# Team Leadership and Client Problems Quiz

## Criteria

### Unit code and name

BSBXTW401 | Lead and Facilitate a Team

ICTSAS527 | Manage client problems

### Qualification/Course code and name

ICT50220 | Diploma of Information Technology

## Student details

### Student number

### Student name

## Assessment declaration

*Note: If you are an online student, you will be required to complete this declaration on the TAFE NSW online learning platform when you upload your assessment.*

This assessment is my original work and has not been:

* plagiarised or copied from any source without providing due acknowledgement.
* written for me by any other person except where such collaboration has been authorised by the Teacher/Assessor concerned.

### Student signature and date

Version: *1.0*

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For queries, please contact:

*SkillsPoint: Nithin Boddu, Product Manager - ADAPT, Product Group*

*Contact Details: 02 9217 4768*

*Location: Parramatta*

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## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Assessment overview** | The aim of this assessment is to assess your knowledge and performance in teamwork skills required to effectively lead and facilitate a team in a workplace within any industry, while knowing how to ensure the management of client relationships for ICT support services |
| **Assessment event number** | 2 of 2 |
| **Instructions for this assessment** | This is a project-based assessment that assesses your knowledge and performance of the unit.  This assessment is in 4 parts:   * Short answers * Multiple choice * Matching questions * True or false   And is supported by:   * Assessment feedback |
| **Submission instructions** | On completion of this assessment, you are required to submit it to your Teacher/Assessor for marking. Where possible, submission and upload of all required assessment files should be via the TAFE NSW online learning platform.  Ensure you have included your name at the bottom of each page of documents you submit.  It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment. |
| **What do I need to do to achieve a satisfactory result?** | To achieve a satisfactory result for this assessment you must answer all the questions correctly.  If a resit is required to achieve a satisfactory result it will be conducted at an agreed time after a suitable revision period. |
| **What do I need to provide?** | * TAFE NSW student account username and password. If you do not know your username and password, contact your campus or service centre on 131601. * Computer or other device with word processing software and internet access * Writing materials, if required. |
| **What the Teacher/Assessor will provide** | * Access to this assessment and learning resources, including the student workbook and any supporting documents or links. * Organisational documentation, policies, and procedures * Case studies |
| **Due date**  **Time allowed**  **Location** | 24th of September  3 hours (indicative only) |
| **Assessment feedback, review or appeals** | Part of this is an unsupervised, take-home assessment. Your Teacher/Assessor may ask for additional evidence to verify the authenticity of your submission and confirm that the assessment task was completed by you.  You may access your referenced text, learning notes and other resources. |
|  | In accordance with the TAFE NSW policy *Manage Assessment Appeals,* all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within **14 working days** of the formal notification of the result of the assessment.  If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher/Assessor or Head Teacher. If they are unavailable, contact the Student Administration Officer.  Contact your Head Teacher/Assessor for the assessment appeals procedures at your college/campus. |

### Part 1: Short answer questions

1. Describe the importance of troubleshooting.

|  |
| --- |
| It’s like hitting a target with a focused laser beam, rather than a spray of bullets from a sawed-off shotgun — the laser is much more likely to hit the target. Besides being a better experience for customers, it’s also far more efficient for you and your team. |

2. Describe the purpose of a client support process.

|  |
| --- |
| A client support process does exactly that. It helps build a strong relationship between an ICT Services provider and a client as well as other guide employees in the organisation on how to interact with certain systems to get their support tickets resolved. |

3. List and describe 2 of the steps you can undertake to properly implement client support.

|  |
| --- |
| Declare to resolve the complaint:  The complaint made by the staff at Gelso may not be able to be resolved immediately if you need to investigate the details of their complaint. In such circumstances, it is important to reassure them that you will resolve the complaint and to take responsibility for doing so.  Solve the complaint:  After investigating the complaint, it will become evident what has happened. Now it’s a probability that the action on Gelos is required. Determining what action to take involves consulting the Gelos policies and procedures. |

4. List and describe 3 of the basic tools you can use to collect feedback.

|  |
| --- |
| 1. Surveys: developing a useful survey may be more challenging than you think. There are a ton of questions you could ask customers, but you need to be focused on what you ask when you’re just trying to collect the feedback about a specific problem which was recently resolved.  2. Emails: email is one of the easiest ways to gather candid customer feedback. Because it’s a support channel for most companies, you can use each interaction as an opportunity to gather feedback.  3. Meetings: meeting clients to learn about their experience and feedback is very important. Qualitative stories from them can bring colours and nuance to quantitative feedback (data). These personal experiences help you or your team understand the requirements behind client’s decisions and the response to their brand or decisions. |

5. Describe the process of continuous improvement using feedback.

|  |
| --- |
| Once you receive the feedback, you need to analyse what has been provided and focus on different aspects of the client’s organisation as why certain feedback was given. This is not as simple as it sounds, and improvements can only come when you work hand in hand with the client with a common goal of achieving a success. |

## Part 2: Multiple choice questions

Read each question carefully and answer by selecting the appropriate response.

