

ICT - Information and Communications Technology

ICT20115

Cert. II in Information, Digital Media and Technology

Unit

ICTICT209

Interact with ICT clients

This is a SAMPLE document

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May not be a complete document

Trainer/Teacher Manual



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STUDENT/TRAINEE DETAILS

Student/Trainee Name

Student/Trainee Email

Teacher / Trainer Name

School / Institution / Training Organisation / Employer

TABLE OF CONTENTS

Introduction	Page 5	
Unit of Competency Overview	Page 8	
Section One <i>Deliver support to ICT clients</i>	Page 9	<u>(Student/Trainee Manual Page 9)</u>
Section Two <i>Respond to ICT client complaints</i>	Page 23	<u>(Student/Trainee Manual Page 21)</u>
Section Three <i>Evaluate received ICT client complaints</i>	Page 45	<u>(Student/Trainee Manual Page 39)</u>
Self Assessment	Page 52	<u>(Student/Trainee Manual Page 45)</u>

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

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The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

ICTICT209 - INTERACT WITH ICT CLIENTS

ELEMENT	PERFORMANCE CRITERIA
1. Deliver support to ICT clients	1.1 Provide support for ICT clients in a courteous and professional manner according to organisational policy 1.2 Establish and confirm nature of client's ICT concerns using active listening and questioning 1.3 Maintain client contact and provide progress information until the problem is resolved
2. Respond to ICT client complaints	2.1 Conduct testing of industry specific technologies 2.2 Use features and functions of industry specific technologies within an organisational context 2.3 Demonstrate depth of knowledge of enabling technologies to an accepted industry standard 2.4 Access and use sources of information relating to the industry specific technologies
3. Evaluate received ICT client complaints	3.1 Analyse recent ICT register 3.2 Propose proactive training to appropriate person

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Section One

Deliver Support to ICT Clients

INTERACT WITH ICT CLIENTS

SECTION ONE—DELIVER SUPPORT TO ICT CLIENTS

INTRODUCTION

All organisations and even individuals often rely quite heavily on the hugely varied selection of types of technology. Technology improves our lives, makes our businesses run more efficiently and helps us to communicate easier with friends, family and clients.

Although when an issue or problem with technology arises, the support from ICT specialists is critical. There is nothing worse than having the best technology available, but it cannot be used.

In this Unit we look at the importance of supportive interaction with ICT clients.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Providing support for ICT clients in a courteous and professional manner according to organisational policy
- ☆ Establishing and confirming nature of client's ICT concerns using active listening and questioning
- ☆ Maintaining client contact and providing progress information until the problem is resolved



PROVIDE SUPPORT FOR ICT CLIENTS IN A COURTEOUS AND PROFESSIONAL MANNER ACCORDING TO ORGANISATIONAL POLICY

First we need to define who would be considered an ICT client.

The definition of an ICT client depends on your job role. If you work in an organisation as an internal IT support person, then your ICT clients would consist of the staff in that organisation which are users of ICT technology.

If you work with a software or hardware vendor, then your ICT clients are organisations and people who have purchased and installed your software or hardware.

If you work in an organisation that provides technical support, repairs and technology maintenance, then your ICT clients are those people or businesses that have engaged your services.

Where your clients are internal or external, all your clients need to have you interact with them in a courteous and professional manner.

In this Unit the main focus is on the interaction with clients that have problems, issues and/or complaints. Because of that, the client's demeanour is not initially going to be a positive one. So the start of the interaction needs to clearly show that you are there to assist them with any type of support that is possible in order to resolve their problem, issue and/or complaint.

The organisation you work for, including its policies and procedures, needs to effectively demonstrate its desire to offer the highest levels of quality service and client satisfaction even those internal to the organisation.

This would require you, as a support staff person, to impart to the client (internal and external) that if any problems or complaints should arise, they should be brought to your attention immediately for resolution. Problems can only be solved and later prevented, if you and the organisation you work for knows about them.

Therefore, the initial response to a problem, issue and/or complaint is very important. It is essential that you demonstrate to the client that you are willing and ready to address their problem, issues and/or complaint immediately and that you desire their satisfaction.

