

# Texas Business Education

*Help Desk*

*Independent Study Module*

***STUDENT ACTIVITY GUIDE***

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## **Independent Study Module Help Desk Overview**

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### **What the Module Is About**

This module provides you with the opportunity to learn how Help Desks work and about their designs. You survey a wide variety of online help desks and make decisions about what you believe should be included in an effective help desk.

### **What's In It for You?**

Help desks are growing in importance as more and more businesses must provide technical support for their employees. This module gives you insight into this growing field.

### **Time Commitment**

This module should take approximately six weeks to complete. Since it is independent in nature, your biggest challenge is to stay on task without daily instruction.

### **Behavioral Objectives:**

This course provides support for mastering these skills:

- Understand how to create an online help desk
- Explore problem-solving techniques
- Create a knowledge base
- Maintain problem/caller logs
- Demonstrate rapport and courtesy with callers
- Analyze problems
- Direct callers to solutions
- Evaluate effectiveness of a help desk

### **Module Overview:**

An independent study module (ISM) lets you develop knowledge and expertise at your own pace and with minimal supervision. The instructor acts as a facilitator rather than giving direct instruction. The materials included in this ISM are directed to you and are intended for your use. Rubrics and instructions are provided to make it easy for you to understand what is expected of you and how your grade is determined.

Help desks are becoming one answer to computer users' need to solve their technology problems and get answers to their questions. They come in two "flavors." One is synchronous, which is usually a phone answering system. The other is asynchronous and consists of FAQs and tutorials along with email. Each has its advantages and disadvantages. Students who understand the workings of both systems are highly valued in the IT world.

If you choose to complete the Help Desk ISM, you have the opportunity to develop advanced computer skills particularly related to the Internet and technology terms.

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## Independent Study Module: Help Desk Activity Overview

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### Approach to Activities

You encounter a variety of activities in this ISM including Internet research, work with a partner and writing. Each activity is designed to provide you with a learning experience in the design of functions of a help desk.

### Activities

Here is a summary of the activities you complete in this module.

Module	Lesson	Activity
1: Help Desk	1: Help Desk Development	1: Online Help Desks
		2 Support Areas
	2: Problem Solving	1: Problem Solving Steps
		2: Problem Solving Flow Chart
		3: Problem Solving Questions
	3: Knowledge Base	1: Knowledge Base Survey
		2: Knowledge Base Resources
		3: Frequently Asked Questions
		4: Knowledge Base Tutorial
	4: Caller Interaction	1. Call Recording
		2. Help Desk Practice
		3: Revised Log
	5: Problem Solving	1: Call Tracking
		2: Satisfaction Survey
		3: Online Help Evaluation
6: Capstone Project	1: Online Help Desk Design	

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## Lesson 1: Help Desk Development

### Lesson Purpose:

You develop an understanding of the components involved in creating an online help desk.

### Behavioral Objectives:

This lesson provides the opportunity to develop the skills to discuss the design of a help desk.

### Materials and Equipment Checklist:

- Computer
- Printer
- Internet access



### Lesson Content:

A help desk is designed to answer questions and resolve IT (information technology) problems. A help desk can be synchronous, meaning it is “live,” usually in the form of a telephone service. A help desk can be asynchronous, meaning the customer attempts to solve a problem using something other than asking a person in “real time.” One means of doing this is through reading FAQs or Frequently Asked Questions. Another way is through online tutorials or use of email.

Regardless of the means used, a help desk is designed to do just that—help. Its success or failure depends on people receiving a solution to their IT problem. In this lesson and the activities that follow, you learn about help desks and how to design them.

### Assessment:

Each lesson contains a series of activities to guide you through your independent study. As you complete each activity, give it to your facilitating instructor for evaluation. A rubric or expectations chart is supplied for each major activity to make it easier for you to understand how your grade is determined. For this lesson, complete the following activities:

- Online help desk site reviews
- Components and design of online help desk report
- Survey
- Statement of choices

## Resources:

### Textbooks:

- Czegel, Barbara. *Running an Effective Help Desk*. John Wiley & Sons. 1998. ISBN: 0471248169
- McBride, Dione. *A Guide to Help Desk Technology, Tools & Techniques*. Course Technology. 2000. ISBN: 0760071519
- Wooten, Robert J. *Building & Managing A World Class It Help Desk*. McGraw-Hill Osborne Media. 2001. ISBN: 007213237X

### Websites:

- <http://sunsite.uakom.sk/sunworldonline/swol-07-1998/swol-07-helpdesk.html>
- <http://www.helpdesk.com/google-hdc.html>
- <http://www.philverghis.com/helpdesk.html>
- <http://www.usg.edu/oit/re/re01/proceedings/helpdesk.pdf>

## Activity 1.1: Online Help Desks

### Activity Purpose:

Use web sites to learn about the setup of online help desks.