1. Complying with many of the policies and procedures such as code of conduct and work and health policy will also support and enhance:

Table 2- Multiple choice

| Answer choices | Select the correct answer/s |
| --- | --- |
| 1. the organisation’s reputation and good standing in its business activities, including with employees or stakeholders and the wider community | x |
| 1. the culture of the organisation in terms of its values or expectations and practices for guiding and influencing employees and stakeholders connected to the organisation | x |
| 1. the norms of ethical and correct conduct in relation to day-to-day work activities and decision making | x |
| 1. not ensure equal treatment for all including age, disability, race, sex, intersex status, gender identity and sexual orientation in the workplace |  |

1. What do leaders need to keep in consideration to ensure they bring greater accountability for the team?

Table 3- Multiple choice

| Answer choices | Select the correct answer/s |
| --- | --- |
| 1. clearly communicating the expectations for each team member and through feedback | x |
| 1. making sure that the team member has the knowledge, skills and resources to carry out the task or make adjustments or provide additional assistance as necessary | x |
| 1. by not providing regular constructive feedback in performance reviews |  |
| 1. inculcating a work ethic of striving to achieve individual objectives and goals as laid out in the team or individual performance plan |  |
| 1. not to act as a role model with your own actions and support |  |

1. What are the different ways to ***verbally*** communicate team objectives and responsibilities to the team members?

Table 4- Multiple choice

| Answer choices | Select the correct answer/s |
| --- | --- |
| 1. face-to-face communication | x |
| 1. over the telephone | x |
| 1. web conferencing | x |
| 1. body language |  |
| 1. emails |  |

1. What are the four R’s of conflict management strategies?

Table 5- Multiple choice

| Answer choices | Select the correct answer/s |
| --- | --- |
| 1. Receive | x |
| 1. Repeat | x |
| 1. Review | x |
| 1. Request | x |
| 1. Reframing |  |
| 1. Resolved |  |

1. What are the five steps required for Root Cause Analysis?

Table 5- Multiple choice

| Answer choices | Select the correct answer/s |
| --- | --- |
| 1. Work backward | x |
| 1. Come up with solutions | x |
| 1. Compromise |  |
| 1. Implement the solution | x |
| 1. Identify the problem | x |
| 1. Transfer the problem |  |
| 1. Determine what the root cause is | x |

1. Which of the following factors are important to consider when collecting feedback from clients?

Table 5- Multiple choice

| Answer choices | Select the correct answer/s |
| --- | --- |
| 1. What areas are you looking to improve? | x |
| 1. Which feedback channel best suits the situation? | x |
| 1. What do you seek to do with the data you collect? | x |
| 1. Which clients are likely to provide positive feedback so that they can be prioritized |  |

## Part 3: Matching questions

Read each question carefully and answer by selecting the correct matching response.

1. There are various strategies through which to approach conflict resolution. Match the relevant approach to the description provided: -

Table 6- Matching

| Description | Answer | Approach |
| --- | --- | --- |
| State your case clearly and assess the other party’s needs properly | b. | 1. look for opportunities for an agreement |
| Presenting your viewpoint while showing interest in the other party’s viewpoint, be flexible and solution-oriented | a. | 1. acting assertively but not aggressively |
| Change the issue from a negative to a more neutral position by raising the issue as a question about wants and needs | c. | 1. reframing the issue |
| It is possible that some of the issues can be resolved quickly and easily while other problems may be more difficult to resolve | e. | 1. listening without interruption |
| Use active listening and open questions to show that you are listening to the issues and interests of each person respectfully and with empathy | D. | 1. divide the problem |

1. There are basic parameters to monitor the performance of different team members and match the KPAs with the description provided below: -