SAMPLE ONLY

ORGANISATIONAL POLICIES AND PROCEDURES

All organisations will have some level of organisational policies and related procedures. Small organisations will impart their organisational policies and related procedures to their employees, either verbally or in an informally written method, or both.

Larger organisations will often have formal policy and procedural manuals.

However manner the organisation's policies and procedures are communicated, you need to learn and fully understand them. This relates even to how you would interact with ICT clients.

The organisation's policies and procedures would likely dictate how you are to document any client complaints, problems or issues, your level of authority when it comes to the resolution steps as well as decisions and when to escalate the client's concerns to a higher authority.

Later in these training materials we will learn in more detail about escalating ICT client concerns, as well as when and how to escalate ICT client concerns.

Other organisational policies and procedures relating to your interaction with ICT clients could also include:

- ☆ Accessing sensitive and/or confidential information
- ☆ How and what methods are used to communicate with ICT clients
- ☆ Approval processes
- ☆ Acquiring software and/or hardware on behalf of the client or organisation

Again, it is very important that you learn and fully understand the organisation's policies and procedures when it comes to interacting with ICT clients. There may be times when dealing with ICT clients that you would have to communicate these policies and procedures to the client so that they too understand what your level of authority is, as well as what restrictions may be in place that could affect the outcome of their issues, problems or complaints.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

What are the two types of ICT clients?

1— _____

2— _____

TEACHER / TRAINER GUIDANCE NOTES

Internal and external ICT clients.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY TWO**

Define the two following words:

Courteous**Professional****TEACHER / TRAINER GUIDANCE NOTES**

Courteous—this is a person who is polite, respectful and considerate when interacting with others.

Professional—this is a person well skilled and educated in a particular field, therefore is not expected to act like an amateur.

SAMPLE ONLY



ESTABLISH AND CONFIRM NATURE OF CLIENT'S ICT CONCERNS USING ACTIVE LISTENING AND QUESTIONING

We have learned that the initial response to an ICT client's concerns is very important.

It is essential that you demonstrate to the client (internal and external) that you are willing and ready to address their concerns immediately and that you desire their satisfaction.

The key attributes to adopt when addressing a client's ICT concerns are:

- ☆ *Attentive* listening
- ☆ *Sincere* and careful questioning to understand the concerns
- ☆ *Sympathy* towards them and their situation
- ☆ *Honesty* in your responses
- ☆ *Genuine* desire to resolve the problem, issue or complaint

It is important to establish the facts within the problem, issue or complaint as quickly as possible in order to effectively resolve the problem.

Recommended steps that can assist you in establishing the facts while dealing with potential emotional elements of the problem, issue or complaint could include:

- 1) Listening attentively to the client (using active listening skills)
- 2) Calming the client, sympathising with them, while searching for the facts through questioning
- 3) Clarifying any answers to your questions not understood
- 4) Apologising for any inconvenience/stress and declaring that you intend to resolve it
- 5) After gathering all the information possible, deciding on a course of action
- 6) Following up on the process until the client is satisfied

At this point it is important that you are not drawn into the process emotionally, especially at the beginning stages.

The client with the issue, problem or complaint may try to blame you for the situation, so it is important that you do not take this personally and approach each one objectively.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY THREE**

What were the five key attributes that should be shown when addressing a client's ICT concerns?

TEACHER / TRAINER GUIDANCE NOTES

The key attributes to adopt when addressing a client's ICT concerns are:

- 1) *Attentive* listening
- 2) *Sincere* and careful questioning to understand the concerns
- 3) *Sympathy* towards them and their situation
- 4) *Honesty* in your responses
- 5) *Genuine* desire to resolve the problem, issue or complaint

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FOUR**

What were the six recommended steps that can assist you in establishing the facts while dealing with potential emotional elements of the problem, issue or complaint of an ICT client?

SAMPLE ONLY

TEACHER / TRAINER GUIDANCE NOTES

Recommended steps that can assist you in establishing the facts while dealing with potential emotional elements of the problem, issue or complaint could include:

- 1) Listening attentively to the client (using active listening skills)
- 2) Calming the client, sympathising with them, while searching for the facts through questioning
- 3) Clarifying any answers to your questions not understood
- 4) Apologising for any inconvenience/stress and declaring that you intend to resolve it
- 5) After gathering all the information possible, deciding on a course of action
- 6) Following up on the process until the client is satisfied

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FIVE**

What does the term 'active listening' mean?