### Activity Outline:

1. "Visit" at least five online help desks observing the characteristics of each. Follow all links related to the help desk. Possible sites you might use are:
  - <http://www.wpi.edu/Academics/CCC/Help/>
  - <http://www.software.calpoly.edu/virus-hoax-spam.html>
  - [http://www.butlercc.edu/web\\_services/troubleshooting\\_index.htm](http://www.butlercc.edu/web_services/troubleshooting_index.htm)
  - <http://www.ilstu.edu/helpdesk/>
  - <http://ntap.k12.ca.us/help/windows.shtml>
2. Create a list in a modified outline form that reports your findings on help desks. Use the sample below as a guide.
  - List the major components of each site visited.
  - List the topics covered in each component
  - Include the address of each site in your list.
  - Sample
    - URL: <http://www.ilstu.edu/helpdesk/>
    - Virus Information Page
    - McAfee VirusScan
    - Network Associates Virex
    - Virus Q & A
    - Downloads of virus fixes
    - Warnings
    - Email address for questions
2. Complete a report on your overall observations about online help desks that
  - indicates a high level of knowledge of the design and components of online help desks.
  - includes an explanation of any unfamiliar terms used.
  - is at least 500 words long and uses standard report elements, like page numbers, as well as correct grammar and spelling.
3. Submit the following to your instructor for evaluation:
  - Online help desk site reviews
  - Components and design of online help desk report



**Assessment:**

<b>List Quality Features</b>	<b>Score</b>
Includes URL of sites visited—minimum five	20
Lists major components of sites visited	20
Provides complete details for each component/page	30
Demonstrates evidence of completeness of survey	20
Presents neat and error free list	10
<b>Total</b>	<b>100</b>

<b>Report Quality Features</b>	<b>Score</b>
Includes references to sites visited	10
Describes at least three components of a help desk	20
Demonstrates an understanding of help desk design	30
Uses standard report writing styles	20
Proofreads for accuracy and style	20
<b>Total</b>	<b>100</b>

## Activity 1.2: Support Areas

### Activity Purpose:

Choose areas of support for an online help desk.

### Activity Outline:

1. Review the list you created in Activity 1.1 after surveying help desks.
  2. Conduct a survey of at least three teachers (or other adults) and three students to determine what technology questions they like to see on a help desk site.
    - Include the names of each person surveyed and a brief description of their responses.
    - Summarize the results.
  3. Select a partner (if possible)
  4. Using both your lists and surveys, choose at least four major components and at least three topics under each component to include in an online help desk site.
  5. Write a brief statement outlining your choices and reasons for including them
    - Submit your instructional material as a word-processed document.
4. Submit the following to your instructor for evaluation:
- Survey
  - Statement of Choices



### Assessment:

Choice Statement Quality Feature	Score
Includes references to survey	20
Describes at least four components of a help desk	20
Includes at least three topics under each component	20
Demonstrates an understanding of necessary components	20
Proofreads for accuracy and style	20
<b>Total</b>	<b>100</b>

Survey Quality Feature	Score
Includes name of respondents – minimum six	20
Lists responses to survey	20
Provides description of responses	30
Summarized findings	20
Presents neat and error free survey response	10
<b>Total</b>	<b>100</b>

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## Lesson 2: Problem Solving

### Lesson Purpose:

You learn to solve problems on a help desk.

### Behavioral Objectives:

This lesson provides the opportunity to solve a technology problem.

### Materials and Equipment Checklist:

- Computer
- Printer
- Internet access



### Lesson Content:

Problem solving isn't "guessing." To be a successful problem solver, you must follow a logical set of steps to arrive at a solution. IT problems can be particularly frustrating because you must work with a problem you might not have observed yourself.

