

**IMPROVE CUSTOMER EXPERIENCE BY INTRODUCING
COACH KNOWLEDGE ASSESSMENT (CKA)
PREPARATION CLASS: CASE STUDY THAILAND
COACHING INSTITUTE**

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**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Engineering in Engineering Management
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FACULTY OF ENGINEERING

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**IMPROVE CUSTOMER EXPERIENCE BY INTRODUCING COACH
 KNOWLEDGE ASSESSMENT (CKA) PREPARATION CLASS: CASE
 STUDY THAILAND COACHING INSTITUTE**) อ.ที่ปรึกษาหลัก : ผศ. ดร.อริศรา เตียมสงวน
 วงศ์

ในกระบวนการระบุปัญหา หรือ **pain point** ของโปรแกรมจากมุมมองของผู้เรียน จากการศึกษาสรุปได้ปัญหาหลักสองจุด คือ 1. การบริหารจัดการเวลาสอบที่ต้องปรับปรุง เนื่องมาจากการขาดทักษะ และ ความเร็วในการทำข้อสอบ 2. ความกังวลเกี่ยวกับภาษาที่ใช้ในการสอบ coach knowledge assessment (CKA) ดังนั้นการวิจัยจึงมุ่งไปที่การพัฒนาโปรแกรม ICF coach mentoring program for ACC เพื่อพัฒนาประสบการณ์ของผู้เรียนในการสอบ coach knowledge assessment (CKA) วัตถุประสงค์หลักของการวิจัยนี้ เพื่อพัฒนาประสบการณ์ของผู้เรียน โดยการนำเสนอ ชั้นเรียนเตรียมความพร้อมเพื่อการสอบ **COACH KNOWLEDGE ASSESSMENT (CKA)** กรณีศึกษา สถาบันโค้ชไทย จากกระบวนการระบุปัญหา และ การทบทวนวรรณกรรม ทางผู้วิจัยนำเสนอวิธีการแก้ไขปัญหา คือ การจัดชั้นเรียนเตรียมความพร้อมเพื่อการสอบ **COACH KNOWLEDGE ASSESSMENT (CKA)** ซึ่งประกอบด้วย (1) situational application of coaching competencies (2) mock exam การเรียนรู้จะเป็นไปในภาษาที่ทางผู้เรียนเลือก ในการศึกษาได้ทำการเก็บข้อมูลจากผู้เรียน 30 ท่าน ที่เข้าร่วมโครงการ โดยเป็นชาย 13 ท่าน หญิง 17 ท่าน ประกอบอาชีพพนักงานบริษัท 19 ท่าน ประกอบอาชีพอิสระ 11 ท่าน วิธีการดำเนินงานวิจัย มี 2 ช่วงหลัก (1) ช่วงการออกแบบ (2) ช่วงสอบทวน ในช่วงการออกแบบ มีการสร้าง Service Blueprint ของการให้บริการ ณ ปัจจุบันขึ้น เพื่อช่วยในการออกแบบวิธีการแก้ไขในรายละเอียด ช่วยในการเตรียมความพร้อมในการปฏิบัติตามวิธีการแก้ไข และ รวมถึงการสร้าง Service Blueprint ของการให้บริการที่ได้พัฒนาตามวิธีการแก้ไข เช่นกัน ในช่วงสอบทวน ประกอบด้วยสองขั้นตอนหลัก ขั้นตอนแรกคือ การดำเนินการตามวิธีการแก้ไขที่ทางผู้วิจัยนำเสนอ ซึ่งดำเนินการโดยสถาบันโค้ชไทย ผู้เรียนได้ทำแบบทดสอบ CKA preparation test ซึ่งวัด ความสามารถในการเข้าใจความรู้การโค้ช การวิเคราะห์ความรู้ด้านกรโค้ช และ การวิเคราะห์คำถาม โดยมีตัวชี้วัด คือ คะแนนที่ผู้เรียนได้จาก CKA preparation test ในส่วนของวัดการบริหารจัดการเวลาสอบ มีตัวชี้วัด คือ เวลาที่ใช้ในการแบบทดสอบแล้วเสร็จ ในขั้นตอนที่สอง การประเมินการพัฒนาบริการ มีการสำรวจทางโทรศัพท์ไปยังผู้เรียนจำนวน 30 ท่าน เพื่อสำรวจ perceived confidence ของผู้เรียนในการสอบ CKA โดยทำการวัด perceived confidence ในการทำแบบทดสอบ CKA ตัวชี้วัด คือ level of confidence และ เพื่อสำรวจความพึงพอใจของผู้เรียนในโปรแกรม ICF coach mentoring program for ACC ที่ได้รับการพัฒนา ตัวชี้วัดคือ คะแนนความพึงพอใจ ณ ก่อนก่อน และ หลังการเข้าร่วมเรียนในส่วนของโปรแกรม ICF coach mentoring program for ACC ที่ได้รับการพัฒนาผลลัพธ์ที่ได้จากการศึกษาพบว่า โดยรวมแล้วผลการเรียนรู้ที่คาดหวัง และ ประสบการณ์ของผู้เรียน เพิ่มขึ้นอย่างมีนัยสำคัญที่ระดับ 0.05 เมื่อเปรียบเทียบกับช่วงก่อนเข้าร่วมเรียนในส่วนของโปรแกรม ICF coach mentoring program for ACC ที่ได้รับการพัฒนา และ ผู้เรียนโดยส่วนใหญ่ผ่าน แบบทดสอบ CKA preparation test ผลที่เกิดขึ้นจากงานวิจัยคือ การที่บริษัทสามารถเพิ่มความได้เปรียบทางการแข่งขัน และ การสร้างความตระหนักรู้ในการพัฒนาโปรแกรมการเรียนรู้ต่าง ๆอย่างต่อเนื่อง

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From problem identification process in participants' perspective, the study found two major pain points: poor exam time management based on skill and speed; and concern of language, in coach knowledge assessment (CKA) experience. Therefore, the focus of this study would be improving ICF coach mentoring program for ACC to improve experience of participants who will take coach knowledge assessment (CKA). The key objective of this research is to improve customer experience by introducing coach knowledge assessment (CKA) preparation class: case study Thailand coaching institute. From the problem identification process, the proposed solution from literature review and expert's suggestion is coach knowledge assessment (CKA) preparation class which included of (1) situational application of coaching competencies and (2) mock exam, as teaching methods in participants' preference language. In this study collected data from 30 participants who attended the implementation project: out of which 13 were males and 17 were females; 19 were employees and 11 were individual. The main methodology has two main phases: (1) Design phase; and (2) Validation phase. In design phase, the current service blueprint was created to assist in design solution in detail: preparing for implementation, then the to-be alignment diagrams were created. There are two subphases in validation phase. First, the implementation was conducted and managed by Thailand coaching institute, all participants took *CKA preparation test* which measure coaching knowledge comprehension, coaching knowledge analysis, and question analysis skill by exam score and exam time management skill by exam completion time, at pre-learning and post-learning. Second, in the evaluate service improvement subphase, telephone survey with *participants perceived confidence in taking CKA question* which measure perceived confidence in taking CKA by level of confidence, and *participants satisfaction question in improved ICF coach mentoring program for ACC* which measure participants satisfaction in improved ICF coach mentoring program for ACC by satisfaction score, at pre-learning and post-learning as well. The results show that overall results of learning outcome and customer experience showed statistically significant improvement ($p < 0.05$) compared to the pre-learning period and the majority of participants passed CKA preparation test. The major outcome of this research is for company to gain competitive advantages and create awareness for continuous improvement in program.

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ABBREVIATIONS

ICF	International coaching federation
TCI	Thailand coaching institute
CKA	Coach knowledge assessment
FY	Fiscal year
ACSTH	Approved coach specific training hours
ACTP	Approved coach training practice
ACC	Associate certified coach
PCCP	Professional Coach Certification program
NPS	Net promoter score
INDV	Individual persona
COMP	Company persona
CSAT	Customer satisfaction

Chapter 1 Introduction

The aim of this chapter is to provide background of the research and identify problem for the further step in Chapter3. The chapter begins by providing background of the study to state the importance and challenges of approved coach specific training hours (ACSTH) program of case study company. Then, the chapter then move to identify problem in customers 'perspective which includes four steps: create current alignment diagrams, identify pain points, prioritize pain points, and finding solutions. Finally, the chapter includes the statement of the problem which states the research question, objective, scope of the research, expected outputs, and expected outcome.

1.1 Background of the study

The case study for the research is Thailand coaching institute (TCI) which is the leading coaching school in Thailand and accredited coach training school by International coach federation (ICF); the international organization who regulate the coaching standard for coach and institution across the globe (ICF,2020b). As illustrated in Figure1.1, TCI major services are (1) training and development programs; and (2) executive coaching, which have been provided to more than 100 Thai organizations (Thailand coaching institute,2020d).

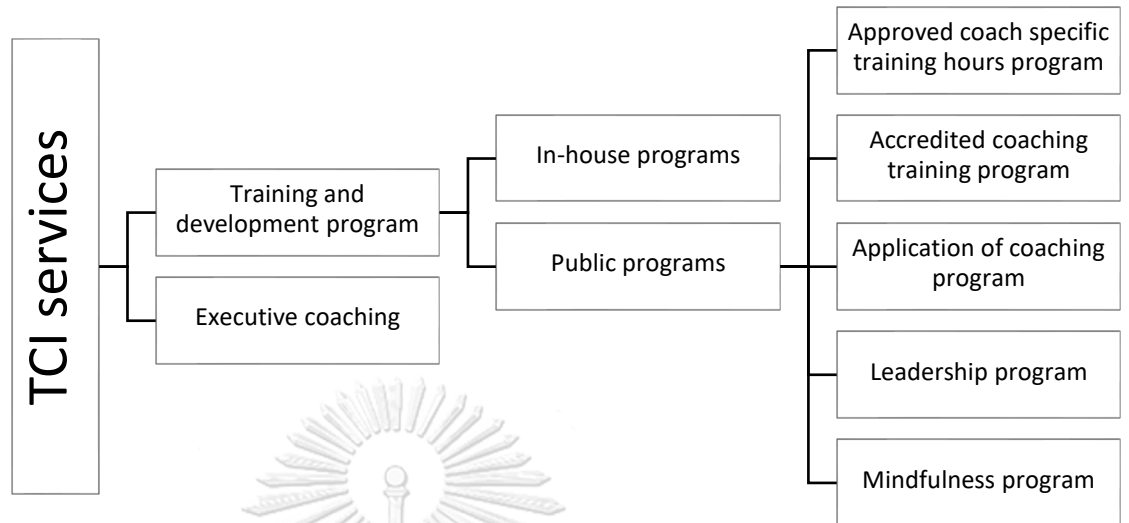


Figure 1.1 Thailand coaching institute services (Thailand coaching institute,2020d)

According to school income statement in fiscal year 2019 as displayed in Figure 2, about 48% of total income is from Approved coach specific training hours (ACSTH) program: a part of public program which prepare participant to take coach knowledge assessment (CKA) and become an ICF associate certified coach (ACC) (Thailand coaching institute, 2020b). Thus, the further study would focus on coach training for Approved coach specific training hours (ACSTH) program improvement due to its importance as highest revenue by source as illustrated in Figure1.2.