TEACHER / TRAINER GUIDANCE NOTES

Active listening is when you show undivided attention to the person speaking to you as well as showing simple body language cues such as nodding in agreement, smiling and so on when they are speaking. Also clarifying something they may have said shows that you have an interest in what they are saying.

SAMPLE ONLY



MAINTAIN CLIENT CONTACT AND PROVIDE PROGRESS INFORMATION UNTIL THE PROBLEM IS RESOLVED

Any action requires constant contact and follow through in order to finalise closure to the clients problem or complaint.

You should:

- ☆ Make sure that the client understands the course of action being taken by the organisation in order to resolve their problem or complaint
- ☆ Ensure that the client is happy with the course of action and if not, see if a compromise can be reached that both parties are satisfied with
- ☆ Take action quickly and complete any associated documentation accurately
- ☆ If it is your client, however someone else has been handling the problem or complaint, make sure you follow up with that person and keep the client informed of the progress leading to a resolution
- ☆ If possible, stay in touch with the client in order to ensure that they are satisfied with the outcome and offer further assistance if required.

By continually following up with clients, they can tell you about:

- ☆ What is right or wrong with the organisation's approach to ICT issues or problems
- ☆ How they feel about the support staff and the level of client service offered
- ☆ What they would change/improve if they could
- ☆ What they liked least about the support they have received

As mentioned earlier, it is better to know what is wrong and fix the problem, than not know at all and continue to lose the faith and respect of your ICT clients.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY SIX**

What were the five suggestions outlined in this Section that related to maintaining contact and following up with an ICT client that has problems?

SAMPLE ONLY

TEACHER / TRAINER GUIDANCE NOTES

- 1) Make sure that the client understands the course of action being taken by the organisation in order to resolve their problem or complaint
- 2) Ensure that the client is happy with the course of action and if not, see if a compromise can be reached that both parties are satisfied with
- 3) Take action quickly and complete any associated documentation accurately
- 4) If it is your client, however someone else has been handling the problem or complaint, make sure you follow up with that person and keep the client informed of the progress leading to a resolution
- 5) If possible, stay in touch with the client in order to ensure that they are satisfied with the outcome and offer further assistance if required

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Section Two

Respond to ICT Client Complaints

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Manual**

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INTERACT WITH ICT CLIENTS

SECTION TWO—RESPOND TO ICT CLIENT COMPLAINTS

INTRODUCTION

In this section we will focus more on interacting with an ICT client that has a complaint.

As a support person you will be interacting with all types of client personalities.

Some of these personalities will be difficult to deal with, especially if the client has a problem or a complaint.

In this section we learn how to deal with client and their complaints.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Responding to ICT client's concerns and issues, demonstrating a positive, sensitive and helpful attitude
- ☆ Escalating and referring client concerns to support person if required, explaining the nature of issues involved
- ☆ Resolving ICT client complaint using recommendations from the support person
- ☆ Documenting and recording ICT client concerns and solutions, according to organisational guidelines



RESPOND TO ICT CLIENT'S CONCERNS AND ISSUES, DEMONSTRATING A POSITIVE, SENSITIVE AND HELPFUL ATTITUDE

What the client expects when using technology is to be satisfied with the technology, the way it performs as well as it is free from problems, so when a client complains, then it is clear that they are not satisfied.

It is at this point that you as the support person's reputation is at stake. It is equally important that the client is not only satisfied with the outcome of their complaint, but feels that they are important to the organisation.

The organisation's management would need to be assured that all technical support staff was clear on how to deal with client complaints, including their understanding of the policies and procedures relating to client complaints.

Clients will express their complaint in numerous ways.

- ☆ Anger
- ☆ Frustration
- ☆ Rudeness
- ☆ Sarcasm
- ☆ Arrogance
- ☆ Demanding

The most effective method of diffusing an obviously irate, angry or frustrated client is to 'actively listen'.

