



ITIL® Intermediate Lifecycle Stream:

CONTINUAL SERVICE IMPROVEMENT (CSI) CERTIFICATE

Sample Paper 2, version 6.1

Gradient Style, Complex Multiple Choice

ANSWERS AND RATIONALES

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Answer Key:

Scenario	Question	Correct: 5 Marks	2nd Best: 3 Marks	3rd Best: 1 Mark	Distracter: 0 Marks
One	1	D	B	C	A
Two	2	A	D	C	B
Three	3	D	C	B	A
Four	4	B	A	C	D
Five	5	C	B	A	D
Six	6	D	A	C	B
Seven	7	D	B	C	A
Eight	8	B	A	C	D

QUESTION	One	Scenario	One
Question Rationale	<p>An assessment is required to establish a baseline. The question is based on the need to select the appropriate scope of the assessment from the following ITIL recommendations:</p> <ul style="list-style-type: none"> • Process only • People, process and technology • Full assessment <p>The case study has some considerations that point toward a full assessment, which include that:</p> <ol style="list-style-type: none"> 1. The scenario points to people issues (limited cooperation and managers comments). 2. Technology may be an issue. There is no definitive statement that the tools are not causing issues. 3. Embedded culture may be the issue, especially as the majority of staff have been in place for a long period. 4. Business / IT misalignment is suggested in the first section of the scenario. 		
MOST CORRECT (5)	D	<p>The elements of the assessment discussed in this answer will mean the organization will have a full understanding of “where we are now”. This can be used then to plan the improvements needed to move them toward the desired end state.</p> <p>Restricting the scope of the assessment to either of the other two options may mean that the issue of business / IT alignment is not considered and therefore means the exercise will not deliver the required results.</p>	
SECOND BEST (3)	B	<p>The scope of this assessment will not cover point three above.</p> <p>The second bullet looks at process and people misalignment. This will be an issue but without a wider scope may restrict findings to IT departmental issues rather than business and IT alignment which would not be covered in anything but a full assessment.</p> <p>The ITIL description of this type of assessment does not include the points mentioned in the final bullet.</p>	
THIRD BEST (1)	C	<p>While adapting the option is acceptable, the scope defined here is not. This answer would mean only point one in the list above would be fully addressed and therefore the information attained may not give a true reflection of the current situation.</p> <p>There are advantages to using the ITIL-qualified staff on the assessment as they will understand the processes but it is not essential. Any suitable person(s) could carry out the assessment. What is more important is that a well-defined assessment framework is available to aid consistency and repeatability.</p>	
DISTRACTER (0)	A	<p>This answer is incorrect for the following reasons:</p> <ul style="list-style-type: none"> • A process assessment is not relevant in this case as the scenario points to wider issues • Just carrying out a process assessment would mean all of the points in the list above may be missed • The ITIL description of this type of assessment does not include business / IT alignment 	
Syllabus Unit / Module supported	ITIL SL: CSI04 Continual service improvement methods and techniques		
Bloom’s Taxonomy Testing Level	<p>Level 4 Analysis – The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences.</p> <p>Application – This question requires the delegate to analyse the situation in order to make a recommendation on the type of assessment that best fits the situation</p>		

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	described in the scenario.
Subjects covered	Categories Covered: <ul style="list-style-type: none"> • How to use assessments and what to assess
Book Section Refs	CSI 5.2 – Continual service improvement methods and techniques – Assessments CSI 5.2.2 – Continual service improvement methods and techniques – Assessments – What to assess and how
Difficulty	Easy