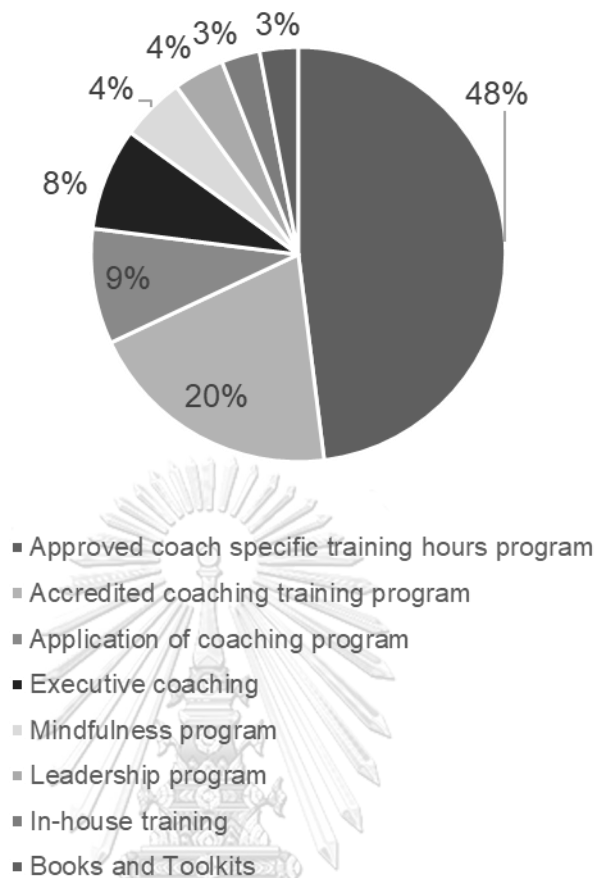
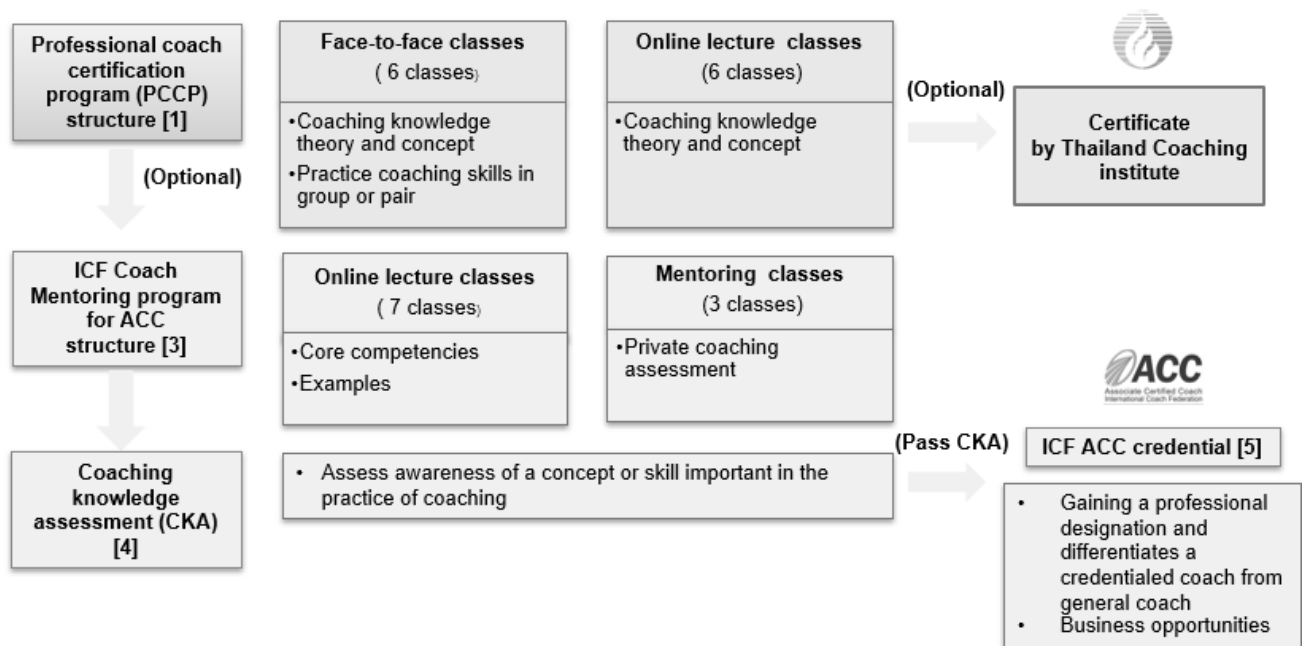


Figure 1.2 Thailand coaching institute sources of revenue from income statement fiscal year 2019

There are two learning paths of approved coach specific training hours (ACSTH) program involves with two learning programs which are Professional Coaching Certification program (PCCP); and ICF coach mentoring program for ACC (Thailand coaching institute,2020b). The first path, participant study in Professional Coach Certification program (PCCP) which consist of (1) 6 Face-to-Face classes: to study about coaching knowledge theory and concept and practice coaching skills in group or pair; (2) 6 Online lecture classes: to study about coaching knowledge theory and concept (Thailand coaching institute,2020a). After completing the Professional Coach Certification program, it is an optional for participant to take internal exam and get certificate from TCI. The second path, after completing the Professional Coach Certification program, participant study ICF Coach Mentoring program for ACC which consists of (1) 7 Online lecture class: to study about ICF core competencies and examples; (2) 3 Mentoring classes: to assess participant coaching in person (Thailand coaching institute,2020c). After completing ICF Coach Mentoring program for ACC, participant could submit the document to apply for Coach knowledge assessment (CKA) which is the official exam conducted by ICF

to assess awareness of concept or skill important in the practice of professional coaching (ICF, 2020a). If passing the CKA, participant will become an ICF associate certified coach (ACC); “gaining a professional designation and differentiates a credentialed coach from general coach “which increase business and professional opportunities (ICF, 2020b). The summary of learning path for Approved coach specific training hours (ACSTH) program is shown in Figure 1.3.



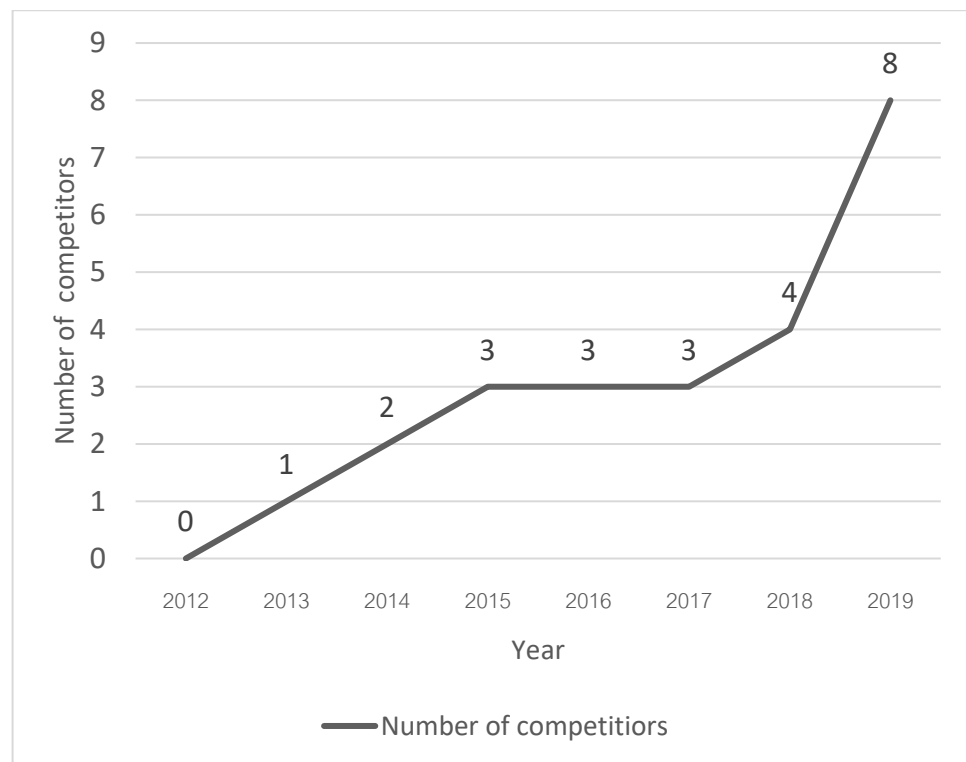
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 - [2] Thailand Coaching institute(2020b)
 - [3] Thailand Coaching institute (2020b)
 - [4] ICF (2020a)
 - [5] ICF (2020b)

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Figure 1.3 The summary of learning paths for Approved coach specific training hours (ACSTH) program

From internal research, the current situation of ACSTH program faced three challenges. First, sharply increased in number of competitors between year 2018 and 2019: According to training program search service by ICF (ICF, 2020c), the number of coaching schools with the ACSTH program, combination of virtual and in-person training delivery method, and in-person training location in Thailand which is the same conditions as TCI, increased dramatically from 4 to 8 schools as illustrated in Figure 1.4. The increased number of competitors have reduced school market share in coaching industry which resulted in the next reason. Second, reduction of income from program: based on income statement of fiscal year 2018 and 2019, income from program between 2018 and 2019 reduced 8%.

Third, the impact of COVID-19: according to Thailand department of health (2020), it is recommended to minimizing contact. So, the replacing or increasing of face-to-face training with virtual training would be applied. Also, as stated by World bank (2020), “the economic growth in Thailand is expected to contract in 2020 due to impact of COVID-19 outbreak”. Therefore, with the initial objective to improve customer experience through ACSTH improvement concerning with current challenges, the problem identification in customers’ perspective would be conducted as explained in the next section.



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Figure 1.4 Number of Thailand coaching institute competitors from 2012-2019 (ICF, 2020c)

1.2 Problem identification

A problem identification or finding pain point process in customers’ perspective aim to improve ACSTH program, included four major steps: (1) Create current customer journey map;(2) Identify pain points;(3) Prioritize pain points;(4) Finding solutions, the detail of each steps are followings and as illustrated in Figure 1.5.

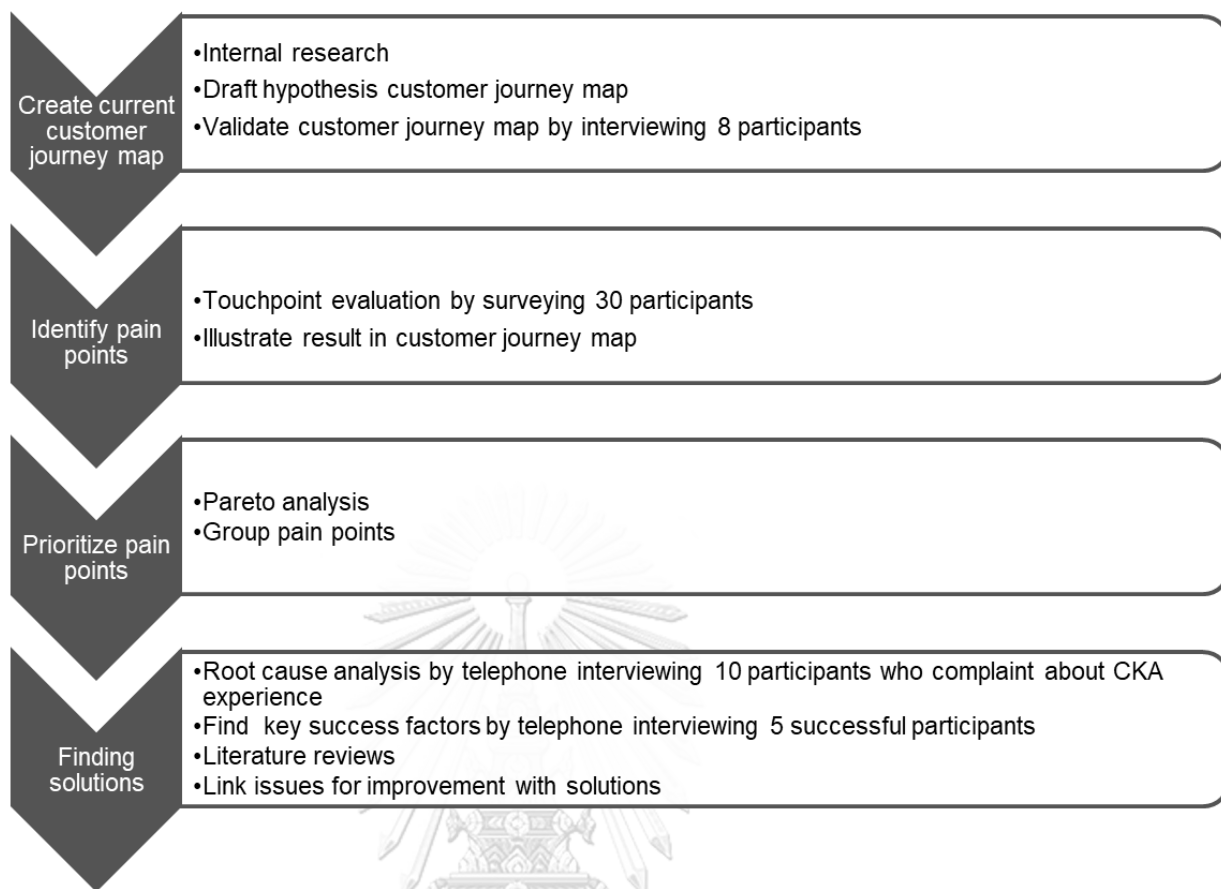


Figure 1.5 Problem identification process

1.2.1 Create current alignment diagram

There are three steps in create current alignment diagrams: First, internal research; Second, draft hypothesis customer journey map based on result from internal research; Third, validate the customer journey map by interviewing 8 participants.

1.2.1.1 Internal research

Internal research must be conducted to survey existing sources of information to inform creation of customer journey map and service blue print. There are three primary sources. First, *employees' interview*, the informal interview with participants who involves with ACSTH program which are management team, main instructors, sales and marketing, finance and admins, artwork, and class assistant took place at office with 30 minutes per each role or team. Based on Kalbach (2016) suggestion, the internal stakeholder interviews are guided discussion to explore three key areas: roles and function to explore the background of participants; probe to understand their roles in customer

experience; and touchpoints relevant to them. Second, find out what participant think customer experience when interacting with the organization, flow of actions, and how the participant believes customer think or feel. Third, program evaluation record: to review the direct feedback from participants toward program. Forth, Program registration record: to probe participants background, learning objectives, expectation, and concern. After collect all the evidence for experience, then group implication and make conclusion to prepare for drafting hypothesis customer journey map in the next step.