Try:

- ☆ Giving the client your undivided attention
- ☆ Asking their name and continually using it throughout the conversation
- ☆ Getting a feel for their level of aggravation or frustration by monitoring their body language and tone of voice
- ☆ Not cutting the client off mid-sentence and letting them have their say
- ☆ Using relaxed but serious facial expressions and body language to show that you are not in a fighting mood, however taking their complaint seriously

SAMPLE ONLY

CALMING DOWN THE CLIENT

Managing your own frustration and anger is as important as managing the client's.

Overly angry and irate clients can force you to 'lose your cool'. However, it is important that both you and the client reach and maintain a level of calmness as quickly as possible.

Make sure you:

- ☆ Don't take the complaint personally
- ☆ Continue to actively listen
- ☆ Avoid entering into any arguments. You may win the argument, however, you will most likely lose the client's respect
- ☆ Show understanding and concern
- ☆ Encourage the client to speak, upholding the flow of communication
- ☆ Summarise what the client has told you in order to reinforce to them that you have been listening and that you understand
- ☆ Attempt to distinguish the facts from the emotions
- ☆ Remain calm (most important)

SAMPLE ONLY

SAMPLE ONLY

APOLOGIES

Most complaining clients believe firmly that the hardware, software or the technical staff or supplier is at fault and will expect an apology.

Give it to them, but:

- ☆ Apologise that there may have been a situation or communication problem that may have led to their dissatisfaction.
- ☆ An apology does not admit fault. Be careful what you say, as you may admit liability and make sure you have all the facts associated with the complaint before you begin.

There will usually be two reasons for the complaint:

- 1) The organisation, hardware/ software or supplier is at fault
- 2) The client is at fault

If the organisation, hardware/ software or supplier is at fault, admit it and apologise for the problem. There is no point in making excuses. The client only seeks resolution. If a third party appears to be at fault, avoid passing the blame. The client will always hold you responsible and/or the organisation you work for.

Even if the client is to blame, continue to apologise for any inconvenience. Do not embarrass, belittle or blame the client for the issue or problem. Instead, see if a mutually satisfactory resolution can be achieved.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

What were the five suggestions outlined in this Section on the most effective ways of diffusing an obviously irate, angry or frustrated client?

SAMPLE ONLY

SAMPLE ONLY***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Giving the client your undivided attention
- 2) Asking their name and continually using it throughout the conversation
- 3) Getting a feel for their level of aggravation or frustration by monitoring their body language and tone of voice
- 4) Not cutting the client off mid-sentence and letting them have their say
- 5) Using relaxed but serious facial expressions and body language to show that you are not in a fighting mood, however taking their complaint seriously

SAMPLE ONLY

**Learning
Activity**

SAMPLE ONLY

Question

LEARNING ACTIVITY TWO

What were the eight suggestions outlined in this Section on the most effective ways of calming down an irate, angry or frustrated client?

SAMPLE ONLY

SAMPLE ONLY***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Don't take the complaint personally
- 2) Continue to actively listen
- 3) Avoid entering into any arguments
- 4) Show understanding and concern
- 5) Encourage the client to speak, upholding the flow of communication
- 6) Summarise what the client has told you
- 7) Attempt to distinguish the facts from the emotions
- 8) Remain calm (most important)

SAMPLE ONLY



ESCALATE AND REFER CLIENT CONCERNS TO SUPPORT PERSON IF REQUIRED, EXPLAINING THE NATURE OF ISSUES INVOLVED

It should be emphasised that all technical support staff should be fully aware of the organisation's policies and procedures relating to client complaints, especially when there are significant costs involved in a potential solution.

Guidelines to this effect will allow technical support staff to properly determine whether they have the authority to handle the complaint, or require them to refer the client to another technical support person with higher authority.

There will also be cases when your level of technical skills is not strong enough to fully resolve the client's problem or complaint, so the client would need to be referred to a technical support person with a higher level of technical skills.

When a client's complaint is being escalated to someone else, it is very important that you explain why to the client. Not doing so may suggest to the client that he or she is just being "shoved" off, so that person does not have to deal with them.

All information gathered about the client's complaint would need to be conveyed to the next technical support person.