Learning to establish a set of procedures in the problem solving process improves your success rate and gives you greater credibility with those who consult with you about their technology issues.

### Assessment:

For this lesson, you complete the following activities:

- Problem solving list
- Revised problem solving list
- Flow chart
- Problem Solving Answers I
- Problem Solving Answers II
- Problem Solving Answers II

## Resources:

### Textbooks:

Polya, Gyorgy. *How to Solve It* Publisher: Princeton University Press. 1971. ISBN: 0691023565

### Websites:

<http://cerebro.cs.xu.edu/~smbelcas/howto.html>

<http://www.computerperformance.co.uk/Problems.htm>

<http://www.cybermetrics.com/Suptips.htm>

<http://www.glenbrook.k12.il.us/gbssci/phys/chemphys/survival/pstips.html>

<http://www.internet-tips.net/Misc/problems.htm>

<http://www.solutionscreative.com/cpstips.html>



## Activity 2.1: Problem-Solving Steps

### Activity Purpose:

You develop a series of steps to solve IT questions.

### Activity Outline:

1. Read through the material found the sites listed below and at least one other you locate yourself regarding problem solving.
  - <http://cerebro.cs.xu.edu/~smbelcas/howto.html>
  - <http://www.cybermetrics.com/Suptips.htm>
  - <http://www.computerperformance.co.uk/Problems.htm>
  - <http://www.internet-tips.net/Misc/problems.htm>
  - <http://www.internet-tips.net/Misc/problems.htm>
2. Create a list of at least five questions you can use in your help desk problem solving process. Create questions to ask someone who contacts the help desk about a problem he or she is having with a computer. Be sure to include a list of sites you used in your research.
3. Submit your list for evaluation by your instructor.
4. After evaluation by your instructor, compare your list with those of others who are also completing this module. Modify your list in any way that makes it more useful.
5. Resubmit your changes.
6. Submit the following to your instructor for evaluation:
  - Problem solving list
  - Revised problem solving list



### Assessment:

Problem Solving Quality Feature	Score
Includes a comprehensive list of questions	20
Demonstrates knowledge of the problem solving process	30
Includes appropriate questions	20
Creates a sequential series of questions	20
Shows evidence of proofreading	10
<b>Total</b>	<b>100</b>

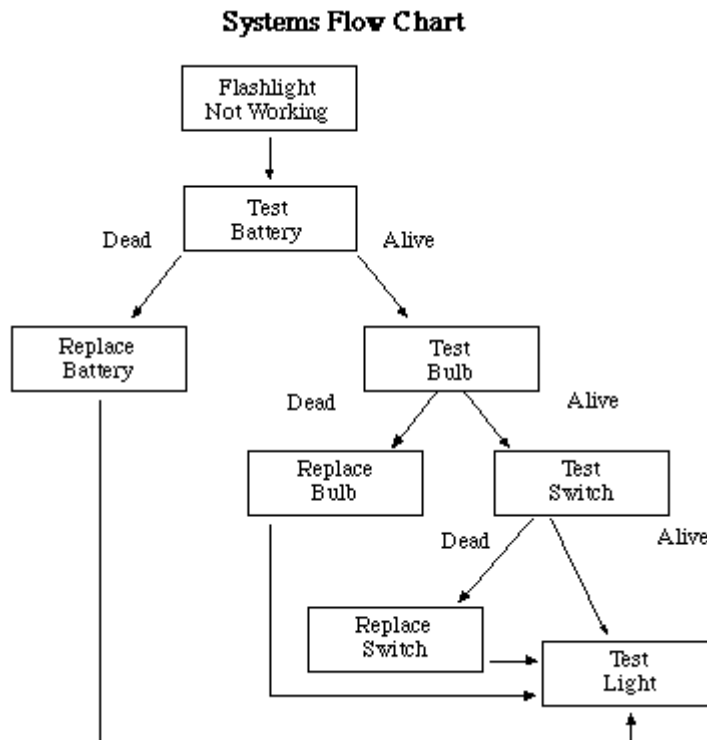
## Activity 2.2: Problem Solving Flow Chart

### Activity Purpose:

You create a flow chart to problem solve.