1.2.1.2 Draft hypothesis customer journey map

Hypothesis or current-state customer journey map visualize overall experience of participants not only with current coach training for ACSTH program but all the key steps of an experience such as CKA experience. The purpose is to understand how current ACSTH program work, and discover pain points and opportunities for improvement, applied from previous studies (White, H. cited in Stickdorn, Hormess., Lawrence, Schneider ,2018). Based on program registration record data from internal research as illustrated in Figure6, there are two personas which divided by gender (54% female and 46% male), and occupation (53% employee and 47% individual). Additionally, 66 % of both personas will use coaching in their organization, and 59% will take attend ICF coach mentoring program for ACC class and take CKA.

Note. % from total participants in program registration record from January 2017- December 2019

Gender	Occupation	Learning objective	CKA
<ul style="list-style-type: none"> •54% Female •46% Male 	<ul style="list-style-type: none"> •53 % Employee •47% Individual 	<ul style="list-style-type: none"> •66 % Will use coaching in organization 	<ul style="list-style-type: none"> •59 % Will take CKA

Figure 1.6 Program registration record data to identify personas

Thus, two artificial personas which represent groups of participants who attended ACSTH program and experience the same flow in customer journey map are Ms. Somsri and Mr. Somchai as displayed in Figure 1.7. Firstly, Ms. Somsri; a female participant from company who would like to apply coaching knowledge in her organization and take CKA right after finishing ICF coach mentoring program for ACC class. Secondly, Mr. Somchai; a male business owner who would like to improve his company by coaching. Based on program evaluation record, most of company participants (71%) already taken CKA, while only 31% of individual participants already taken CKA.

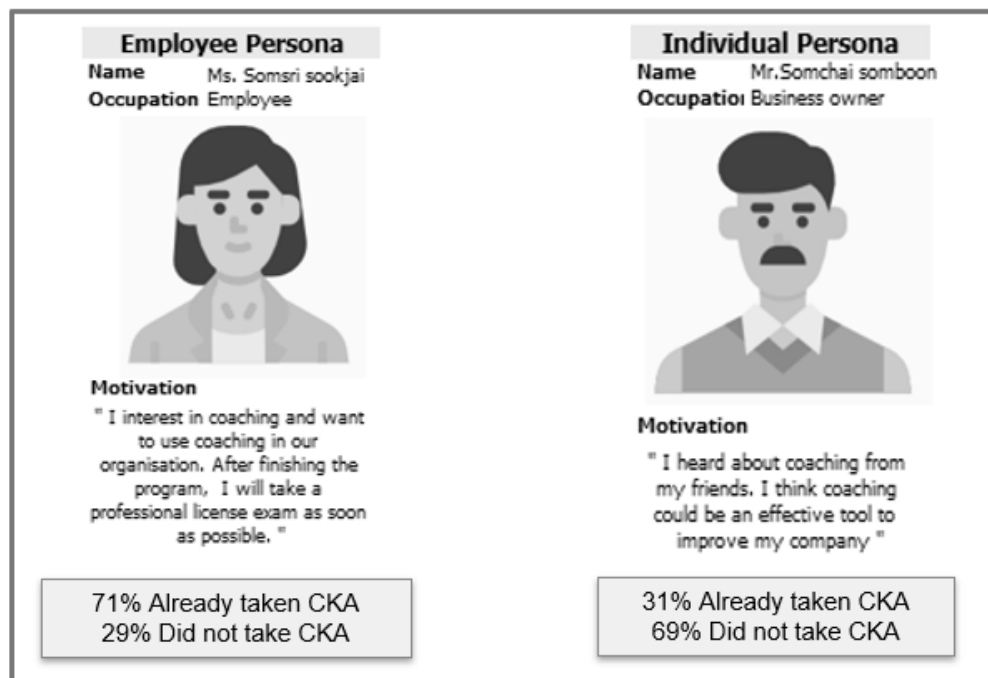


Figure 1.7 Personas in customer journey map for ACSTH program

Based on internal research, there are three main phases of hypothesis customer journey map which are: phase1 registration; phase2 study PCCP; phase3A post PCCP study for participants who did not continue for CKA; and phase 3B post PCCP study for participants who continued for CKA, as shown in Figure 1.8. After drafting by input the data from internal research in each component: goal, action, thought, touchpoint and channel which applied from Stickdorn, Hormess., Lawrence, Schneider (2018), any finding that need to be validate in the next step by customers should be noted for validation step (Kalbach,2016).

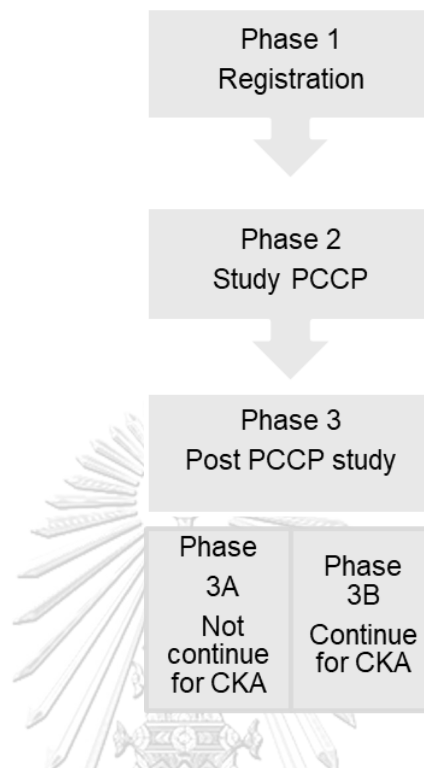


Figure 1.8 Current customer journey map phases

1.2.1.3 Validate customer journey map by interviewing 8 participants

Refer to Kalbach (2016) suggestion on number of customers to interview per each segment, a total of 8 participants were purposively selected based on personas in section 1.2.1.2 for telephone interview: 4 participants represented company persona, and other 4 participants represented individual persona. All participants were informed about the project overview, interview process, and data collection. Additionally, the consent form and project information leaflet were provided to participants prior of an interview. After collect signed consent forms from participants, the interview appointment was made. The questions for interviewing focused on validation of data in each component and stage of customer journey map. It allows participants to share their opinions on either agree or disagree with the given statements (Flamer, 1983; Peterson 1994) from hypothesis customer journey map. All interview questions are developed in English and use back translation in Thai language to prevent misunderstanding in the content meaning (Douglas and Craig, 2007). The interview guideline appears in

Appendix A. Each session took about 60 minutes (Nastasi and Schensul,2005) to complete. All the session was audio recorded in mp4 file and transcribed in text, and managed and analyzed using simple spread sheet (Kalbach,2016;). After completion of current customer journey map validation, the next step is to conduct telephone survey to assess participants satisfaction and identify pain points.

1.2.2 Identify pain points

There are two phases in pain points identification: (1) Touchpoint evaluation to assess participant satisfaction;(2) Evaluate participant satisfaction score to identify pain point by applying net promoter score (NPS) concept.

The first phase: Touchpoint evaluation, a total of 30 participants (Nielson and Landauer,1993, cited in Stickdorn, Hormess, Lawrence and Schneider,2018): 15 participants represents individual personas and 15 participants represented company persona, were purposively selected based on personas in section 1.2.1.2 for telephone survey. All participants were informed about the project overview, survey process, and data collection. The survey questions applied satisfaction anchor phases from Grigoroudis and Siskos (2010): 10 being "very satisfied" and 0 being "very dissatisfied" to focus on the overall satisfaction and dissatisfaction emotional perspective of participants' evaluation; and measurement scale from Reichheld (2003): 0 to 10 interval scale to conform with NPS scoring. The question covered the ACSTH program experience as appear in Appendix B. All interview questions are developed in English and use back translation in Thai language to prevent misunderstanding in the content meaning (Douglas and Craig,2007). Each session took about 30 minutes (Nastasi and Schensul,2005) to complete. All the session was recorded, managed and analyzed using simple spread sheet (Kalbbach,2016). Finally, the mean participant satisfaction scores were illustrated in graph and embedded in customer journey map as emotion perspective component.

The second phase: identify pain points, applying Net promoter score (NPS) which is a metric of customer experience to determine customer loyalty (Mandal,2014) to identify pain point. With 0-10 rating scale, the scores are grouped into three groups: (1) Score between 0 and 6 means that customers might not particularly satisfied with service, and could spread negative word of mouth;(2) Score between 7 and 8, means that customers could change their mind to use service from other companies;(3) Score

between 9 and 10, means that customers are loyal to company and would recommend to others. Due to increasing competitive market for TCI, customers should satisfy enough to recommend program: mean satisfaction score is more or equal to 9.00. Thus, a pain point is any point in customer experience based in customer journey map that both personas have customer satisfaction score less than 9.00.

In registration phase of validated customer journey map as shown in Figure 1.9, there are three pain points which are: (1) Researching in website due to website navigation (Ind. CSAT score=7.5, Comp. CSAT score= 8.7);(2) First communication via online chat due to changing in program schedule (Ind. CSAT score=8.6, Comp. CSAT score= 8.0); and (3) Registration due to minor inconvenience in financial part of registration(Ind. CSAT score=8.25, Comp. CSAT score= 8.5). Next, the study PCCP phase of validated customer journey map as shown in Figure 1.10, there are three pain points which are: (1) Online chat communication with classmates and TCI in pre-study phase due to their own preference in using online chat (Ind. CSAT score=8.6, Comp. CSAT score= 8.4); (2) Work in online group assignment due to time consuming and need of solutions(Ind. CSAT score=8.6, Comp. CSAT score= 8.2);(3) Attend online class due to medium in learning both platform and language (Ind. CSAT score=8.1, Comp. CSAT score= 8.8).For post PCCP study phase for participant who did not continue for CKA as shown in Figure 1.11, there are one pain points which is complete the program evaluation, however there is no relevant complaint from this point (Ind. CSAT score=8.7, Comp. CSAT score= 8.5).

From internal research, less than 20% of participants who did not continue for CKA who requested for internal exam and certification. So, there was a follow up interview with 10 participants who did not request for internal exam and certification, to find the cause. As a result, 46 % of participants said they did not require to use certificates; 36 % feedback about complicated process; and 18 % said they were unavailable due to busy schedule. Also, there was a follow up interview with participants who requested for internal exam and certification, majority of participants point out that internal certificate is a requirement for CKA document submission, so they must request in order to take CKA. Therefore, request for internal exam and certification was not a pain point. Finally, the last phase post PCCP study phase for participant who continued for CKA as shown in Figure 1.12, there are three pain points which are: (1) Attend ICF coach mentoring program for ACC due to concerning in language (Ind. CSAT score=8.0, Comp. CSAT score=7.8) ;(2) Study test preparation package due to concerning in language

(Ind. CSAT score=8.00, Comp. CSAT score= 8.25) ;(3) Completion CKA due to poor exam time management, poor Thai translation, and lack of knowledge in coaching analysis (Ind. CSAT score=7.00, Comp. CSAT score= 6.6). Due to significantly lower in mean participants satisfaction scores in post PCCP phase compared to others, thus the research would be focus in these three pains points for further study. In the next step, the focused pain points and relevant complaints would be used for pain point prioritization using Pareto Analysis.