If possible, a client should be personally introduced to the other technical support person, especially when passing on any information about the complaint. The client may add additional information previously not provided that may assist the other technical support person.

When leaving the client with the other technical support person, you should thank them for bringing the issue to their attention and assure them they are in good hands.

Doing this effectively demonstrates the desire of you and the organisation to offer the highest levels of quality support service and client satisfaction.

Keeping the client informed all the way through the resolution process will show that the organisation has a genuine desire to resolve the complaint.

SAMPLE ONLY

ESCALATING THE CLIENT'S CONCERNS THROUGH REFERRAL ONLY

Another method of escalating the client's concerns is by referring the details of the client's concerns, problem or complaint to another technical support person yourself without the direct involvement of the client.

For the benefit of both you as well as the client it is advisable that you inform the client that you are referring their concerns, problem or complaint to another technical support person and ensuring the client that you will keep him or her informed of the progress of a resolution.

The success of using this type of escalation method relies heavily on your ability of relaying all the details of the client's concerns, problem or complaint to another technical support person so that they are fully equipped to offer a solution.

Not only active listening and questioning skills are important, but also your ability to clearly document the concerns, problem or complaint of the client.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY THREE**

When escalating a client's complaint or concerns to another technical support person, why is it important to let the client know?

TEACHER / TRAINER GUIDANCE NOTES

When a client's complaint is being escalated to someone else, it is very important that you explain why this is occurring to the client. Not doing so may suggest to the client that he or she is just be “shoved” off so that person does not have to deal with them.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FOUR**

The success of escalating a client's complaint or concerns to another technical support person by a simple referral method depends on what skills?

TEACHER / TRAINER GUIDANCE NOTES

Active listening, questioning skills and accurate documentation of client's issues

SAMPLE ONLY



RESOLVE ICT CLIENT COMPLAINT USING RECOMMENDATIONS FROM THE SUPPORT PERSON

Earlier we learned that you can escalate a client's concern, problem or complaint to another technical support referral.

The other technical support person will often detail a solution for you and it is these recommendations that you would need to convey to the client.

Before you would do this you would need to be clear on what those recommendations are, how the solution would be implemented as well who would manage the final stages of the resolution process.

Not presenting the recommendations clearly could result in the client misinterpreting the solution and end up increasing the client's frustration and making the complaint or problem a bigger issue.

The best method of explaining the recommendations to a client is to have them documented. This could come from the other technical support person or developed by you and the other technical support person reviewing your document.

You could also request the other technical support person attend the meeting when you present the recommendations to the client.

Be aware though that the recommendations as to resolving a complaint may not immediately be satisfactory to the client.

To address this situation you could do the following:

- ☆ Repeat your explanations of the organisation's policies and how certain resolutions would not be possible
- ☆ Reinforce your desire and that of the organisation's to reach a satisfactory resolution to their complaint
- ☆ Suggest a mutually acceptable resolution

SAMPLE ONLY**ESTABLISH MUTUALLY ACCEPTABLE RESOLUTION OF COMPLAINT**

If at first the initial recommendations have been received with resistance, it could be a good time to find out what the client would like as a resolution to their problem. It is sometimes surprising how little clients required in order to be satisfied and to feel that they have been given fair treatment.

Again as a reminder, throughout the process of solving client complaints, always be guided by the organisation's policies and procedures. Do not make any commitments to clients, unless you have the authority and the means to do so.

FOLLOWING UP

Any action requires following through in order to finalise closure to a complaint.

You should:

- ☆ Make sure that the client understands the course of action being taken by you and the organisation in order to resolve their complaint
- ☆ Ensure that the client is happy with the course of action and if not, see if a compromise can be reached that both parties are satisfied with
- ☆ Take action quickly and complete any associated documentation accurately
- ☆ If it is your client, however someone else has been handling the complaint, make sure you follow up with that person
- ☆ If possible, stay in touch with the client in order to ensure that they are satisfied with the outcome and offer further assistance if required

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FIVE**

Before presenting the recommendations of another technical support person, what should you do?

TEACHER / TRAINER GUIDANCE NOTES

Before you would do this you would need to be clear on what those recommendations are, how the solution would be implemented and who would manage the final stages of the resolution process.