Table 7- Matching

| Description | Answer | KPA |
| --- | --- | --- |
| It could relate to the number of sales generated or items produced over a certain period or to a certain deadline or milestone, increasing sales in a specific area by 10% over one month. Compare planned and actually achieved results as a key to identifying problematic performance aspects. | c. | 1. employee satisfaction |
| It depends on the nature of the organisation’s activities and therefore there will be a number of different ways of measuring productivity | A. | 1. client satisfaction |
| Data and statistical recording can identify workflows or workflow interruptions and focus on any problems with achieving a set level. | d. | 1. billable hours |
| It is often a key element of measuring performance and would need to be measured by surveys, questionnaires or feedback both to the team and to individuals | b. | 1. productivity |
| High levels of satisfaction will usually translate to increased performance, the work environment and employee satisfaction can be gauged by surveys, interviews, one-on-one discussions with the team leader. | e. | 1. quantifiable work goal |

1. There are different styles of communication in the workplace. Match with the appropriate type of communicator: -

Table 8- Matching

| Description | Answer | Style of communication |
| --- | --- | --- |
| They offer an effective and healthy way to express themselves. It encourages open, honest dialogue while still considering the needs of other team members. | b. | 1. aggressive communicators |
| They tend to dominate the conversation, issuing commands and asking questions rudely while failing to listen to team members | c. | 1. passive communicators |
| They have difficulty in expressing themselves, giving in to people. Failure to express thought and emotions can lead to miscommunication and can build up anger or resentment. | D. | 1. passive-aggressive communicators |
| They seem passive on the surface but reveal a hidden resentment that comes through in subtle, indirect ways such as with sarcasm, or not aligning words with actions. | A. | 1. assertive communicators |

1. When it comes to allocating tasks to team members there are various factors to consider. Link each factor with its respective description:

Table 8- Matching

| Factor | Answer | Description |
| --- | --- | --- |
| Skillset | e. | 1. Providing opportunities to employees to grow individual capabilities amongst team members |
| Development | c. | 1. Properly establishing the importance of certain tasks over others |
| Availability | d. | 1. Ascertaining who’s currently able to work on required tasks |
| Priority | a. | 1. Allocating work for team members that are passionate towards seeing it completed |
| Interest | b. | 1. Understanding the capabilities of your team members in order to designate tasks to those best suited for them |

1. Link the methods of the troubleshooting and resolution process with their correct descriptions.

Table 8- Matching

| Method | Answer | Description |
| --- | --- | --- |
| Understanding the problem | b. | 1. Ask questions, gather information and reproduce the problem |
| Isolating the issue | c. | 1. Finding either a solution or a means of completing the task in a different way |
| Finding a fix or a workaround | a. | 1. Simplify matters, make gradual changes and compare the problem to how it’s supposed to function |

1. Link the principles of good client support with their correct descriptions.

Table 8- Matching

| Principle | Answer | Description |
| --- | --- | --- |
| Personalised | b. | 1. Applying the human touch to client support |
| Competent | d. | 1. Allowing communication through preferred channels |
| Convenient | c. | 1. Displaying a strong knowledge of your company and its products/services, as well as the means of resolving staff issues |
| Proactive | a. | 1. Take initiative on reaching out to your clients |

## Part 4: True or false questions

When there is a poor performance by the team member what approach should a leader follow to improve the performance? Consider the statement/s carefully and indicate **True** or **False**.

Table 10- True or false

| Statement | True or False |
| --- | --- |
| The problem needs to be directly addressed in an honest and accurate way without weakening the points that need to be addressed | T |
| The issues should be raised in an impartial way | T |
| The issue should be raised in threatening way | F |
| The feedback should be provided in a timely way so that the problems are linked to the current evaluation of performance | T |
| Have appropriate evidence of the poor performance to be able to back up the feedback and to illustrate the problem | T |
| Don’t highlight strengths | F |
| Use constructive feedback to deal with the poor performance aspects | T |

## Assessment feedback

*NOTE: This section must have the Teacher/Assessor and student signature to complete the feedback. If you are submitting through the TAFE NSW online learning platform, your Teacher/Assessor will give you feedback via the platform.*

### Assessment outcome

Satisfactory

Unsatisfactory

**Assessor feedback**

Has the assessment declaration for this assessment event been signed and dated by the student?

Are you assured that the evidence presented for assessment is the student’s own work?

Was reasonable adjustment in place for this assessment event?

*If yes, ensure it is detailed on the assessment document.*

*Comments*:

### Assessor name, signature and date

### Student acknowledgement of assessment outcome

*Would you like to make any comments about this assessment?*

### Student name, signature and date