	Registration Phase																														
Stage	Research			First communication		Registration	Payment																								
Goal	To know more about Thailand Coaching Institute (TCI)			To ask question about the program and school, and how to register and pay		To complete the registration within early bird period	To complete the payment within early bird period																								
Storyboard																															
Action	Ask friends who attend the program before about TCI	Look up in TCI website	Check customer reviews or post on Facebook Fanpage	Contact TCI staff via online chat	Ask sales for more detail about the program	Fill the registration form	Make a payment																								
Somchai Thought (Individual)	"My senior friends recommended this school to me."	"Very informative but they need to improve website navigation"	"Trustworthy, nice graphic, and constantly update "	"Impressive"	"Informative"	"Overall is good, but little stuck in financial part"	"Flexible financial payment options"																								
Somsri Thought (Company)	"My boss recommended this school to me."	"I could make a decision just by looking at website."	"Good reviews"	"Quick response, but change their schedule too often"	"Very clear and responsive"	"Convenience"	"Got discount for advance class payment"																								
Participants satisfaction scores	<table border="1"> <caption>Participants Satisfaction Scores</caption> <thead> <tr> <th>Stage</th> <th>Individual</th> <th>Company</th> </tr> </thead> <tbody> <tr> <td>Research</td> <td>9.3</td> <td>9.2</td> </tr> <tr> <td>First communication</td> <td>8.7</td> <td>7.5</td> </tr> <tr> <td>Registration</td> <td>10</td> <td>8.5</td> </tr> <tr> <td>Payment</td> <td>8.6</td> <td>8</td> </tr> <tr> <td>Post-Payment</td> <td>9.5</td> <td>8.5</td> </tr> <tr> <td>Final</td> <td>8.5</td> <td>8.25</td> </tr> <tr> <td>Overall</td> <td>9.5</td> <td>8.3</td> </tr> </tbody> </table>							Stage	Individual	Company	Research	9.3	9.2	First communication	8.7	7.5	Registration	10	8.5	Payment	8.6	8	Post-Payment	9.5	8.5	Final	8.5	8.25	Overall	9.5	8.3
Stage	Individual	Company																													
Research	9.3	9.2																													
First communication	8.7	7.5																													
Registration	10	8.5																													
Payment	8.6	8																													
Post-Payment	9.5	8.5																													
Final	8.5	8.25																													
Overall	9.5	8.3																													
Process	Non-linear time based			Non-linear time based		Linear	Linear																								
Touchpoints	General questions	1. Program look-up 2. Schedule look-up 3. Testimonial look-up 4. Contact page	Check reviews and posts on Facebook	Chat for registration and tuition fee	call with questions regarding program	Form to fill in required information	Payment system																								
Channel	Friends	Website	Social Media	Online Chat	Phone calls	Online form	Payment system																								

Figure 1.9 Registration phase of current customer journey map

STUDY PCCP CLASS PHASE (Phase 2)																																		
Stage	Pre-study			Study PCCP class																														
Goal	To learn more about coaching before class	To receive information from TCI and get to know my classmates	To complete my attendance record	To be able to coach others																														
Storyboard																																		
Action	Read pre-study materials	Communicate with classmates and TCI staffs	Class register	Learn concept and theory in face-to-face classes	Practice coaching skills in face-to-face classes	Work on online group assignment	Attend online classes																											
 Somchai Thought (Individual)	"Should have in Thai language with summary provided"	"Very good idea to connect people together nowadays"	"Nice greeting with ton of material"	"Change my life perspective. Excellent instructors."	"A lot of practices but want to have individual evaluation. "	"Take time to finish but learn a lot from it"	"Need Thai translation during english class"																											
 Somsri Thought (Company)	"Very informative. Didn't get a chance to finish all those pages"	"Convenient but rarely have chance to reply back"	"Easy to fill in form"	"Great life experience and quality classmates"	"Would be better if we could have coaching exam in class "	"Should provide solution from assignments"	"A little bit harder to use for the first time. But very convenient"																											
Participant satisfaction scores	<table border="1"> <caption>Participant Satisfaction Scores</caption> <thead> <tr> <th>Stage</th> <th>Individual Score</th> <th>Company Score</th> </tr> </thead> <tbody> <tr><td>1</td><td>9.7</td><td>8.7</td></tr> <tr><td>2</td><td>8.6</td><td>8.4</td></tr> <tr><td>3</td><td>9</td><td>8.8</td></tr> <tr><td>4</td><td>9.2</td><td>9</td></tr> <tr><td>5</td><td>9</td><td>8.9</td></tr> <tr><td>6</td><td>8.6</td><td>8.2</td></tr> <tr><td>7</td><td>8.8</td><td>8.1</td></tr> <tr><td>8</td><td>8.8</td><td>8.1</td></tr> </tbody> </table>							Stage	Individual Score	Company Score	1	9.7	8.7	2	8.6	8.4	3	9	8.8	4	9.2	9	5	9	8.9	6	8.6	8.2	7	8.8	8.1	8	8.8	8.1
Stage	Individual Score	Company Score																																
1	9.7	8.7																																
2	8.6	8.4																																
3	9	8.8																																
4	9.2	9																																
5	9	8.9																																
6	8.6	8.2																																
7	8.8	8.1																																
8	8.8	8.1																																
Process	Non-linear time based			On going non-linear																														
Touchpoints	Pre-study material	Class reminder and updated information	1. Class attendance form 2. Class materials	Coaching knowledge	Pair or group practice	Online assignments	1. Online classes 2. Class materials																											
Channel	E-mail	Social Media group chat	Class assistant	Instructors	Instructors	E-mail	Online learning platform																											

Figure 1.10 Study PCCP phase of current customer journey map

POST STUDY (Phase 3A-Not continue for CKA)		
Stage	Program evaluation	Feedback
Goal	To complete the program evaluation form	To recommend TCI for those who interest in coaching
Storyboard		
Action	Complete the program evaluation	Write a program review on Facebook
 Somchai Thought (Individual)	" Quick and easy"	" Experience that changes my life "
 Somsri Thought (Company)	" Easy to fill"	"Amazing ! and I would like to share it with my friends"
Participant satisfaction scores	 <p>8.7 ————— 9.3 8.5 ————— 9</p> <p>— Individual — Company</p>	
Process	Linear	On-going non linear
Touchpoints	Program evaluation form	Facebook Fanpage review section
Channels	Online form	Social Media

Figure 1.11 Post PCCP study phase of current customer journey map for participants who did not take CKA

POST STUDY (Phase 3B-Continue for CKA)																																			
Stage	Program evaluation	Exam		Graduation	Attend ICF coach mentoring program for ACC class	Preparation for CKA	Complete CKA	Feedback																											
Goal	To complete the program evaluation form	To proceed for ICF license exam		To receive e-certificate to proceed further study in coaching	To proceed for ICF license exam	To get ready for test preparation	To pass the professional license exam	To share the happy moment with friends and recommend coaching to them																											
Storyboard																																			
Action	Complete the program evaluation	Fill up the graduation request form	Submit the documents	Graduate from program	Attend ICF coach mentoring for ACC classes online	Study test preparation package	Complete the exam online	Provide positive feedback to friends																											
Somchai Thought (Individual)	"Simple"	"User-friendly"	"Quick response"	"So proud of myself!"	"English is still one of my challenges in learning"	"Worry about the language selection"	"Poor Thai translation in exam. Could not answer some analysis questions. But I pass it!!"	"Would recommend coaching and TCI to my friends"																											
Somsri Thought (Company)	"ok"	"Easy steps"	"Easy steps"	"I could start as an internal coach now"	"Supportive teacher and smaller class. But English is still my concern"	"Little concern of English in textbooks and in CKA"	"Could not finish within time and did not pass the test in first time. Might need tutoring."	"I could not make it without help from my friends and instructors"																											
Participant satisfaction scores	<table border="1"> <caption>Participant Satisfaction Scores</caption> <thead> <tr> <th>Stage</th> <th>Individual</th> <th>Company</th> </tr> </thead> <tbody> <tr><td>1</td><td>8.8</td><td>8.8</td></tr> <tr><td>2</td><td>9</td><td>8.6</td></tr> <tr><td>3</td><td>10</td><td>8.6</td></tr> <tr><td>4</td><td>10</td><td>9.4</td></tr> <tr><td>5</td><td>8</td><td>7.8</td></tr> <tr><td>6</td><td>8.25</td><td>8</td></tr> <tr><td>7</td><td>7</td><td>6.6</td></tr> <tr><td>8</td><td>10</td><td>9</td></tr> </tbody> </table>								Stage	Individual	Company	1	8.8	8.8	2	9	8.6	3	10	8.6	4	10	9.4	5	8	7.8	6	8.25	8	7	7	6.6	8	10	9
Stage	Individual	Company																																	
1	8.8	8.8																																	
2	9	8.6																																	
3	10	8.6																																	
4	10	9.4																																	
5	8	7.8																																	
6	8.25	8																																	
7	7	6.6																																	
8	10	9																																	
Process	Linear	Linear		Linear	Linear	On-going non linear	Linear	Linear																											
Touchpoints	Program evaluation form	Online graduation form	E-mail for graduation documents submission	E-certificate	1. Online classes 2. Class materials	Test preparation package		Facebook																											
Channels	Online form	Online form	E-mail	E-mail	Online learning platform	E-mail		Social media																											

Figure 1.12 Post PCCP study of current customer journey map for participants who continued for CKA

1.2.3 Prioritize pain points

Using pareto analysis to prioritize pain points for solution finding. Start with summarize relevant complaints from results of interviewing 8 participants and survey 30 participants that relevance to three focused touchpoints that had low mean participants satisfaction scores from previous step. The first touchpoint in “attend ICF coach mentoring program for ACC”, the relevant complaint is concerning of learning in English. The second touchpoint in “Study test preparation package”, the relevant complaint is concerning of taking exam in English. The third touchpoint in “Complete coach knowledge assessment

(CKA)”, the relevant complaints are (1) could not finish CKA within time;(2) lack of coaching knowledge and analysis skills;(3) Poor Thai translation. The summary of three focused touchpoints and its relevant complaints is shown in Figure 1.13. Then, using pareto analysis concept to identify important pain points; the complaints within 80% of accumulative complaint which were considered as important pain points that need to find solutions are: (1) could not finish CKA within time;(2) lack of coaching knowledge and analysis skills;(3) Poor Thai translation;(4) concern of taking exam in English, as shown in Figure 1.14. However, due to similarity of complaints in “Concern of taking CKA in English” and “Concern of learning ICF coach mentoring program for ACC in English” which both concerns of language. Then, the pain points from pareto analysis results could be grouped into two major pain points. First, “Poor exam time management (based on skills and speed)” included of (1) could not finish exam within time; and (2) lack of coaching knowledge and analysis skills)result in poor exam time management). Second, “Concern of language” included of (1) Poor Thai translation in CKA;(2) Concern of taking CKA in English; and (3) “Concern of learning ICF coach mentoring program for ACC in English”. From mentioned pain points, the focus of research would be for participants who will take CKA, and ICF coach mentoring program for ACC improvement which is considered as weak point of the ACSTH program. As a result, the research question is “How to improve customer experience in taking coach knowledge assessment concerning poor exam time management and concern of language?”.

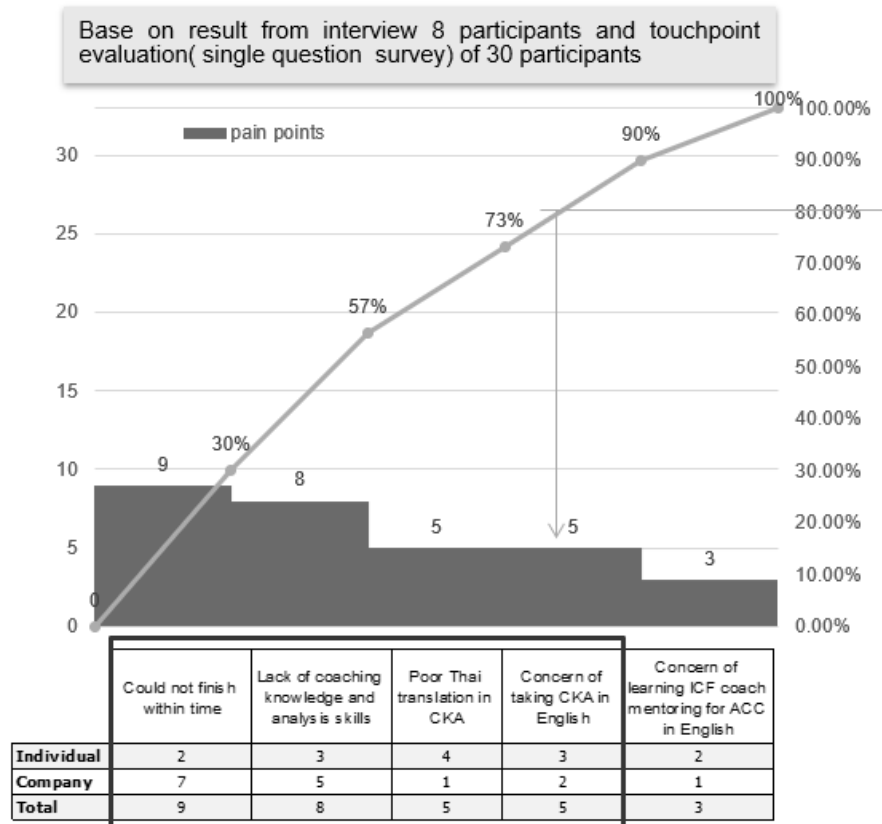


Figure 1.14 Pareto analysis to prioritize pain points from ACSTH program in participants' perspective

Touchpoint	Relevant complaints
Attend ICF coach mentoring program for ACC	<ul style="list-style-type: none"> Concern of learning in English
Study test preparation package	<ul style="list-style-type: none"> Concern of taking exam in English
Complete coach knowledge assessment (CKA)	<ul style="list-style-type: none"> Could not finish CKA within time Lack of coaching knowledge and analysis skills Poor Thai translation

Figure 1.13 The summary of three focused touchpoints and their relevant complaint

1.2.4 Finding solutions

In this final step of problem identification process, there are 4 phases: (1) Literature review; (2) Understand problem by using Fishbone diagram., and finding key success factors, and; (3) Identify possible solutions for issues for improvement; (4) Validate and conclude the solutions by expert team.