Not being clear yourself on the recommendations could result in the client misinterpreting the solution and end up increasing the client's frustration and making the complaint or problem a bigger issue.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY SIX**

When presenting the recommendations of another technical support person, what situation should you be aware of and if this situation should happen, what could you do?

TEACHER / TRAINER GUIDANCE NOTES

Be aware though that the recommendations as to resolving a complaint may not immediately be satisfactory to the client.

To address this situation you could do the following:

- ☆ Repeat your explanation of the organisation's policies and how certain resolutions would not be possible
- ☆ Reinforce your desire and that of the organisation's to reach a satisfactory resolution to their complaint
- ☆ Suggest a mutually acceptable resolution

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY SEVEN**

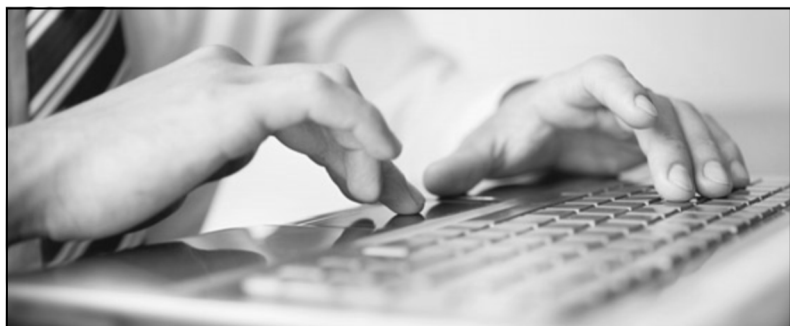
There were five recommended steps used to 'following through' a resolution of a complaint. What were those five steps?

SAMPLE ONLY

SAMPLE ONLY***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Make sure that the client understands the course of action being taken by you and the organisation in order to resolve their complaint
- 2) Ensure that the client is happy with the course of action and if not, see if a compromise can be reached that both parties are satisfied with
- 3) Take action quickly and complete any associated documentation accurately
- 4) If it is your client, however someone else has been handling the complaint, make sure you follow up with that person
- 5) If possible, stay in touch with the client in order to ensure that they are satisfied with the outcome and offer further assistance if required

SAMPLE ONLY



DOCUMENT AND RECORD ICT CLIENT CONCERNS AND SOLUTIONS, ACCORDING TO ORGANISATIONAL GUIDELINES

Generally, dealing with client complaints will involve some documentation.

The simplest of documentation will be your notes that you make when interacting with the client on the complaint.

Your notes may form part of a client file or the ICT register, so they need to be easy to read, complete and accurate.

Some organisations will have forms that are required to be filled in when a client has a complaint.

As the support staff is interacting with the client and gathering information about their complaint, this information is written down on the 'complaint form'.

These forms often require the following information:

- ☆ Date of complaint
- ☆ Client details
- ☆ Support staff handling the complaint
- ☆ Details of the complaint
- ☆ How the complaint was resolved
- ☆ Resolution approved by (if required)
- ☆ Date of complaint resolution

These forms would replace the need for support staff to make any notes and are often entered into an electronic form.

These forms would likely be part of the organisation's ICT register, so they need to be easy to read, complete and accurate.

Sometimes a copy of this form would be given to the client for their records, depending on the policy and procedures of the organisation.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY EIGHT**

What were the seven basic pieces of information that should be recorded relating to a client's complaint?

SAMPLE ONLY

SAMPLE ONLY***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Date of complaint
- 2) Client details
- 3) Support staff handling the complaint
- 4) Details of the complaint
- 5) How the complaint was resolved
- 6) Resolution approved by (if required)
- 7) Date of complaint resolution

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SAMPLE ONLY

Section Three

Evaluate Received ICT Client Complaints

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INTERACT WITH ICT CLIENTS

SECTION THREE—EVALUATE RECEIVED ICT CLIENT COMPLAINTS

INTRODUCTION

The effectiveness of technology is often compromised by the lack of attention given to the problems it may cause to the organisation and/or its users.

Those who address technology problems, issues or user complaints and record them have information which they can analyse and in most cases used to improve processes, increase training or modify or replace technology in order to avoid ongoing problems.