QUESTION	Two	Scenario	Two
Question Rationale	<p>This question focuses on an understanding of how CSI can use techniques from other processes to assist in identifying where improvements are required. The question assigns the task of service improvement to the service owner. The service owner is carrying out CSI to improve the situation.</p> <p>The answer is based around a service failure analysis (SFA) and the delegate must know that:</p> <ul style="list-style-type: none"> • SFA is a multifunctional team and looks at all aspects (people, process and technology) of availability • It is described and classed as a technique of availability management <p>There are several other techniques mentioned, all of which can be used as part of CSI activities (see CSI section 5.8). The delegate must also analyse these and consider if they are appropriate in relation to the scenario. The descriptions of the techniques are all correct: the delegate is required to select the appropriate answer in relation to their use in the scenario.</p>		
MOST CORRECT (5)	A	<p>This answer gives a correct description of an SFA. The second sentence is a quote from the CSI book.</p> <p>The expanded incident lifecycle is a valid technique as there seems to be an issue with resolving incidents – even though they are not breaching SLAs regularly, being able to restore service in a faster timescale will increase the availability.</p> <p>Workload management (demand management) will help identify bottlenecks and recommendations can then be made as to how to alleviate these and increase performance.</p> <p>Technical observation (availability management) can be used to identify any technical availability issues.</p> <p>As the SFA takes into account people, process and technology, it should consider how the user is using the service and why “finger trouble” seems to be an issue.</p>	
SECOND BEST (3)	D	<p>This answer gives a correct description of an SFA. The second sentence is also a quote from the CSI book.</p> <p>Workload management (demand management) will help identify bottlenecks and recommendations can then be made as to how to alleviate these and increase performance.</p> <p>Component failure impact analysis will be a useful technique as it can identify whether there are any single points of failure that may require a level of resilience.</p> <p>Modelling is a predictive and forward-looking technique as it tests the validity of the solutions – but the question is about techniques to identify what is currently wrong.</p>	
THIRD BEST (1)	C	<p>This answer incorrectly describes SFA in three ways:</p> <ul style="list-style-type: none"> • It does not include business representatives in the team • It classes it as a problem management technique • The functional description is based on reactive problem management <p>Component failure impact analysis will be a useful technique as it can identify whether there are any single points of failure that may require a level of resilience.</p> <p>Component capacity management is relevant and will help, but it concentrates too much on the component view rather than a service view.</p> <p>Risk management – the processes in the organization are all in place and mature so risk management can be considered to be in place and working.</p>	
DISTRACTER (0)	B	<p>The description of SFA is actually the description of a technical observation. A training needs analysis may be valid as the users seem to have difficulties with the service – but it would be better to confirm that the difficulties are due to a lack of training before looking at the needs. Also, this is not an ITIL-</p>	

	<p>recognized technique.</p> <p>Demand management may give useful information on PBAs and influencing user activity may have some impact on the poor performance but some of the other techniques are much more relevant in terms of the scenario described.</p> <p>Risk management – the processes in the organization are all in place and mature so risk management can be considered to be in place and working.</p>
Syllabus Unit / Module supported	ITIL SL: CSI04 Continual service improvement methods and techniques
Bloom's Taxonomy Testing Level	<p>Level 4 Analysis – The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences.</p> <p>Application – This question tests the delegate's knowledge on the techniques used in other processes and requires them to analyse a situation and allocate the relevant techniques to assist.</p>
Subjects covered	<p>Categories Covered:</p> <ul style="list-style-type: none"> • The relationship between CSI and the other service management processes
Book Section Refs	<p>CSI 5.8 – Continual service improvement methods and techniques – CSI and other service management processes</p> <p>CSI 5.8.1 – Continual service improvement methods and techniques – CSI and other service management processes – Availability management</p> <p>CSI 5.8.2 – Continual service improvement methods and techniques – CSI and other service management processes – Capacity management</p> <p>CSI 5.8.5 – Continual service improvement methods and techniques – CSI and other service management processes – Component capacity management</p> <p>CSI 5.8.6 – Continual service improvement methods and techniques – CSI and other service management processes – Workload management and demand management</p> <p>CSI 5.8.8 – Continual service improvement methods and techniques – CSI and other service management processes – IT service continuity management</p> <p>CSI 5.8.9 – Continual service improvement methods and techniques – CSI and other service management processes – Problem management</p>
Difficulty	Moderate