### Activity Outline:

1. One way to provide asynchronous help desk solutions is to provide a flow chart similar to the one below. Read it carefully to see the steps involved.



Source: [http://www.bced.gov.bc.ca/irp/te11\\_12/sips.htm](http://www.bced.gov.bc.ca/irp/te11_12/sips.htm)

2. Create a flow chart similar to the one above to demonstrate the problem solving process for why your car door won't open during freezing weather.
  - Include at least five "layers" of response.
  - Microsoft Word provides flow chart symbols under Draw on the Drawing Toolbar. PowerPoint also has a flow chart option for an organizational chart. You can also use a drawing or painting program.
3. Submit your flow chart to your instructor for evaluation:

**Assessment:**

<b>Flow Chart Quality Feature</b>	<b>Score</b>
Includes sufficient layers of response	20
Demonstrates knowledge of flow chart process	30
Includes reasonable responses	20
Creates a logical sequence of responses	20
Shows evidence of proofreading	10
<b>Total</b>	<b>100</b>

### Activity 2.3: Problem-Solving Questions

#### Activity Purpose:

You use your problem solving questions to gather information.



#### Activity Outline:

1. From the list below, choose a problem a user is having.
  - My computer won't start.
  - I can't read anything on my floppy disk.
  - My computer is making a strange noise.
  - My printer won't print.
  - I can't get my email.
2. Go through each of your problem solving questions providing possible answers. You can list the responses or create a flow chart to demonstrate the answers.
3. Using the same problem, have a partner answer the questions. Record the answers.
4. Submit the following to your instructor for evaluation:
  - Problem Solving Answers I
  - Problem Solving Answers II

#### Assessment:

Problem Solving Answers Quality Feature	Score
Includes reasonable answers to questions	20
Provides enough detail to indicate knowledge	20
Demonstrates knowledge of problem solving	30
Includes sufficient responses	20
Shows evidence of proofreading	10
<b>Total</b>	<b>100</b>

## Lesson 3: Knowledge Base

### Lesson Purpose:

You create a knowledge base to use as a component of the help desk.

### Behavioral Objectives:

This lesson provides the opportunity to learn to add information to a knowledge base.

### Materials and Equipment Checklist:

- Computer
- Printer
- Internet access

### Lesson Content:

One way help desk problems are solved is through use of a knowledge base. A knowledge base can represent information that has been compiled into tutorials or can be a list of web sites with the information.

Many online help desks have a sophisticated search engines to locate information. While this is helpful, it is not essential for smaller sites. Any system that lets the user easily find the information they need is effective.

### Assessment:

For this lesson, you complete the following activities:

- Knowledge base report
- Knowledge base resources
- FAQs
- Knowledge base tutorial



## Resources:

### Textbooks:

Gray, Daniel. *Looking Good On The Web: Build Your Knowledge Base for Creating Professional, Compelling, and Well-Designed Web*. The Coriolis Group. 1999. ISBN: B00007FY9E

### Websites:

<http://edserv04.its.yale.edu/helpdeskdev/>  
<http://helpdesk.princeton.edu/kb/search.plx>  
<http://www.gishost.com/gishelpdesk/kbsearch.asp>  
<http://www.isu.edu:8000/kb/>  
<http://www.philsch.k12.pa.us/it/iss/faq/>  
[http://www.ucit.uc.edu/helpdesk/knowledge\\_base.asp](http://www.ucit.uc.edu/helpdesk/knowledge_base.asp)

### Activity 3.1: Knowledge Base Survey

#### Activity Purpose:

You survey knowledge bases to develop help desk expectations.

#### Activity Outline:

1. Survey the sites listed below observing the content and format used to provide a base of knowledge for users. You can also survey other sites with knowledge bases.
  - <http://helpdesk.princeton.edu/kb/search.plx>
  - <http://www.isu.edu:8000/kb/>
  - <http://www.gishost.com/gishelpdesk/kbsearch.asp>
  - [http://www.ucit.uc.edu/helpdesk/knowledge\\_base.asp](http://www.ucit.uc.edu/helpdesk/knowledge_base.asp)
  - <http://edserv04.its.yale.edu/helpdeskdev/>
2. Write a report of at least 250 words outlining your discoveries and conclusions.
  - Include a list of the sites you used in your research.
  - Draw conclusions about the general nature of knowledge bases.
3. Submit your knowledge base report to your instructor for evaluation:



#### Assessment:

Knowledge Base Report Quality Feature	Score
Includes a comprehensive overview of all sites surveyed	20
Demonstrates knowledge of knowledge bases	30
Includes appropriate information	20
Draws conclusions about knowledge bases	20
Shows evidence of proofreading	10
<b>Total</b>	<b>100</b>

### Activity 3.2: Knowledge Base of Resources

#### Activity Purpose:

You create a knowledge base resource list.

