NEW ZEALAND INSTITUTES OF TECHNOLOGY AND POLYTECHNIC QUALIFICATIONS IN INFORMATION & COMMUNICATIONS TECHNOLOGY

PRESCRIPTION: HD600 HELP DESK

AIM OF MODULE:	To provide students with the knowledge and skills necessary to support users in an ICT environment.
CREDITS:	7
STUDENT LEARNING HOURS:	70
CONTENT REVISED:	2010
PRESCRIPTION EXPIRY DATE:	November 2013

Level and Assessment Schedule

TOPICS	Highest Skill Level				Suggested Assessment Percentage
	R	C	A	P	
1. Processes and procedures		*			10
2. Customer Service Skills			*		20
3. Tools & Technologies			*		15
4. Roles & Responsibilities			*		15
5. Implementing a Help Desk				*	40
					100

LEARNING OUTCOMES

The student will:

C   1   Describe help desk processes and procedures

A   2   Practice customer service skills

A   3   Demonstrate the application of help desk tools and technologies

A   4   Assume the roles and responsibilities associated with staffing a help desk

P   5   Implement and manage a range of help desk activities

CONTENT

1   PROCESSES AND PROCEDURES

➢   Help desk processes and procedures may be described using the following terms:

  ➢   "World Class" help desk
  ➢   Customer support
  ➢   Customer service
  ➢   Technical support
  ➢   Call tracking systems
  ➢   Single point of contact
  ➢   Service Level Agreements (SLAs)
  ➢   Outsourcing
  ➢   Skills Based Routing (SBR)
  ➢   Tools & technologies
  ➢   Key skills required
  ➢   Roles and responsibilities – customer and management
  ➢   Any other terms relevant to current practice

2   CUSTOMER SERVICE SKILLS

➢   Soft skills
➢   Perceptions of service
➢   Monitoring customer satisfaction
➢   Internal and external customers

- ➢ Dealing with customers in terms of:
  - – Complaints
  - – Expectations
  - – Giving feedback and Information
  - – Options
- ➢ Self-management skills
- ➢ Service contracts
- ➢ Policies and procedures

3 TOOLS AND TECHNOLOGIES

- ➢ The way in which technology can be applied to benefit the help desk will be explained
- ➢ Primary help desk technologies will be described in terms of:
  - – Telephone technologies, which may include:
    - ▪ Voice mail
    - ▪ Fax
    - ▪ Fax-on-demand
    - ▪ Announcement systems
    - ▪ Automatic call distributor
    - ▪ Voice response unit
    - ▪ Computer telephony integration
    - ▪ Recording systems
  - – E-mail
  - – The Internet and the World Wide Web
  - – Call Tracking systems
  - – Search retrieval techniques and storage methods

4 ROLES & RESPONSIBILITIES

- ➢ The use of techniques for identifying, proposing and implementing solutions for problems may include:
  - – Questioning
  - – Active listening and echoing back
  - – Providing assistance in the form of
    - ▪ A quick reference guide
    - ▪ A training manual

- Specific training
- Any combination thereof
  - Establishing priorities
  - Staffing a help desk
  - Providing first level maintenance
  - Identifying and allocating resources
- Managing stress in a help desk environment
- Record keeping
- Performance measurement

5   IMPLEMENTING A HELP DESK

- Staff a help desk (where manageable)
- Scheduling (maintenance routines) using appropriate electronic media
- Keep records (in the form of logs, diaries, and reports) using electronic office tools
- Process fault reports, prioritise, identify possible solutions and resolve or delegate
- Other optional activities as noted below

NOTES TO TUTORS

- The type and level of the problem envisaged is in the order of:

– Hardware	"The printer won't work"
	"The computer won't start"
– Software	"I can't get my spreadsheet to sort properly"
– Simple Problem Solving	"I've got student information duplicated three times over"
	"How do I organise the hard disk which is arriving tomorrow?"

- This is the opportunity to practice the skills, and utilise the knowledge, taught elsewhere.

- In recognition of the fact that it may not be possible to have students staff a help desk the following range of optional activities may be employed:
  - Visiting an industry site help desk where students are required to interview help desk personnel and to record their observations

- Visiting schools; e.g. a primary school (by prior arrangement) to provide one-on-one help with timetabled ICT activities

- Providing training to other students, either one-on-one or small groups

- Providing first level maintenance of institute/IT department computer labs (with the agreement and co-operation of Information Technology Services (ITS)

- Any other associated help desk activities deemed suitable

LEARNING RESOURCES

Suggested textbooks:

➢ Blokdijk, G. & Menken, I (2008) Help Desk, Service Desk Best Practice Handbook: Building, Running and Managing Effective Support - Ready to use supporting documents bringing ITIL Theory into Practice

➢ Bruton, N. (2002) How to Manage the IT Helpdesk (2 Edition), Butterworth-Heinemann

➢ Knapp, D. (2003) A Guide to Help Desk Concepts (2nd Edition), Course Technology: International Thomson Publishing