QUESTION	Three	Scenario	Three
Question Rationale	<p>This question tests whether the delegate understands the elements that go together to form a service measurement framework. It also requires information on the critical elements in a framework.</p> <p>Consistent with the CSI book: “Measuring at the component level is necessary and valuable, but service measurement must go further than the component level. Service measurement will require someone to take measurements and combine them to provide a view of the true customer experience.”</p>		
MOST CORRECT (5)	D	<p>A good answer. Individual component measurements are the basis of service measurements. It recognizes that KPIs are critical to support the service scorecard and dashboard. The KPIs will be defined in a service scorecard; which, in turn, will ensure the service is improved to meet service levels. The service scorecard results will only be realized at the end of a period (point in time). A service dashboard will be associated with this, providing a more dynamic view of service performance and showing if it is likely that the service scorecard KPIs will be met.</p> <p>By integrating this into business planning, any changes in business requirements can be considered in terms of their impact on the targets and measurement procedures in order that they stay aligned.</p> <p>It is expected that organizations will not get the framework correct from the start and fine-tuning is acceptable.</p>	
SECOND BEST (3)	C	<p>Although different from the first statement in answer D, this statement is still mostly correct. Any measurement framework must ensure we have the ability to show performance against SLAs.</p> <p>The statement on the balanced scorecard is not correct; since it misses the connection between service measurement and the balanced scorecard (the service scorecard). The second statement referencing the service scorecard is also incorrect as it designates this as a real-time view whereas it is a point-in-time view.</p> <p>The integration into IT planning is correct but the scope is too narrow. It should be integrated into business planning.</p> <p>The balanced statement is correct. If a balanced set of measurements is not incorporated, then these frameworks often do not deliver the right information; and therefore some improvement opportunities, through identifying poor performance, may be missed.</p> <p>The final statement on the adjustment of the framework is incorrect; it is satisfactory to adjust the framework at any time, providing the proper level of control is exercised.</p>	
THIRD BEST (1)	B	<p>This answer starts off incorrectly by suggesting that process measurements are used to feed the service measurements rather than component measurements.</p> <p>CSFs may be defined in the service portfolio and the service measurements will support these so the second part can be classed as correct.</p> <p>Suggesting that service measurements will be the basis for SLAs and OLAs is wrong. It should be the other way around; the service level requirements will be the basis for what is measured. It should be noted that while an SLA is a point in time measurement, so is an OLA – it is not real time.</p> <p>The framework should be integrated into service operation, but a better statement would be integrated across the service lifecycle (as an example,</p>	

		<p>consider its importance to CSI).</p> <p>Including it within the service design stage of the lifecycle is correct; however, changing it would never likely be classified as an operational-level service change.</p>
DISTRACTER (0)	A	<p>This answer incorrectly uses the term 'system' instead of service in several places. It also uses the term guidelines which are too loose for any system / service definition.</p> <p>The statement on the balanced scorecard is not correct; there is a level between service measurement and the balance scorecard (the service scorecard).</p> <p>Changes should be made when relevant business changes are recognized, but this section of the answer limits changes to this scope, whereas IT changes, supplier changes, etc. may also cause an update to the framework.</p>
Syllabus Unit / Module supported	ITIL SL: CSI04 Continual service improvement methods and techniques	
Bloom's Taxonomy Testing Level	<p>Level 3 Applying – Use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.</p> <p>Level 4 Analysis – The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences.</p> <p>Application –This question requires the delegate to use their knowledge of the service measurement framework theory and relate it to the needs of the company depicted in the scenario, selecting an approach that balances long-term and short-term needs.</p>	
Subjects covered	<p>Categories Covered:</p> <ul style="list-style-type: none"> • Service measurement framework. 	
Book Section Refs	CSI 5.4 – Continual service improvement methods and techniques – Service measurement	
Difficulty	Easy	