#### Activity Outline:

1. It's not necessary to create your knowledge base "from scratch." Web sites with essential information can be an excellent way to extend your base of information.
2. Using your survey of knowledge bases plus the information you gathered in previous activities, create a list of at least ten areas for which you want to provide information.
3. Search the Internet for sites you can use to support your knowledge base.
  - Include at least one or more sites for each area
  - Provide a brief summary of the content of each site
4. Submit you Knowledge base resources to your instructor for evaluation:



#### Assessment:

Knowledge Base Sites Quality Feature	Score
Includes the minimum number of sites	20
Includes quality sites	20
Provides a broad range of information	20
Demonstrates knowledge of appropriate knowledge bases	30
Shows evidence of proofreading and error checking	10
<b>Total</b>	<b>100</b>



### Activity 3.3: Frequently Asked Questions

#### Activity Purpose:

You demonstrate knowledge of FAQs.

#### Activity Outline:

1. From your list of topics developed in the previous activity, select three areas for which to write FAQs.
  - Avoid using material found on any sites already constructed, although these should guide your design.
  - Use a partner to provide troubleshooting and editing to ensure accuracy and completeness.
2. Submit your FAQs to your instructor for evaluation:



#### Assessment:

FAQ Quality Feature	Score
Includes at least three questions	20
Fully answers each question	20
Selection represents appropriate questions	20
Demonstrates knowledge of FAQs	30
Shows evidence of proofreading	10
<b>Total</b>	<b>100</b>

### Activity 3.4: Knowledge Base Tutorial

#### Activity Purpose:

You create a knowledge base tutorial.

#### Activity Outline:

1. A knowledge base is most helpful when it focuses on information specific users want to know. From the list below, choose a problem a user is having.
  - Setting up email
  - Copy a file to and from a floppy
  - Burn a CD
  - Zip and unzip a file
  - Install printer software
2. Create a PowerPoint presentation or a series of web pages to demonstrate the process. Include screen captures as examples. Use the print screen key to capture images. Use a partner to troubleshoot your instructions to ensure the accuracy of your instructions.
3. Submit your knowledge base tutorial to your instructor for evaluation:



#### Assessment:

<b>Knowledge Base Tutorial Quality Feature</b>	<b>Score</b>
Includes sequential steps	20
Provides adequate explanation	20
Includes screen captures where appropriate	20
Demonstrates knowledge of tutorial process	30
Shows evidence of proofreading and troubleshooting	10
<b>Total</b>	<b>100</b>

## Lesson 4: Caller Interaction

### Lesson Purpose:

You learn how to work with synchronous help desk calls.

### Behavioral Objectives:

This lesson provides the opportunity to learn how to respond effectively to help desk callers.

### Materials and Equipment Checklist:

- Computer
- Printer
- Internet access



### Lesson Content:

Users of technology do not always find that asynchronous solutions are the answer to their problems. Often they must speak directly to someone at the help desk. Responding to these calls in a professional manner is significant technology skill.

There are three components of any help desk call: recording the problem, delivering a solution, and tracking the outcome.

### Assessment:

For this lesson, you complete the following activities:

- Call etiquette
- Phone log
- Completed phone log
- Etiquette evaluation
- Revised log

### Resources:

#### Textbooks:

Knapp, Donna *A Guide to Help Desk Concepts*. Course Technology. 1998. ISBN: 0-7600-7150-0

#### Websites:

<http://support.memphis.edu/internal/StudentInfo/LabTeamInfo/Manual/helpdeskguide.html>

<http://tutorials.beginners.co.uk/read/id/402>

<http://www.jungleii.com/fountain/t4c/Library/CompMaint/SupportLog.html>

<http://www.newhorizons.com/retail/English/knowledgePath/helpDeskTechnician.asp>

<http://www.utc.edu/helpdesk/staff/initialcall.htm>

## Activity 4.1: Call Recording

### Activity Purpose:

You learn to develop information used in responding to a call to the help desk.