1.2.4.1 Literature review

First, literature review to explore the way in finding solutions for service improvement. According to Stickdorn, Hormess., Lawrence, and Schneider (2018), they recommend for service design researcher to clearly understand the problem before going to the solutions. So, the next step would be applying the “Cause and Effect (Fishbone) diagram” which is the effective tool in root cause analysis for school improvement (Slameto,2016; Clark County School district,2020) to think through the causes of problem.

1.2.4.2 Understand problem

There are two subphases in this phase: (1) Fishbone diagram;(2) Finding key success factors for passing CKA at the first time with high scores.

In the first subphase, using fishbone diagram to understand problem by following ACT Academy (2020) analysis step. In this research, the problem used as the head of diagram are major pain points in section 1.2.3 which are: “Poor exam time management (based on skills and speed)”, and “Concern of language”. Then, identify the major factors using the data from results of validation interviewing 8 participants and telephone surveying 30 participants, which are: (1) Lack of coaching analysis skills; (2) Lack of coaching knowledge; and (3) Spend too much time, for “Poor exam time management (based on skills and speed)” diagram; And (1) Unable to understand clearly;(2) Lack of confidence;(3) Poor decision making in exam language choice for “Concern of language” diagram. After that, finding the causes of causes by brainstorming with an expert team which presented by drawing branches from each major factor. An expert team consists of three instructors: First, a certified mentoring assessor from ICF who have experience in coaching and teaching ICF coach mentoring program for ACC class for almost 10 years, and also a lead instructor in ICF coach mentoring program for ACC; Second, an academic staff who have experience in advising participants for taking CKA for three years and also

an ICF ACC certified coach who passed CKA in the first time with high scores; Third, TCI senior academic advisor in program evaluation who earned a Ph.D. in education field. The fishbone diagrams are illustrated in Figure 1.15 for “Poor exam time management (based on skills and speed)”, and Figure 1.16 for “Concern of language”.

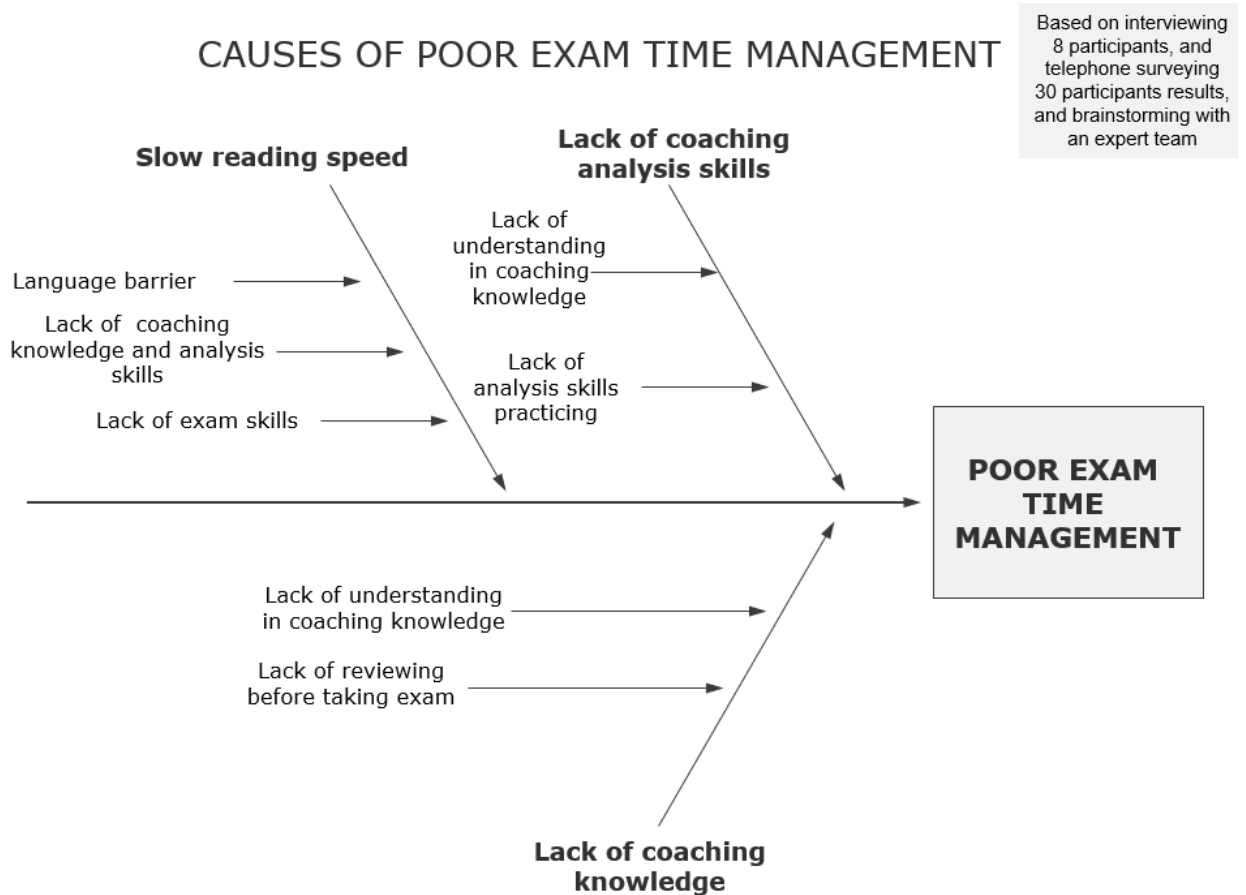


Figure 1.15 Poor exam time management fishbone diagram

CAUSES OF CONCERN OF LANGUAGE

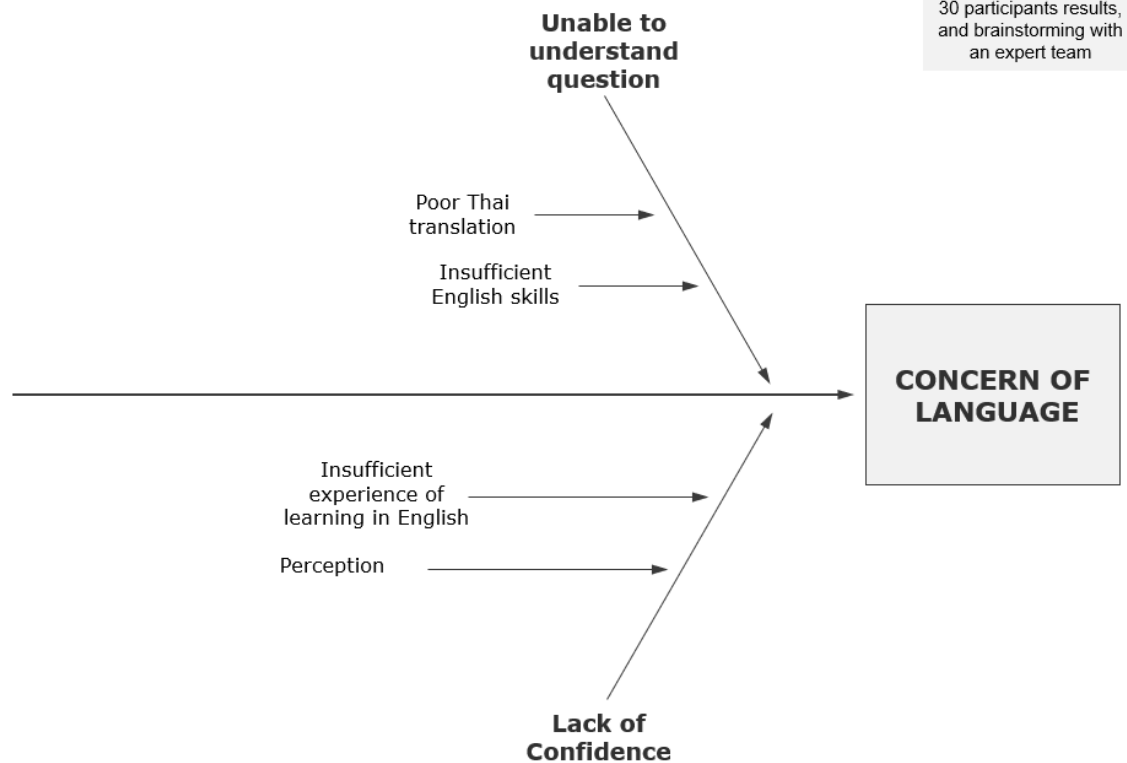


Figure 1.16 concern of language fishbone diagram

Finally, analyzing diagram by conducting follow up in which suggested by ACT Academy (2020) and expert team. The flow of interview is (1) follow up interview with 10 participants who complaint about two major pain points;(2) Summarize the cause in each pain points;(3) Illustrated the result in graphic. The questions appear in Appendix D. The result from root cause analysis of pain points are divided by two major pain points. First, 43% of total responder said they spent too much time reading question and answers or slow reading speed; another 43% said they lacked of coaching knowledge analysis skill for analysis questions, and only 14 % said they lacked of coaching knowledge comprehension as shown in Figure1.17. Second, 60% of total responder said they could not understand question due to language barrier (e.g. questions in English or poor Thai translation); and lack of confidence when taking exam in non-native language, as shown in Figure1.18. The results from follow up interviews as shown in Figure1.17 and Figure 1.18 are congruent with fishbone diagrams in Figure 1.15 and Figure 1.16 respectively.

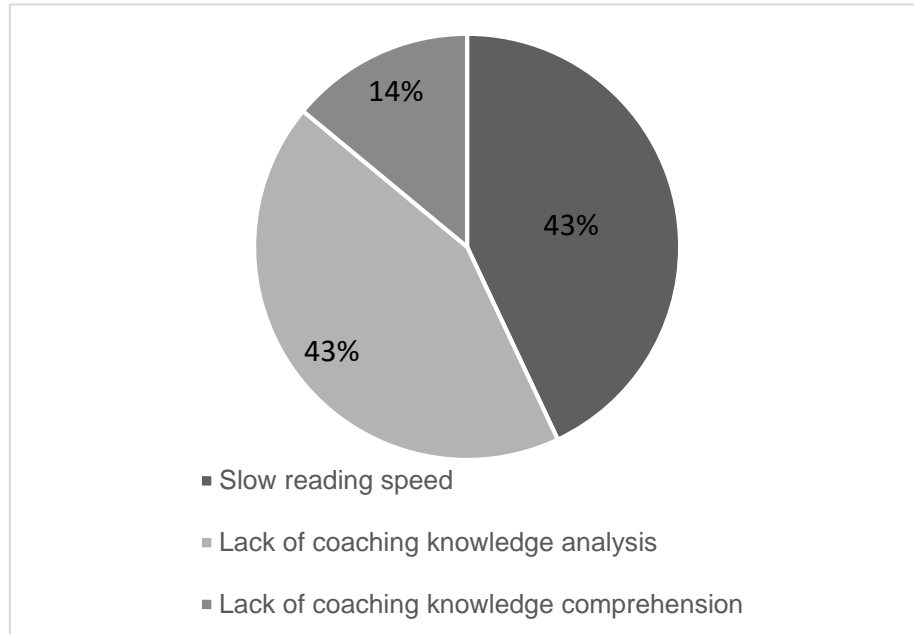


Figure 1.17 Causes of poor exam time management in % number of responders

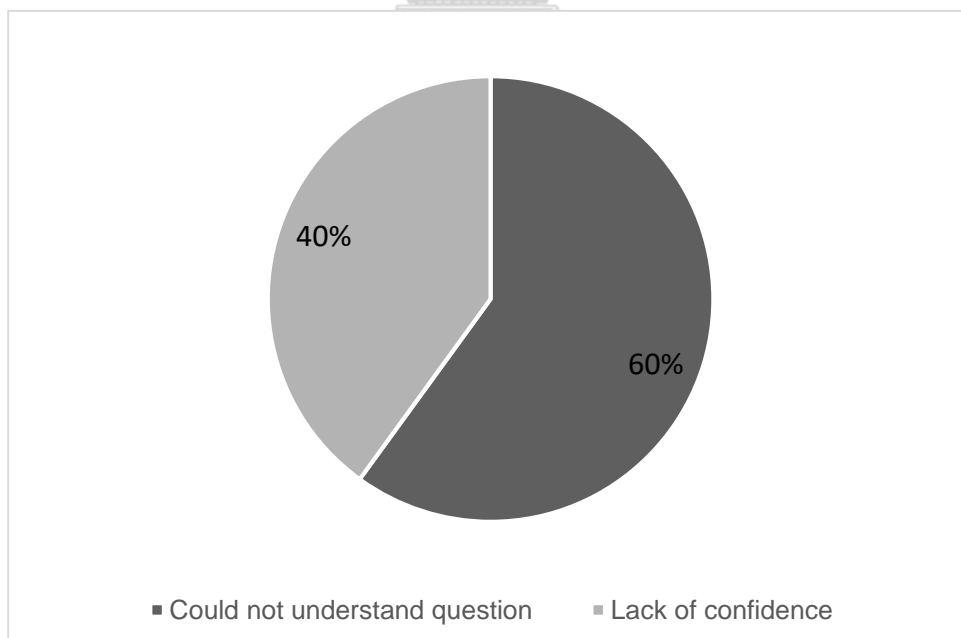


Figure 1.18 Causes of concern of language in % number of responders

In the second subphase, to understand problem from the successful participants perspective, expert team recommended to probe further by finding key success factors. The flow of finding key success factors is (1) Selective interview with 5 participants who passed CKA in the first time with high score;(2) Summarize the result;(3) Validate result by expert;(4) Illustrate the result in graphic. The questions for finding key success factors appears in Appendix E. Also, as a result from finding key success factors for passing CKA in the first time with high score, there are five factors which are: ability to analyze questions, ability to understand coaching knowledge, exam time management, ability to understand questions, and stable internet connection and server, as shown in Figure1.19.

