Group Exercise Activity # VI	
Name of the Ministry/Department: _____	
Name of the <b>Responsibility</b> <b>Centre:</b> _____	
Name of the Field Office: _____	
Key functions of the Field Office	
Where to find information about key services and service standards	
Our role in facilitating the Field Office to deliver high quality of service	

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### Group Exercise Step VII.

**Prepare draft Service Standards for one Field Office (In principle this would be the same as CC for the parent department. It may not be worth spending time on this one.**

As mentioned above, a Ministry or Department has the dual responsibility of setting standards for itself as well as guiding the RCs and field offices under its administrative control in setting their own standards. In order to ensure that the process of setting service standards is taken all the way through the vertical chain of service delivery, a Ministry/Department has to clarify its own role in ensuring that the field offices deliver high quality of service. In fact, the purpose of existence of any Ministry/Department should be linked to the final outcome of what benefits it delivers to the public. These benefits are eventually delivered in the form of services through field offices, and therefore it is imperative for every Ministry/Department to ensure that the contents of its own Charter are linked to these services, and also to ensure that these services and their standards are part of the Citizen's Charter of the relevant field office/s.

Service standards at **multiple field offices** could be the same, or they could be different depending upon differences or similarities across the offices or **office types**. Some examples of organizations with **multiple offices** are: banks (multiple branches), Department of Posts (Post Offices), Ministry of Corporate Affairs (Registrar of Companies), Employees Provident Fund Organization (Regional or District EPFO offices). Some examples of different **office types** are fully computerized/non-computerized offices, metro/rural offices, where service standards are justifiably expected to be different considering service recipient requirements and infrastructure availability. In some cases, the office type may have to be distinguished by **name**, e.g. for Shimla Municipal Corporation, frequency of road sweeping is expected to be much higher for Mall Road area as compared to the suburban wards.

For this exercise, please repeat activities I, II, and III with reference to the typical field office identified in Activity VI. The output of this activity will be in the same format as is used for Activity III, with the name of the RC and field office added

<b>Format for Group Exercise Activity # VII</b>			
<b>Name of the Ministry/Department:</b> _____			
<b>Name of the RC:</b> _____			
<b>Name of the Field Office:</b> _____			
No.	Main Services	Indicator	Target Value/ Range of Values
1		1a	
		1b	
2		2a	
3		3a	
..		..	
		..	
..		..	
..		..	
		..	
n		n	

### **PRESENTATION FORMAT**

**INSTRUCTIONS:** Participants are to present the final output of their Group's work in the following format. Please fill the template below using the content generated during your Group work through Activities I through VI along with some general information provided to you about the assigned organization.

## **CITIZEN'S /CLIENT'S CHARTER**

### **NAME OF THE MINISTRY/DEPARTMENT**

**Name of the Ministry to which the Department belongs**

**Address with Website ID**

.....

.....

**MONTH & YEAR OF ISSUE:** PLEASE FILL EARLIEST DATE BY WHEN YOU THINK THE ASSIGNED ORGANIZATION  
CAN PUBLISH THIS CHARTER AFTER CONSULTING APPROPRIATE STAKEHOLDERS

**VISION** – PLEASE FILL THIS SECTION FROM YOUR ORGANIZATION'S CURRENT RFD

**MISSION** - PLEASE FILL THIS SECTION FROM YOUR ORGANIZATION'S CURRENT RFD

**NEXT CHARTER REVIEW DATE (Month & Year)** – PLEASE FILL A DATE BASED ON YOUR GROUP'S BEST JUDGEMENT

**STAKEHOLDERS' CONSULTED** – PLEASE LIST STAKEHOLDERS. YOUR GROUP THINKS SHOULD BE CONSULTED FOR GENERATING THE CONTENT REQUIRED TO FILL IN FORMATS FOR ACTIVITIES I TO IV

**SERVICE STANDARDS**

PLEASE FILL FROM RELEVANT COLUMNS OF FORMAT FILLED DURING ACTIVITY # III

S NO.	MAIN SERVICES	STANDARDS

**EXPECTATIONS FROM SERVICE RECIPIENTS** – PLEASE FILL FROM RELEVANT COLUMNS OF FORMAT FILLED DURING ACTIVITY # IV

**GRIEVANCE REDRESS** – PLEASE FILL FROM RELEVANT COLUMNS OF FORMAT FILLED DURING ACTIVITY # V

**RESPONSIBILITY CENTRES AND FIELD OFFICES**– PLEASE FILL FROM RELEVANT COLUMNS OF FORMAT FILLED DURING ACTIVITY # VI

<b>SERVICE STANDARDS OF &lt;NAME OF FIELD OFFICE&gt;</b>		
PLEASE FILL FROM RELEVANT COLUMNS OF FORMAT FILLED DURING ACTIVITY # VII		
<b>S NO.</b>	<b>MAIN SERVICES</b>	<b>STANDARDS</b>

## GROUP WORK PEER EVALUATION SHEET

OUR GROUP # _____	GROUP BEING EVALUATED _____							Result
	Unit	Weight	Excellent	Very Good	Good	Fair	Poor	
			100%	90%	80%	70%	60%	
The language is simple and easy for service recipients to understand	%	0.10						
Services in the Charter are in line with the organization's vision and mission	%	0.15						
Service standards are clear and measurable	%	0.15						
Stakeholders to be consulted are identified correctly	%	0.15						
Information on Grievance Redress is adequate from the service recipients' view point	%	0.15						
Charter communicates vital information without rhetoric and verbosity	%	0.10						
Selection of Field Office	%	0.05						
Quality of Standard Setting for Field Office		0.10						
Rating of quality of Group presentation	%	0.05						
<b>Final Score</b>								

### KEY COMMENTS

<b>OUR GROUP # _____</b>	
<b>COMMENT FOR GROUP #</b>	<b>COMMENT (PLEASE DO NOT GIVE ANY COMMENT FOR YOUR OWN GROUP)</b>
1	
2	
3	
4	
5	

## GROUP KEY COMMENT EVALUATION SHEET

YOUR GROUP # _____	# OF GROUP BEING EVALUATED _____					
Evaluation Criteria	Unit	Weight	Excellent	Very Good	Good	Result
			100%	75%	50%	
The comment helps in significantly improving the Charter content	%	0.30				
The comment helps in significantly improving the process for designing the Charter	%	0.30				
The comment shows good understanding of Designing Citizen's Charter for Sevottam compliance	%	0.20				
The comment is precise and to the point	%	0.20				
<b>Final Score</b>						