### Activity Outline:

1. Survey the following sites (and others you find) to determine proper phone procedures for a help desk:
  - <http://www.utc.edu/helpdesk/staff/initialcall.htm>
  - <http://www.jungleii.com/fountain/t4c/Library/CompMaint/SupportLog.html>
  - <http://www.newhorizons.com/retail/English/knowledgePath/helpDeskTechnician.asp>
  - <http://tutorials.beginners.co.uk/read/id/402>
  - <http://support.memphis.edu/internal/StudentInfo/LabTeamInfo/Manual/helpdeskguide.html>
2. Create guidelines for help desk call-etiquette.
  - Include an opening statement.
  - Think about how you want someone to answer your call.
  - Consider using a dialogue format for the guidelines.
3. List at least ten questions to ask of a caller to the help desk.  
Use the previous lesson on problem solving to develop your questions.
4. Create a phone log to enter the answers to your questions.
  - Include a priority assignment for each call.
  - Include a category for the resolution of the problem.
  - Keep in mind ways to handle both simple and difficult problems.
  - You can use a spreadsheet or word processing table for the form.
5. Submit the following to your instructor for evaluation:
  - Call etiquette
  - Phone log



**Assessment:**

<b>Call Etiquette Quality Feature</b>	<b>Score</b>
Includes opening statement	10
Demonstrates courtesy	20
Encourages rapport with caller	30
Provides means of acquiring details	20
Demonstrates knowledge of phone etiquette	20
<b>Total</b>	<b>100</b>

<b>Phone Log Quality Feature</b>	<b>Score</b>
Includes essential questions	10
Demonstrates knowledge of essential questions	30
Provides means of tracking resolution of problem	20
Assigns priority to each call	20
Creates usable format	20
<b>Total</b>	<b>100</b>

## Activity 4.2: Help Desk Practice

### Activity Purpose:

You learn to answer help desk calls.



### Activity Outline:

1. Select a partner to act as a caller.
2. Using the log developed in the previous activity, respond to a “call” from your partner about all of the following problems (complete a total of five logs):
  - My computer won’t read a disk I got from someone else.
  - I think I have a virus.
  - What computer should I buy?
  - My computer screen won’t come on.
  - The Internet doesn’t work.
3. Have your partner evaluate and record your phone etiquette based on your guidelines using the rubric below.
4. Submit the following to your instructor for evaluation:
  - Completed phone log
  - Etiquette evaluation

### Assessment:

Completed Log Quality Feature	Score
Completes all fields	20
Lists information fully	20
Provides details	30
Demonstrates knowledge of log process	20
Enters information neatly and legibly	10
<b>Total</b>	<b>100</b>

Etiquette Evaluation Quality Feature:	Score
Answers appropriately	10
Provides courteous response to problem	20
Asks questions to clarify issue	30
Provides a solution of some kind	20
Acts in a professional manner	10
<b>Total</b>	<b>100</b>

### Activity 4.3: Log Revision

#### Activity Purpose:

You revise your phone log based on your experience.

#### Activity Outline:

1. Using feedback from the entries in your phone log and your experience with your partner, revise your log to more adequately reflect needed changes.
  - Keep in mind problems that occurred as you were entering information.
  - Use your partner's feedback to improve the product.
  - Consider ways to make the form more effective.
2. Submit the revised log to your instructor for evaluation:



#### Assessment:

Quality Feature: Revised Log	Score
Modified fields	20
Added appropriate information	20
Demonstrates awareness of need for improvement	20
Enhanced original log	30
Proofread and error free	10
<b>Total</b>	<b>100</b>

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## Lesson 5: Evaluation

### Lesson Purpose:

You learn to evaluate your help desk to improve its usefulness.

### Behavioral Objectives:

This lesson provides the opportunity to learn to evaluate a help desk.