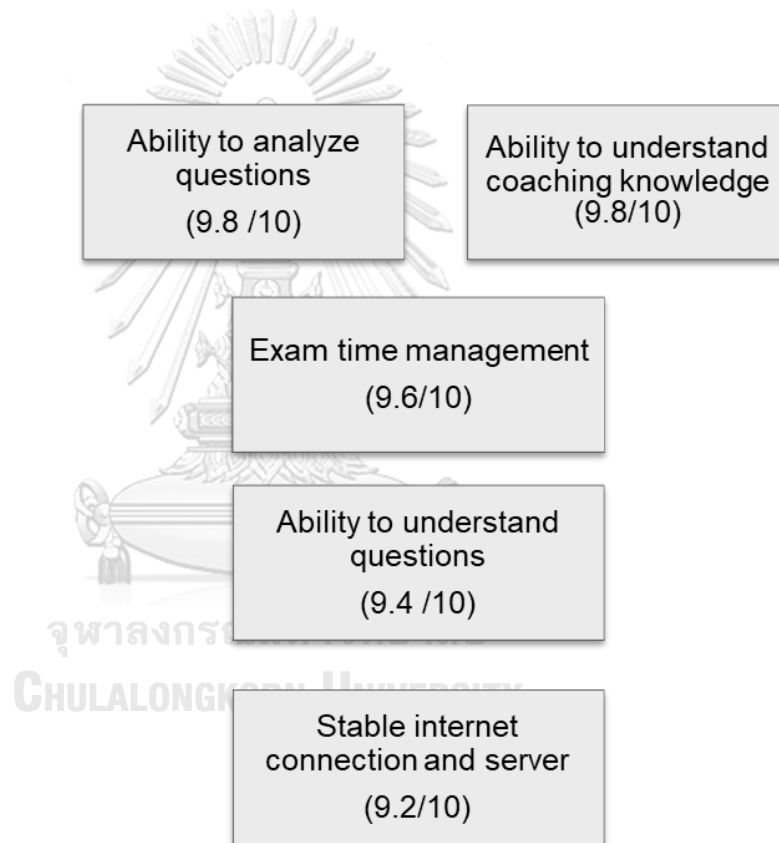


Figure 1.19 Five key success factors for passing CKA in the first time with high scores

Then, group causes of pain point with key success factors and conclude into issues for improvement as shown in Figure 1.20. First, slow reading speed linked with exam time management, and concluded into “exam time management” issue. Second, lack of coaching knowledge analysis linked with ability to analyze questions, and concluded into “coaching knowledge analysis and question analysis” issue. Third, lack of coaching knowledge comprehension linked with ability to understand

coaching knowledge, and concluded into “coaching knowledge comprehension” issue. Forth, could not understand question linked with ability to understand question, concluded into “ability to understand question” issue. The lack of confidence changed into “confidence” issue, and stable internet connection and server remain using the same issue name after factor.

	Poor exam time management			Concern of language		
Causes of pain points	43 % Slow Reading speed	43% Lack of coaching knowledge analysis	14 % Lack of coaching knowledge comprehension	60 % Could not understand question	40 % Lack of Confidence	Confidence
Key success factors	(9.6/10) Exam time management	(9.8/10) Ability to analyze questions	(9.8/10) Ability to understand coaching knowledge	(9.4/10) Ability to understand questions	(9.2/10) Stable internet connection and server	
	Exam time management	Coaching knowledge analysis and question analysis	Coaching knowledge comprehension	Ability to understand questions	Stable internet connection and server	

Figure 1.20 Group causes of pain point with key success factors and conclude into issues for improvement

1.2.4.3 Identify possible solutions from issues for improvement

After knowing the issues for improvement, then the study would focus on review literature to find possible solutions. From previous studies (Bord,2008; Nordquist et al.,2017; Coble,2015; Forth, Cross, Whitelock, and Mittelmeier,2016), they found that exam preparation class helps improve exam performance, in which affect participants satisfaction related to CKA experience. Also, exam preparation class helps increasing student confident (Carley,2010); provide critical thinking exercise (Nordquist et al.,2017); familiarize with exam (Nordquist et al.,2017); and aware of individual barrier in learning (Bord,2008). Thus, the initial solution for overall improvement is to introducing exam preparation class, in particular CKA preparation class. Then, the literature review would focus on which teaching methods

should be included in CKA preparation class. By applying Nordquist et al. (2017) result; the proposed preparation methods are: (1) Review course;(2) Study previous released exam questions; (3) Mock exam; and (4) Practice questions.

First, review course according to Nordquist et al. (2017) results help increase self-confidence, and provide familiarity with question format; for this study, the content would be the knowledge of ICF core competencies. Thus, review of ICF core competencies would be proposed to expert team for validation. Second, study previous released exam questions might be utilized form of preparation method, however, CKA is not available for publicly access except for some example in their website (ICF,2020a). So, this preparing method is not viable for this research. Third, Mock exam which is a widely accepted as one of the effective preparation methods by previous studies to enhance exam performance (Nordquist et al.,2017; Coble,2015; Burgess and Head ,2005), familiarize with exam (Balch,1998), and affect positively on student examination skills (Forth, Cross, Whitelock, and Mittelmeier,2016). Due to unavailability of previous exam questions to use in mock exam, so the questions in mock exam would be similar to actual CKA, and prepared by expert team. Thus, mock exam would be proposed to expert team for validation. Forth, practice questions help participants to focus on important content, enhance ease feeling from recent learning, and increase satisfaction with learning experiences (Snooks,2004). For this research, the practice questions should cover coaching knowledge comprehension, and coaching knowledge analysis and question analysis. Thus, practice questions would be proposed to expert team for validation.

However, there are also proposed solutions based on issues for improvement. First, exam time management, according to research result, the purpose for exam time management solution are to: (1) Improve reading speed;(2) Improve coaching knowledge comprehension; and (3) Improve coaching knowledge analysis skill. The improvement of coaching knowledge comprehension and coaching knowledge analysis skill were delivered through proposed solutions in previous paragraph. So, the proposed solution would be improving reading speed: conduct reading improvement program (Alarfaj and Alshumaimeri,2012; Bell,2001). However, it requires special training, time to practice, and careful application by learners (Alarfaj and Alshumaimeri,2012; Fadlallah, 2004; Garaibah, 2003; Virginia

Tech., 2002; Amarnah, 1998; Buhairi, 1988). Thus, this solution is not viable for this research due to unavailable TCI resources for special training in reading speed, also reading improvement program is beyond TCI current services scope. Nevertheless, the suggestion for improving reading speed for CKA is provided in Chapter 5. Second, there are two proposed solutions for concern of language which are: Teaching English for CKA, and Provide preference language in ICF coach mentoring for ACC class. Initially, CKA is not available in Thai language, so all of Thai students must take CKA in English or other language. Start with teaching English for CKA due to concerning of taking exam in English or learning ICF coach mentoring for ACC in English. However, learning English take time (Cambridge University Press,2020) and it could be varied due to different level of proficiency and factors such as age, gender, motivation, and personality. Thus, this solution is not viable for this research due to unavailable TCI resources for English teaching, also Teaching English for CKA is beyond TCI current services scope.

Another solution for concern of language is to provide option for participants to choose their preference language in ICF coach mentoring for ACC class (English or Thai), so participants could be able to understand and participate in academic course, and possibly enhances better exam time management performance due to result from Persky and Mierzwa (2018) which state that “students with weaker English language skills and those who were not native English language speakers took significantly longer to complete exams”.

As a result, the eligible solutions are: (1) Review course;(2) Mock exam; (3) Practice questions; and (4) Choosing preference language for ICF coach mentoring program for ACC. In the next section, the eligible solutions in this phase would be validate and conclude by expert team.

1.2.4.4 Validate and conclude the solutions by expert team

After identify the eligible solutions from section 1.2.4.3, then the internal meeting with expert team was set up to validate and conclude the final solutions for CKA preparation class in ICF coach mentoring for ACC improvement. The three final solutions are: (1) Situational applications of coaching competencies; (2) Mock exam; and (3) Offer ICF coach mentoring program for ACC class in Thai and English, as shown in Figure 1.21.

First, due to limited learning time in ICF coach mentoring for ACC, an expert team suggested to combine Review course and Practice questions into case-based learning teaching method called “Situational applications of coaching competencies” which aim which aim to improve coaching knowledge analysis and question analysis, and coaching knowledge comprehension. Adapted from case-based learning of Queen’s University centre for teaching and learning (2020), this teaching method allows participants to experiences coaching knowledge in real-life cases, so participants could practice analysis case studies and identify the relevant ICF core competencies: participants practices answering questions in analysis type. Additionally, with applying of “Review course”, the beginning of CKA preparation class, the instructor will provide quick review of each core competencies. Second, Mock exam is practicing exam via online quiz which similar questions number, type, and condition to real CKA to improve coaching knowledge analysis and question analysis, coaching knowledge comprehension, exam time management, confidence, and stable internet connection and server. Third, Offer ICF coach mentoring program for ACC class in Thai and English is learning ICF coach mentoring program for ACC class including CKA preparation class in the preference languages with same class structure to improve ability to understand questions and confidence. Therefore, the final solutions will be design in detail for implementation in Chapter 3.

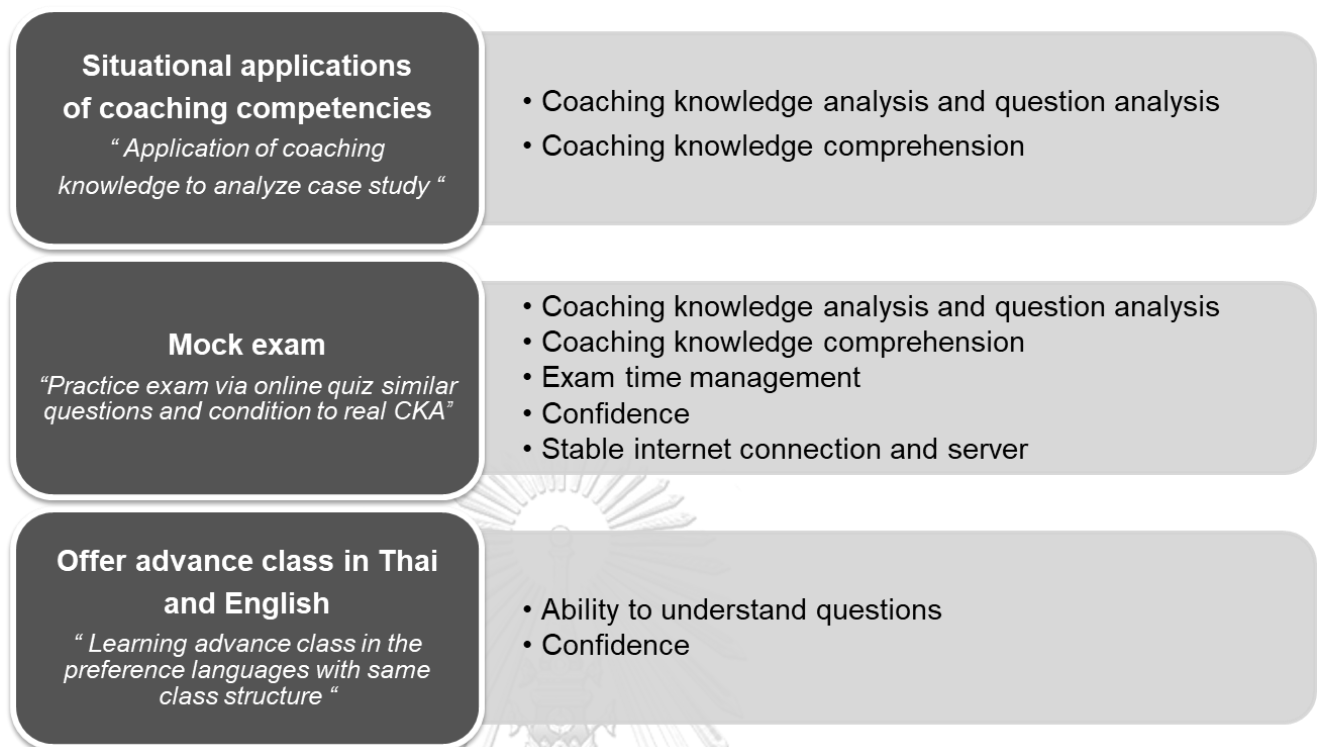


Figure 1.21 Solutions for issues for improvement

1.3 Statement of the problem

The case study company; Thailand Coaching Institute; would like to improve ICF coach mentoring program for ACC which is the weak point of Approved coach specific training hours (ACSTH) program; the highest sources of revenue in FY2019.