QUESTION	Four	Scenario	Four
Question Rationale	This question examines the delegate's understanding of the different types of technology available that support CSI and related activities.		
MOST CORRECT (5)	B	<p>This is also the best group of tools (out of the four supplied answers) to support the issues in the scenario.</p> <ul style="list-style-type: none"> • Bullet 1. These tools will support the capacity, availability and incident management processes by providing event messages and will provide data that can be used to measure the performance of the services. It addresses the issues in the scenario. • Bullet 2. Event management tools are used to detect, correlate and management events of all types. They provide data that can be used to measure and report on availability and performance achievements. • Bullet 3. These tools will address the issues regarding the lack of ability to measure end-to-end service performance. • Bullet 4. These tools will address the reporting issues by importing data from other tools for analysis and reporting. 	
SECOND BEST (3)	A	<ul style="list-style-type: none"> • Bullet 1. Correct. The statement on systems and network management tools is correct. • Bullet 2. Incorrect. Performance management tools are not used for process effectiveness reporting, although they may help. • Bullet 3. Correct. Addresses one of the issues in scenario. Security management tools can be used to support information security management by detecting intrusion and incorrect access to services. • Bullet 4. Correct. The statement on statistical tools is correct. 	
THIRD BEST (1)	C	<ul style="list-style-type: none"> • Bullet 1. Incorrect. The event management description has overlapped into the business infrastructure. It is quite probable that event management can be used in this way but it is not a scenario requirement. • Bullet 2. Partially correct. ITIL describes the use of these as primarily a tool for collecting performance data for population into the CMIS and AMIS for further analysis. However, ultimately this information can be used to manage the services. • Bullet 3. Incorrect. Systems and network tools give a dynamic view rather than a snapshot view. • Bullet 4. Partially correct. These are useful tools and do support incident management. It is not clear in the scenario whether technical recovery from incidents is a major issue. 	
DISTRACTER (0)	D	<ul style="list-style-type: none"> • Bullet 1. Incorrect. This answer appears to describe event management tools as a diary system. • Bullet 2. Incorrect. The description of performance tools is correct but their use is too narrow. They will be used in reporting OLA, UC and SLA information. However, the scenario is looking for service reporting. • Bullet 3. Incorrect. Systems and network tools give a dynamic view rather than a snapshot view. • Bullet 4. Incorrect. Self-help tools do not address any issues in the scenario. There is no mention of workload issues at the service desk. 	
Syllabus Unit / Module supported	ITIL SL: CSI06 Technology for continual service improvement		
Blooms Taxonomy Testing Level	<p>Level 3 Applying – Use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.</p> <p>Level 4 Analysis –The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom in workplace situations. Can separate concepts into component parts to understand</p>		

	structure and can distinguish between facts and inferences. Application – This question requires the delegate to have understood the use of technology available and to analyse the situation to identify the most accurate statement.
Subjects covered	Categories Covered: <ul style="list-style-type: none"> • Tools supporting CSI activities
Book Section Refs	CSI 7.1 – Technology considerations – Tools to support CSI activities
Difficulty	Hard

QUESTION	Five	Scenario	Five
Question Rationale	<p>This question requires careful comparison of the profiles of potential candidates for the CSI manager role. Many of the skills and experience described are relevant to the CSI manager role. The candidate is required to select the best combination.</p> <p>The key skills needed by the CSI manager are:</p> <ul style="list-style-type: none"> • Good relationship management skills • A good understanding of the IT services • An understanding of the customer's business • Good communication skills • Good people-management and meeting-facilitating skills • A good understanding of statistical and analytical principles and processes • Good organizational and planning skills <p>This is not a complete list, but contains the skills referred to in this question.</p>		
MOST CORRECT (5)	C	<p>This answer has the best combination of the skills described in the list above.</p> <p>Bullet 1. Experience performing the business relationship manager role implies that this candidate has good relationship management skills, good communication skills and an understanding of how the IT services support the business processes.</p> <p>Bullet 2. An understanding of the supporting services will compliment the understanding of how the services support the business.</p> <p>Bullet 3. Good people management and good organizational skills are essential for a CSI manager.</p> <p>Bullet 4. A good understanding of statistical and analytical principles will enable the CSI manager to interpret data and information and identify opportunities for improvement.</p>	
SECOND BEST (3)	B	<p>This candidate has many of the necessary skills but is missing some of the key skills, including statistical and analytical skills.</p> <p>Bullet 1. Experience performing the service desk manager role implies that this candidate has good people management and organization skills.</p> <p>Bullet 2. An understanding of the IT service is an appropriate skill.</p> <p>Bullet 3. Incorrect. Problem management skills are not essential for a CSI manager.</p> <p>Bullet 4. Experience of managing multi-discipline projects implies good organization skills and, perhaps, people management skills.</p>	
THIRD BEST (1)	A	<p>This candidate has fewer of the key skills required by a CSI manager.</p> <p>Bullet 1. Experience performing the service level management role implies that this candidate has a good understanding of the IT services.</p> <p>Bullet 2. People-management skills are a key skill. Being well-liked is not essential.</p> <p>Bullet 3. Incorrect. Experience dealing with suppliers is useful and is considered to be a secondary skill. However, this question is looking for key skills. This skill is included at the expense of more important skills.</p> <p>Bullet 4. Incorrect. Experience of designing and documenting business processes is useful but not a key skill.</p>	
DISTRACTER (0)	D	<p>This candidate's skills are primarily technical. Many of the key skills listed above are missing.</p> <p>Bullet 1 and bullet 2. Incorrect. Good technical experience but does not mean the candidate understands how the services support the business.</p> <p>Bullet 3. Good people management skills are a requirement.</p> <p>Bullet 4. Incorrect. Once again this is a more technical skill.</p>	
Syllabus Unit / Module supported	ITIL SL: CSI05 Organizing for continual service improvement		
Bloom's Taxonomy Testing Level	Level 3 Applying – Use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an		