In this section we look at how record keeping plays a key role in the interaction with clients and how client problems can be simply resolved by training.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Analysing recent ICT register
- ☆ Proposing proactive training to appropriate person



ANALYSE RECENT ICT REGISTER AND PROPOSE PROACTIVE TRAINING TO APPROPRIATE PERSON

(Over the next few pages we cover two Performance Criteria' points at the same time to avoid repetition)

When a problem has been reported, often the first step of the technical support person is to check the ICT register to see if similar problems have been previously logged by the client. There are a number of reasons for this and some include:

- ☆ The hardware or software problem is one that is based on user lack of training and it is best to solve this and future problems by offering training.
- ☆ Previous problems would have had solutions and these would be reviewed suggesting a different approach to solving the same problem may be needed
- ☆ Previous problems that were resolved successfully would lessen the time it takes to resolve the current problem
- ☆ In an organisation with the same hardware or software is being used by many users, then the ICT register can be checked for similar problems logged by other users and if there were, it may be required to have the hardware or software vendors involved in resolving the problem

If the technical support function is an internal organisational department, the ICT register is usually part of an organisation's 'Knowledge Base'.

A Knowledge Base is like a library, where all kinds of information on a wide range of topics or subjects are stored and made available to those in an organisation.

A well-organised 'Knowledge Base' can save an organisation money by decreasing the amount of staff time (in this case the technical staff) spent trying to find information about - among myriad possibilities such as past hardware and software problems and solutions.

SAMPLE ONLY

TRAINING

Another support issue often handled by the technical support staff is training. An organisation may purchase new hardware and/or software and as part of the purchase there may be a certain level of training provided by the vendor. If the training is insufficient and the organisation's staff are struggling with the new hardware and/or software then the first point of call will be the technical support staff.

Details regarding the reasons why the training was lacking would be logged and documented by the technical support staff and then any further training required would be investigated and reported back to the organisation's management.

Recommendations on further training would be provided.

This could include:

- ☆ Internal training sessions
- ☆ External training session
- ☆ Self paced training methods
- ☆ Peer coaching

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

When a problem has been reported, often the first step of the technical support person is to check the ICT register to see if similar problems have been previously logged by the client. There are four main reasons for this. What were those reasons?

SAMPLE ONLY

TEACHER / TRAINER GUIDANCE NOTES

- 1) The hardware or software problem is one that is based on user lack of training and it is best to solve this and future problems by offering training.
- 2) Previous problems would have had solutions and these would be reviewed suggesting a different approach to solving the same problem may be needed
- 3) Previous problems that were resolved successfully would lessen the time it takes to resolve the current one
- 4) In an organisation with the same hardware or software is being used by many users, then the ICT register can be checked for similar problems logged by other users and if there were any, it may be required to have the hardware or software vendors involved in resolving the problem

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY TWO**

In this Unit one of the 'Performance Criteria was to 'propose proactive training' What do you think this means?

TEACHER / TRAINER GUIDANCE NOTES

To be proactive is to do something before you need to, or is required.

So, 'proactive training' would mean to provide training before it is actually needed.

SAMPLE ONLY

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Do you remember what types of organisational policies and procedures would relate to how to offer effective and professional support to ICT clients?
- ☆ Can you recall what the five key attributes are that will assist you in dealing with an ICT clients concerns?
- ☆ Are you able to explain why it is beneficial to the client as well as the ICT support staff to maintain contact and follow up with a client when the problem is still being actioned or recently solved?
- ☆ Do you know how to use the following methods in order to assist in defusing an ICT client with frustrations or concerns;
 - A) Calming down a client?
 - B) Making apologies?
- ☆ Can you describe how to escalate a clients complaints either in person or by referral without upsetting the client?
- ☆ Are you able to understand how to effectively present recommendations from another ICT support person to a client in order to resolve an ICT client complaint?
- ☆ Do you remember the type of information that should be documented and recorded on an ICT 'complaint form'?
- ☆ Can you recall the reasons why it is suggested to refer to an ICT register in order to see if other problems have been previously logged by a client?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

SAMPLE ONLY

NOTES

SAMPLE ONLY