### Materials and Equipment Checklist:

- Computer
- Printer
- Internet access



### Lesson Content:

Help desks must be evaluated frequently to ensure that users are receiving the information and problem solving they need. A help desk that is created and then left to function without continuous evaluation quickly becomes useless.

Help desks are generally evaluated using a number of measurements including frequency and types of phone calls, satisfaction surveys, and use of online help.

### Assessment:

For this lesson, you complete the following activities:

- Spreadsheet
- Chart
- Report
- Satisfaction Survey
- Online Help Survey

## Resources:

### Textbooks:

Bruton, Noel. *How to Manage the I.T. Helpdesk*. Digital Press. 1997. ISBN: 0750638117.

Lenz, Mary. *The Complete Help Desk Guide*. CMP Books. 1996. ISBN: 0936648961

### Websites:

<http://forms.msm.edu/surveys/survey2000.HTM>

<http://webapps.utdallas.edu/survey/>

[http://www.clickz.com/crm/onl\\_cust\\_serv/article.php/813471](http://www.clickz.com/crm/onl_cust_serv/article.php/813471)

[http://www.compassamerica.com/white\\_papers/GrowUpWP.pdf](http://www.compassamerica.com/white_papers/GrowUpWP.pdf)

<http://www.depts.ttu.edu/helpcentral/survey.php>

<http://www.learnthat.com/courses/business/helpdesk/evaluate/>

<http://www.thinkhdi.com/hdi2003/downloads/MotivateWhitePaper.pdf>

<http://www.tltraining.com/mhdoutline.htm>

## Activity 5.1: Call Tracking

### Activity Purpose:

You learn to measure help desk calls.

### Activity Outline:

1. One of the easiest ways to evaluate a help desk is to track the frequency and type of calls coming to the help desk. Use the information below to create a spreadsheet. Supply your own specific details and numbers to complete it.
  - Time of Day—morning, afternoon, after hours
  - Day of Week
  - Type of Call—question, problem, follow up of previous call, complaint, suggestion
  - Call Length
  - Subject of call
    - Operating system
      - Windows 95, 98, 2000, NT, XP
      - Mac OS 8, 9, 10
    - Office – 97, 98, 2000, XP
      - Word
      - Excel
      - Access
      - PowerPoint
      - Outlook
    - Email
      - Outlook Express
      - Webmail
      - Other
    - Internet
      - Internet Explorer
      - Netscape
      - Other
    - Hardware malfunction
    - Software malfunction
    - Network problem
    - Virus problem
  - Resolution—short answer, long answer, directed to another source, directed to web site, no resolution
2. Use the information on the spreadsheet to create one or more graphs demonstrating the overall patterns of calls.



3. Write a report of at least 250 words outlining information based on the chart. Include information about areas that are most and least used. Draw a conclusion that indicates areas where the help desk can be improved or extended.
4. Submit the following to your instructor for evaluation:
  - Spreadsheet
  - Chart
  - Report

**Assessment:**

<b>Spreadsheet Quality Feature</b>	<b>Score</b>
Designs spreadsheet to adequately report information	20
Includes all areas	20
Includes all subcategories	20
Provides reasonable figures	20
Demonstrates knowledge of help desk calls	20
<b>Total</b>	<b>100</b>

<b>Graph Quality Feature:</b>	<b>Score</b>
Selects appropriate graph type	20
Includes title, legend, and categories	20
Demonstrates knowledge of information	30
Uses colors effectively	10
Allows users to draw accurate conclusions	20
<b>Total</b>	<b>100</b>

<b>Report Quality Feature</b>	<b>Score</b>
Produces report of acceptable length	10
Includes account of essential information	20
Draws appropriate conclusions	30
Demonstrates knowledge of material	20
Proofread	20
<b>Total</b>	<b>100</b>

## Activity 5.2: Satisfaction Survey

### Activity Purpose:

You learn to create a satisfaction survey.