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	<p>approach or identifying the selection of options.</p> <p>Level 4 Analysis – The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences.</p> <p>Application – This question requires the delegate to have understood the various roles within CSI and to differentiate primary and secondary skills to assess the most appropriate skills for recruitment. The primary skills of the service level manager have been put in as the distracter answer.</p>
Subjects covered	<p>Categories Covered:</p> <ul style="list-style-type: none"> • Roles and responsibilities of the CSI manager
Book Section Refs	<p>CSI 6.3.5 – Organizing for continual service improvement – Roles – CSI manager</p> <p>CSI Table 6.8 – Organizing for continual service improvement – Roles – Comparison of CSI manager, service level manager, service owner and business relationship manager roles</p> <p>CSI 6.3.5 – Organizing for continual service improvement – Roles – Business relationship manager</p>
Difficulty	Moderate

QUESTION	Six	Scenario	Six
Question Rationale	<p>This question focuses on an understanding of the CSI process (seven-step improvement process) and the ability to apply it to the situation in the scenario.</p> <p>The information in the scenario provides the following evidence:</p> <ul style="list-style-type: none"> • Description of the collection of data from the monitoring tools and the service desk tool • Description of the processing and analysis of the performance and availability data • It does not provide any description of the processing or analysis of the incident data from the service desk tool • It is implied that the incident data is taken straight from the service desk tool and put into a report 		
MOST CORRECT (5)	D	<p>The evidence described above indicates failures in the processing and reporting steps of the seven-step process.</p> <ul style="list-style-type: none"> • During processing the incident data should be combined with the availability data to provide a more accurate picture of availability achievements. • During the presenting step, combining the incident and availability data into a single report should be considered. 	
SECOND BEST (3)	A	<p>It is true that there are issues with the report format but this is not the only issue. This answer does not address the fundamental issue that the incident data is not correctly processed.</p>	
THIRD BEST (1)	C	<p>The number of monitoring tools is not an issue. Good statistical analysis tools can take data from many tools, process it and analyse it. There is no evidence in the scenario that the tools are at fault.</p>	
DISTRACTER (0)	B	<p>This answer is wrong. There is evidence that there is something wrong, as described in the section above.</p>	
Syllabus Unit / Module supported	ITIL SL: CSI03 Continual service improvement process		
Bloom's Taxonomy Testing Level	<p>Level 3 Applying – Use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.</p> <p>Level 4 Analysis – The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences.</p> <p>Application – The candidate must apply their knowledge of seven-step process to analyse the information provided in the scenario to draw a conclusion about a given situation.</p>		
Subjects covered	<p>Categories Covered:</p> <ul style="list-style-type: none"> • Seven-step improvement process 		
Book Section Refs	CSI 4.1.5 – Continual service improvement processes – The seven-step improvement process – Process activities, methods and techniques		
Difficulty	Easy		