1.3.1 Research question

How to improve customer experience in taking coach knowledge assessment concerning poor exam time management and concern of language?

1.3.2 Objective

The main objective of research is to improve customer experience by introducing coaching knowledge assessment (CKA) preparation class: case study Thailand coaching institute. There are two major phases in achieving the objective. First, to design solution in detail. Second, Thailand coaching institute would implement the designed solutions., followed by evaluate service implement.

1.3.3 Scope of the research

Based on two major pain points from Pareto Analysis which are: poor exam time management based on skill and speed; and concern of language, so the focus of research would be for participants who will take coaching knowledge assessment (CKA), and improvement of ICF coach mentoring program for ACC in ACSTH program. The proposed solution for ICF coach mentoring program for ACC improvement is CKA preparation class which included situational applications of coaching competencies and mock exam, offering in participants preference language. Additionally, the coaching in this research is under the ICF definition of coaching.

1.3.4 Expected outputs

The expected outputs of research are first, to improved ICF coach mentoring program for ACC. With improvement of ICF coach mentoring program for ACC, the participants would improve their learning outcomes which are: exam score, exam completion, and perceived confidence; and their experience which result in increased of participant satisfaction.

1.3.5 Expected outcomes

The key expected outcomes of this research are: First, Thailand coaching institute gaining competitive advantages due to improved ICF coach mentoring program for ACC which could solve participants' pains and satisfied their needs; Second, creating awareness in continuous program improvement for Thailand coaching institute. With continuous improvement, it could lead to sustainable growth in business.

Chapter 2 Related theory and Literature review

The research is originated on four different theories: customer experience, service design, learning, and ICF coaching: using knowledge and tools from service design and learning to improve customer experience in ICF coaching education industry. The following sections are fundamental understanding of this research related literature.

2.1 Customer experience

Service is “an activity or a process which involves the treatment of a customer or something belonging to them, where the customer performs some role in the productive activity” (Wild 1977; Sampson 2005; Sampson and Froehle 2006). There are two perspectives on service: operation’s point of view; and customer's point of view (Ding et al. 2010; Johnston and Clark 2008) as shown in Figure 2.1. While, the customer's experience is the personal perception in which weighted by the value they receive (Vargo and Lusch, 2004; Schwagner and Meyer, 2007), service process, and interaction through their journey with touchpoints, and their feeling accordingly (Csikszentmihalyi, 2000; Ding et al. , 2010; Johnston and Clark, 2008). The customer perceives as gaining or profit when their requirements and needs have been met (Johnston and Kong, 2011). Experiencing result in the customer feeling emotion (Purves et al., 2001) i.e. overall satisfaction or dissatisfaction (Carbone, 2004), then these judgements will result in action such as recommend or complain (Johnston and Kong, 2011). Traditionally, companies most likely focused on “the content at the core of offerings” i.e. Technical and operational excellence (Stickdorn, Hormess, Lawrence and Schneider, 2018). Conversely, Frampton, Gilpin and Charmel (2003) found in a study conducted with patients in a hospital that none of the top 15 satisfaction factors related to the key-value proposition of hospital. In fact, the top factors related to interactions with personnel such as emphatic and polite nurses. Tinchler (2012) also point out that customers are less influenced by the core offerings than by the layers of experience around it as shown in Figure 2.2. In this research, customer experience plays big role as the focused of improvement and strategy to gain competitive advantages.

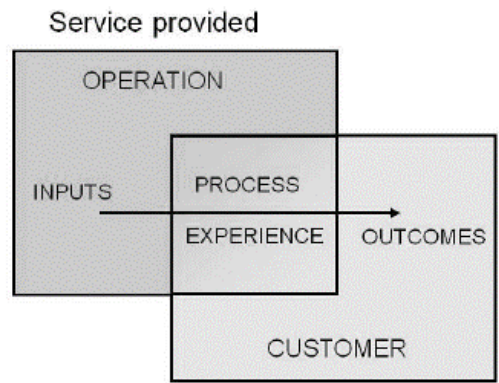


Figure 2.1 The operations and customer perspectives on service (adapted from Johnston and Clark 2008, cited in Johnston and Kong, 2011)

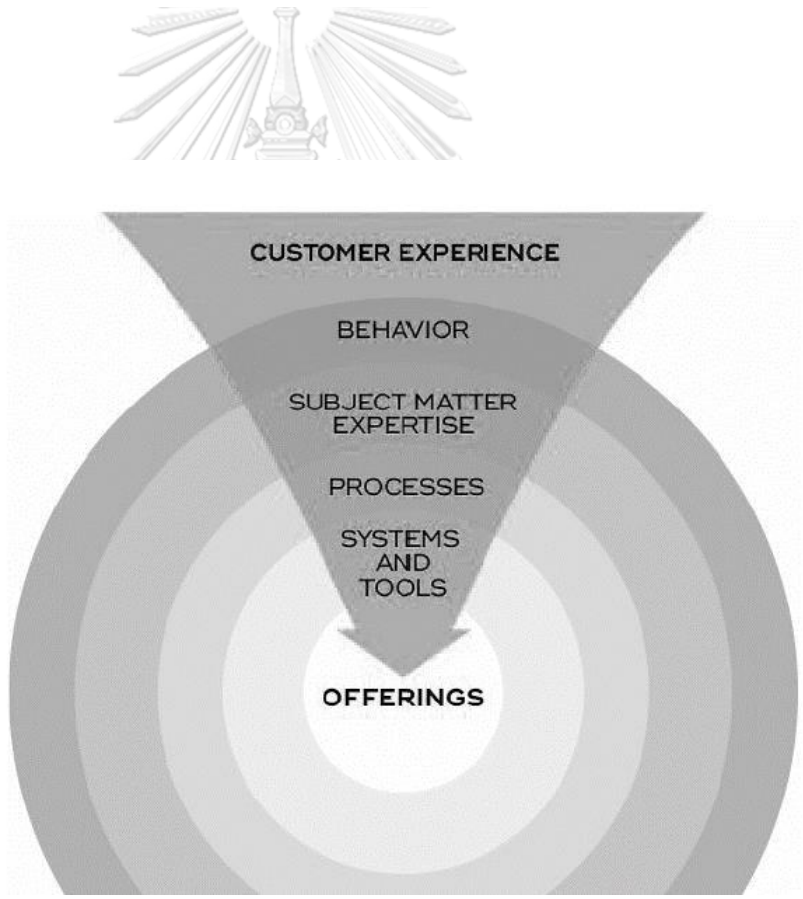


Figure 2.2 The experience of business offering is filtered by customer perception (Adaptation of Swisscom's 5 Step Model of Oberholzer, G. (2011), cited in Stickdorn et al., 2018)

2.1.1 Benefits of having customer experience lead

According to Pennington (2016), the benefits of customer experience led business are: improving business results by focusing on what will increase revenue and reduce costs; increase customer loyalty, leading to increased customer value and increasing returns, customer issues get more attention and employee understand their role and the contribution they can make; easier to identify and allocate the right resources; and help to prioritise activities.

2.1.2 Customer experience in relation with competitive advantage

Pennington (2016) claims that customer experience creation and management is essential for sustainable differentiation which lead to gaining competitive advantage. Moreover, Pennington (2016) also point out that to deliver a competitive experience, most businesses routinely measure customer satisfaction: identifying and targeting specific problems and assign staff in charge of changing. Pine and Gilmore (1999), and Schmitt (2013) identify customer experience as “the next competitive marketing arena and the basis for organizing a firm’s activities”. In this research, the improvement of customer experience is believed to overcome current challenges and gain competitive advantage as major outcome.

2.1.3 Customer experience in relation with profitability

Pennington (2016) claims that company with customer experience lead will be both more efficient in operation and more effective in profitability. Further, Klaus (2015) state that measuring customer experience is “the key driver for success and profitability”. He also claims that to apply the most profitable customer experience strategy, the company should follow these steps: Measure behaviour; Use existing measures such as customer satisfaction and NPS; Gain insight without judgemental perception; Explore rather what considered as the customer experience; Interview with customers; Use qualitative insight to develop your own measurement (Klaus,2015). In this research, the problem identification process was modified and applied from these steps.

2.1.4 Customer satisfaction score

Customer satisfaction measures a customer’s perception of the company against their expectations of a specific product or service experience (Pennington,2016). Customer satisfaction is the result from what customer experience with service (Purves et al.,2001; Carbone,2004); it is another

measurement of customer experience. Pennington (2016) points out that having high customer satisfaction is a primary requirement for gaining competitive prerequisite competitive advantage; to deliver a competitive experience, most businesses routinely measure customer satisfaction by identifying and targeting specific problems and assign staff in charge of changing. Thus, by applying Pennington (2016) concept, this research started by identifying pain point through satisfaction score: participant satisfaction score was used as a tool to measure current satisfaction, and also used to measure improvement in participants experience from CKA preparation class.

2.1.5 Net promoter score

The net promoter score (NPS) is one measurement of customer experience in particular customer loyalty (Reichheld,2003(and consequently an indicator for company growth (Mandal, 2014); however, there are still many arguments in using NPS to determine the company growth. This measurement simply use the scale of 0-10 rating to determine customer experience by asking customers their willingness to recommend product or service to others, and brief answer for qualitative text supplementary is to find the reason why customer give the score (Pennington ,2016).According to Reichheld (2003(, the responses of the customers are grouped into three types which are: (1) Detractor: customer who scored between 0 and 6, not particularly satisfied with service, and could spread negative world of mouth; (2) Passively satisfied: customer who scored 7 and 8, and could change their mind to use service from other companies;(3) Promoters: customer who scored 9 and 10, and loyal to company and would recommend to others. Reichheld (2003) also claims that the act of recommendation of service to other is a sign of loyalty. Pennington (2016) also state that companies with loyal customers most likely to have more profitability: loyal customers are more profitable, increasing the value of existing customers. Thus, this research use NPS concept as the evaluation for customer satisfaction score in pain point identification.

2.2 Service Design

Service design is a “holistic approach that considers the end-to-end service experience” across all channels and touchpoints from a customer and organisation perspective with the two main purposes which are (WMG,2018): understanding the behaviour of the customers, their needs and motivations;

design accordingly to make user-friendly service while gaining competitive advantage. It focuses on a single or specific element of customer experience, not overall of experience factors (Moritz, 2005). Stickdorn (2011) defines service design as “the integrated way on the creation of well thought through experiences using a combination of intangible and tangible mediums which provide various benefits to the end-user experience”. Design council (2019) states that service design is the “process of creating touchpoints and defining how they interact with each other and user”. Clatworthy (2011) notes that service design is design for “experiences that happen over time and across different touchpoints”.

2.2.1 The role of service design in customer experience improvement

As mentioned in section 2.1, it is important for organisation to understand customer need and be able to satisfy them before or better than competitors do (Khadka and Maharjan ,2017). Service design allow organizations to understand customer perspective about their service (Miler,2015) because the solutions by service design are from targeted customers themselves, and staffs who actually work to support the customers in frontstage and backstage (Reason, Løvlie, and Flu ,2016). Thus, this approach could discover customers’ pain points and provides deeper understanding of their emotions, helps organisation to identify the specific action in improvement, enables companies to deal with current challenges (Reason, Løvlie, and Flu ,2016) which lead to holistic and meaningful service improvements (Miller,2015). Furthermore, the service design also considers in balancing the needs of the customer with the needs of the business (Miller,2015).For improving current service, Reason, Løvlie, and Flu (2016) note that service designer needs to understand the existing structure of a service includes the channels and organizational structure that delivers the service.Service design could be used for improving existing service or design a new one (Kalbach,2016). This research will focus in using service design for existing service improvement.