### Activity Outline:

1. Problems with help desks are often “invisible” because no one complains. This quickly leads to a loss of credibility and a reduction in the effectiveness of the help desk. Satisfaction surveys let help desk personnel find these “invisible” problems. Analyze these online surveys looking for ways to search for information from users.
  - <http://forms.msm.edu/surveys/survey2000.HTM>
  - <http://www.depts.ttu.edu/helpcentral/survey.php>
  - <http://webapps.utdallas.edu/survey/>
  - [http://www.nysgis.state.ny.us/forms/helpdesk\\_survey.htm](http://www.nysgis.state.ny.us/forms/helpdesk_survey.htm)
  - <http://aviationweather.noaa.gov/awc/iff/survey.html>
  - <http://128.200.16.154/Survey/FMPro?-db=Survey.fp3&-lay=Layout%20%232&-format=new.htm&-view>
2. Create your own survey using the examples you saw.
  - Your survey does not have to be interactive.
  - You can use a spreadsheet or a word processing document to record the information you are seeking.
3. Submit your satisfaction survey to your instructor for evaluation:



### Assessment:

Satisfaction Survey Quality Feature	Score
Provides sufficient number of questions	20
Includes appropriate responses	20
Uses knowledge of surveys to gather essential information	20
Demonstrates knowledge of surveys	30
Enters information neatly and legibly	10
<b>Total</b>	<b>100</b>

### Activity 5.3: Online Help Evaluation

#### Activity Purpose:

You develop a way to measure the effectiveness of online help.



#### Activity Outline:

1. The effectiveness of online help is even more difficult to measure than responses to phone calls to the help desk. You can record the number of times a site is visited and how long someone stays “stuck” to site, but that doesn’t tell you if the visitor found the information useful. One way to measure effectiveness is to include a survey asking about the usefulness of the information. Unfortunately, most people do not want to take the time to respond. Look at the sites below looking for ways to measure online help effectiveness.
  - <http://www.china-stone.net/help/shipping.html>
  - <http://www.kabsoftware.com/kb/question.php?qstId=32>
  - <http://howto.lycos.com/lycos/step/1,,5+32+26128+24965+947,00.html>
  - <http://it.ius.edu/ComputerServices/HelpDesk/feedback.htm>
  - <http://www.helpdesk.umd.edu/feedback.shtml>
  - <http://www.oit.umd.edu/services/ratingtool/>
  - [http://usqassist.usq.edu.au/cgi-bin/rn01.cfg/php/enduser/std\\_adp.php?p\\_faqid=320](http://usqassist.usq.edu.au/cgi-bin/rn01.cfg/php/enduser/std_adp.php?p_faqid=320)
2. Keeping in mind your own experiences both while visiting the sites above and while using help desks yourself, design a way to find out how useful the online help is for those who use it. A creative solution might be appropriate.
3. Submit your Online Help Survey to your instructor for evaluation:

#### Assessment:

Online Help Survey Quality Feature	Score
Created appropriate online help survey	20
Included sufficient questions	20
Demonstrated awareness of survey needs	20
Used creativity to overcome obstacles	30
Proofread and error free	10
<b>Total</b>	<b>100</b>

## Lesson 6: Help Desk Capstone

### Lesson Purpose:

You demonstrate your knowledge of the design and components of a help desk.

### Behavioral Objectives:

This lesson provides the opportunity to show that you know how to design a help desk.

### Materials and Equipment Checklist:

- Computer
- Printer
- Internet access



### Lesson Content:

You explored many features of a help desk. In this final capstone lesson, you create a web site that can be used as a help desk. You may use any of the material you have developed in previous lessons and add them to your site.

### Assessment:

For this lesson, you complete the following activity:

- Design an online help desk web site

## Activity 6.1: Online Help Desk Design

### Activity Purpose:

You create an online help desk.

### Activity Outline:

1. Sketch a design for an online web site
  - Have an opening page and then at least four component pages.
  - Include links for the four subtopics.
  - Include an email link for help not addressed by topics.
2. Use your sketch to create an online help desk.
  - Demonstrate your knowledge of good online help design rather than flashy techniques. Feel free, however, to include any elements you believe make the site more usable and appealing.
  - You may use any software package you know like Front Page, Dreamweaver, or GoLive. You may also create your site in Microsoft Word and then save it as HTML.
3. Submit your online help desk site to your instructor for evaluation:



### Assessment:

Online Help Desk Site Quality Feature	Score
Includes well designed opening page	20
Includes links to four component pages	20
Includes subtopics	20
Demonstrates knowledge of help desk design	30
Presents neat and error free site	10
<b>Total</b>	<b>100</b>