QUESTION	Seven	Scenario	Seven
Question Rationale	This question focuses on an understanding of the tools and technology that can support the service management processes and their relevance to CSI.		
MOST CORRECT (5)	D	<p>Bullet 1. As the organization cannot provide reports that indicate end-to-end achievement, statistical analysis tools will allow calculation of service metrics from the component (technology) metrics.</p> <p>Bullet 2. Statistical analysis tools can be used to combine data from different sources and can be used to link incident data from the service management suite to outage and availability data from other tools.</p> <p>Bullet 3. Network management tools can monitor end-to-end performance and availability and will provide information to indicate the achievement of service levels.</p>	
SECOND BEST (3)	B	<p>Bullet 1. Correct. See answer D bullet 1.</p> <p>Bullet 2. Correct. Using statistical analysis tools to analyse incident and problem data will enable the organization to analysis trends of incidents and problems.</p> <p>Bullet 3. Incorrect. Using tools to automatically restart components is a good thing but does not address any of the issues described in the scenario.</p>	
THIRD BEST (1)	C	<p>Bullet 1. Incorrect. The scenario states that the organization already has an IT service management suite.</p> <p>Bullet 2. Correct. See answer B bullet 2.</p> <p>Bullet 3. Incorrect. Self-help tools are a good thing but do not address any of the issues described in the scenario.</p>	
DISTRACTER (0)	A	<p>Bullet 1. Incorrect. See answer C bullet 1.</p> <p>Bullet 2. Incorrect. The scenario states that the organization already has an IT service management suite which provides <i>workflow</i> support.</p> <p>Bullet 3. Incorrect. Self-help tools are a good thing but the scenario does not describe any issues associated with request fulfilment.</p>	
Syllabus Unit / Module supported	ITIL SL: CSI06 Technology considerations		
Bloom's Taxonomy Testing Level	<p>Level 3 Applying – Use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.</p> <p>Level 4 Analysis – The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences.</p> <p>Application – The candidate must apply their knowledge of the tools and technology to the scenario in order to select the correct answer.</p>		
Subjects covered	<p>Categories Covered:</p> <ul style="list-style-type: none"> Tools to support CSI activities 		
Book Section Refs	CSI 7.1 – Technology considerations – Tools to support CSI activities		
Difficulty	Moderate		

QUESTION	Eight	Scenario	Eight
Question Rationale	The question tests whether or not the delegate can understand the potential risks when carrying out the implementation of continual service improvement (CSI). All the risks are valid risks to CSI projects; however, not all of them are relevant to the scenario. The candidate must establish from the scenario which ones are relevant.		
MOST CORRECT (5)	B	<p>Bullet 1. Over-ambition is a risk. The evidence for this comes in the last paragraph in the scenario, which describes the organization's high expectations and shows that a long list of suggestions has been drawn up – most of which will be implemented. This suggests the organization is trying to do too much too soon.</p> <p>Bullet 2. Lack of prioritization is a risk. The last paragraph implies that the IT department plans to implement most of the suggestions as soon as possible. There is no evidence that the list has been reviewed and prioritized.</p> <p>Bullet 3. Management commitment is not a risk. Paragraph four in the scenario states that IT senior management is committed to the process and has allocated the necessary resources.</p> <p>Bullet 4. Failing to discuss opportunities is not a risk. The last paragraph in the scenario states that the business has reviewed many of the opportunities and sees them as supporting future business plans.</p>	
SECOND BEST (3)	A	<p>Bullet 1. Correct. Implementing CSI without knowledge transfer is a risk. The second paragraph in the scenario states that there have been outages associated with new deployments but things settle down “once IT operations staff are up to speed with the changes”. This implies that there is a lack of timely knowledge transfer and training.</p> <p>Bullet 2. Incorrect. Lack of resources is not a risk. Paragraph four in the scenario states that IT senior management is committed to the process and has allocated roles and resources.</p> <p>Bullet 3. Correct. Failing to involve the right people is not a risk. The third paragraph in the scenario states that the right people will be involved.</p> <p>Bullet 4. Correct. See answer B bullet 4.</p>	
THIRD BEST (1)	C	<p>Bullet 1. Correct. See answer B bullet 1.</p> <p>Bullet 2. Incorrect. See answer A bullet 2.</p> <p>Bullet 3. Correct. See answer A bullet 3.</p> <p>Bullet 4. Incorrect. See answer A bullet 1.</p>	
DISTRACTER (0)	D	<p>Bullet 1. Incorrect. There is no direct evidence of this in the scenario. However, there is plenty of circumstantial evidence regarding the previous service management project and the planning of the CSI project that would imply that management does take action.</p> <p>Bullet 2. Incorrect. See answer B bullet 4.</p> <p>Bullet 3. Incorrect. See answer A bullet 1.</p> <p>Bullet 4. Incorrect. See answer B bullet 1.</p>	
Syllabus Unit / Module supported	ITIL SL: CSI08 Challenges, risks, and critical success factors		
Bloom's Taxonomy Testing Level	Level 3 Applying – Use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.		

	<p>Level 4 Analysis – The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences.</p> <p>Application – This question requires the delegate to understand what risks need to be considered for a successful CSI activity and which ones are missing from the scenario.</p>
Subjects covered	<p>Categories Covered:</p> <ul style="list-style-type: none"> • The risks associated with implementing CSI
Book Section Refs	CSI 9.3 – Challenges, risks and critical success factors – Risks
Difficulty	Moderate