2.2.2 The principle of service design

The principles of service design (Stickdorn, Hormess, Lawrence and Schneider,2018) has been improved from the original one in 2017 to make it more relevant to the business which are: (1) Human-centred: Consider not only customer but stakeholders experience in service; (2) Collaborative: supposedly stakeholders regard of their backgrounds and functions, should engaged in the service design;(3) Iterative: Due to its nature as an experimental approach, it usually iterating toward

implementation; (4) Sequential: The service should be illustrated as sequence of interrelated actions; (5) Real: The research should be conducted to find the real need, practical prototype, and intangible values; (6) Holistic: Services should sustainably address the needs of all stakeholders through the entire service and across the business

2.2.3 Persona

Persona or persona is an archetype of target user which reflect the pattern of behaviour, needs, and emotions to illustrate a person's experience and it should be based on research (Kalbach 2016, Stickdorn, Hormesis, Lawrence and Schneider,2018). The elements of personas (Stickdorn, Hormesis, Lawrence and Schneider,2018): Portrait image, Name, Demographic, Quote to summarize the persona's attitude, Mood image, Description: an overview of characteristics. Johnston and Kong (2011) state that personas are not static, so their feelings and thinking including their hopes and challenges will change chronologically through a customer journey. They also point out that there is a criticism of personas is that they focus on just one person in the purchasing process which in fact it might involve more than one. Also, the egocentricity of person who developing personas could result in subjective personas. Based on the method "Engaging personas and scenarios" by Dr.Lene Nielson; the specialist in personas (Interaction design,2017), the "engaging personas" is the most powerful personas considering empathy approach. These personas examine the emotions of the user, their psychology, backgrounds and make them relevant to service aiming to design (Interaction design,2017).

2.2.4 Touchpoint

Touchpoint is the means of value exchanges between individuals and organization which has three main types: Static which do not allow user to interact with such as e-mail; Interactive such as online chat; and Human such as sales (Kalbach,2016).

2.2.5 Alignment diagram

Alignment diagram is the visualization tool that reveals both sides of value creation with one side of customer experience and the other side is organisation offering and process as shown in Figure2.3 (Kalbach,2016). The alignment diagram used in this research to illustrate the current service and

improved service are customer journey map: discover and define the needs of the customer; and service blueprint to improve current service.

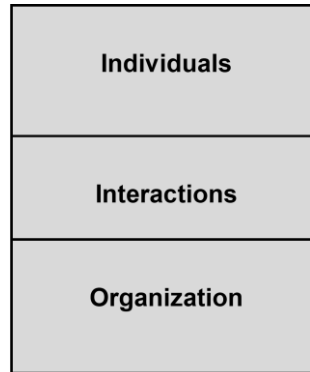


Figure 2.3 Alignment diagrams have two parts: a description of an experience and a description of an organization's offerings, with the interaction between the two (Kalbach,2016)

2.2.5.1 Customer Journey map

The customer journey map is a visual chronological representation of customer experience from their view of service since awareness of need until ending (Design Council, 2019, Zomerdijk and Voss 2011). It shows a holistic, aggregate map across personas and touchpoints (Kalbach,2016). Also, it helps organisation to understand the overall experience of customer with service, find gaps and explore potential solutions (Stickdorn, Hormesis, Lawrence and Schneider,2018). There are two focuses of customer journey map which are (Stickdorn, Hormesis, Lawrence and Schneider,2018). First, product-centred journey map, it represents only touchpoints i.e. Interaction between customer and company and misses the potential of problems and opportunities customer experience without company interaction. Second, Experience-centred journey map helps visualization overall experience of customer perspective which lead to better understanding about customer needs. Thus, this research will create an experience-centred journey map instead.

The benefits of customer journey map from previous study of Hague (2019) are: (1) Bring the whole company together as the map will show the strengths and weaknesses of interrelationships between internal departments and how they affect the customer; (2) Show weaknesses in the company;(3) indicates where changes are required which is useful for service improvement;(4) identifies points of strength of the company that can be highlighted in the customer value proposition; (5) shows competitive

strengths and weaknesses and so points to strategies for using these to gain a competitive advantage; (6) identifies the emotions of customers on their journey, for this research the feeling is satisfaction or dissatisfaction feeling. Also, Marquez, Downey & Clement (2015) state that customer journey map helps companies understand more clearly about their internal operation. Moreover, Reason, Løvlie, and Flu (2016) point out that customer journey map helps spot the gap and intervention in interaction between customer and company; enable organization to explore the different ways that customers experience a service and to develop improved journeys that benefit customers and businesses. In research by My Customer (n.d.) which conducted an online survey of customer experience professionals across the world during December 2017 until January 2018 with 248 respondents, the report concludes that the most common positive impact from applying customer journey mapping in organization is an increase in customer satisfaction.

Thus, the customer journey map was used in this research as one of the service design tools to illustrate the overview of current and improved service, helps to identify pain points when embedded with participants satisfaction score graph, and helps in finding solution for service improvement which finally lead to increase in customer satisfaction.

2.2.5.2 Service blueprint

A Service Blueprint represents the customer journey including interaction with different touchpoints and channels, also includes the company operation such as backstage action, frontstage action and supporting the process (Design Council, 2019). The purpose of service blueprint is to inform an implementation plan for new service by creating visualization for team members and customers (de Brentani, 1991, Leonard and Rayport, 1997, cited in Zomerdijk and Voss, 2011). It shows experience connections between customer experiences with frontstage; and internal operation: between frontstage, backstage, support processes (Stostack, 1984; Bitner, Ostrom, & Morgan, 2008). Service blueprint could also be used as a framework for existing service analysis (Reason, Løvlie, and Flu, 2016): it provides visual overview, and allow staffs to see their parts in big picture. According to Polaine, Løvlie & Reason (2013), it demonstrates a service overview that helps organization systematically track people's different

journeys across time and touchpoints, and reveal where real value was created and where could be the origin of pain point, then decide which touchpoints to focus on during improvement.

Service blueprint was used in this research as one of the service design tools to illustrate the overall interaction between customers and staffs, and also within different roles of staffs, through touchpoints of both current and improved services. Also, it is the tool for the researcher to communicate with Thailand Coaching institute about current service to design solution in detail.

2.3 Learning

The focused experience to be improved in this research is an educational activity, specifically a learning for examination purpose. The outline of this topic will be divided into three main points which are: Bloom's taxonomy, the foundation of understanding about learning; exam preparation class, the proposed solution to current pain points in this research; mock exam as teaching method; situational application of coaching (case-based learning) as a teaching method; and learning in native language

2.3.1 Bloom's taxonomy

Bloom's taxonomy (Bloom et al.,1956) is the learning framework that divided educational activities into three domains which are: (1) Cognitive: thinking or knowledge related skills; (2) Affective: Feelings or emotional areas and (3) Psychomotor: manual or physical skills or action. Bloom's taxonomy is the hierarchical varies by level of complexity, so each level needs to be achieved before going to the higher level. Later, Anderson and Krathwohl (2001) revised Bloom's taxonomy to redefine the cognitive domain as "the intersection of the Cognitive Process Dimension and the Knowledge Dimension" as shown in Figure 2.4. Thus, any learning involves change in any these of three domains. This theory related to the research as providing foundation of understanding in changing and will be used to describe changing in participants behaviors after learning in chapter 5.

Bloom's Taxonomy

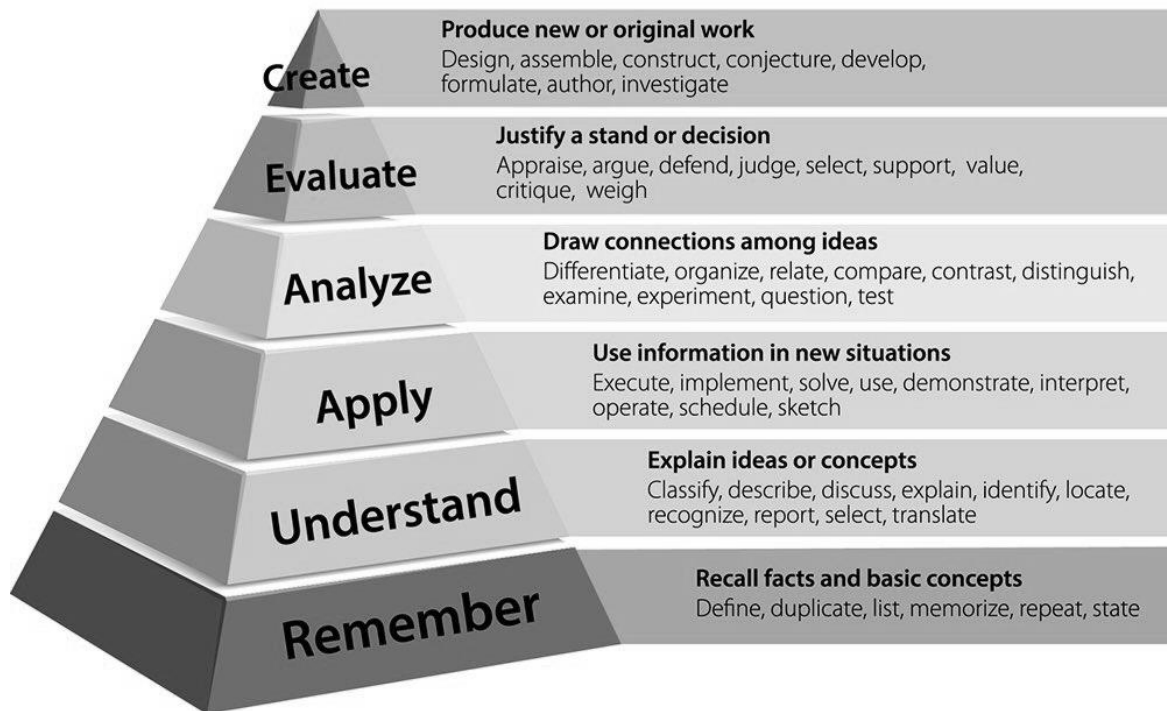


Figure 2.4 Revised Bloom's taxonomy illustration (KCT academy, 2020)

2.3.2 Principle of learning

Ambrose (2010) conclude the seven principle of learnings which are: (1) Prior knowledge affect learning; (2) The influence of knowledge organising in learning and application; (3) Motivation and determination affect learning style; (4) To achieve mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned; (5) Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.; (6) Current level of development associates with social, emotional, and learning environment; (7) To become self-directed learners, it is recommended for student to learn how to monitor and adjust learning approach. These learning principles will be used as references in discussion in chapter 5.

2.3.3 Exam preparation class

The exam preparation class for this research consist of two teaching methods which are: mock exam, and situational application of coaching competencies which consists of short review in the beginning of each competencies, then follow by case-based learning to practice analyse the short case studies or examples.

There are many previous findings indicate that assessment becomes student primary learning drive(Snyder 1971, Miller & Parlett 1974, Sambell & McDowell 1998, cited in Hope and Polwart, 2012). Consequently, many review sessions were set up to prepare their students in various educational levels, fields, stakes for examination. According to Carley (2010), examination preparation classes have a defined specific goal to attain which is pass some set examination or increase a previous score. The importance of exam preparation class is: (1) help clarify questions about the content ;(2) increase students confident; (3) and allow student to explore their actual area of knowledges compared to the exam (Bord,2008). Carley suggest instructor in exam preparation class to inform students about exam overview; set up practice test, get students to justify their answers (Wilson,2009, cited in Carley,2010).

There are some researches which demonstrates that exam preparation class is essential or affect positively on participants performance in exam; some cases are professional license examination which similar to this research. First, from the previous research of Nordquist et.al. (2017) to find student preparation methods by surveying 154 dental hygiene program directors in US regarding their student preparation methods for the National Board Dental Hygiene Examination (NBDHE) which administered by the Joint Commission of National Dental Examinations (JCNDE); similar to this research condition. The results (Nordquist et.al.,2017) show that 83 % of responder use *review course* which claimed to help students become familiar with the format of board questions, provided critical thinking exercises and helped identify areas of weakness; 72% use *mock examination*, additionally 75 % of responder agreed or strongly agreed that “mock exam is a useful tool in the overall process”; 66 % *practice questions*. Further, the study also concluded the benefits of mock exam in responders’ views which are (1) helps identify student strengths and weaknesses (66%); (2) encourages students to study (67%); (3) results are reviewed with students (62%); (4) provides students with a simulation of the actual NBDHE

(60%). Second, from the research by Coble (2015) which study about construction management students' performance on the national associate constructor certification exam with *mock exam* as preparation activity; similar to this research condition. The research found that "students who completed the mock exam passed certification exam with statistically significant results, and on average, students who participated in the mock exam experienced a higher mean test score on the exam", which exceeded the pass requirements. Thus, Coble (2015) believes that mock exam, as a preparation technique, enhances pass rates. Third, Gurung and Bord (2007, cited in Bord,2008) found that students who participated in exam preparation class scored significantly higher on exams. Forth, Cross, Whitelock, and Mittelmeier, (2016) claim that with using of specific revision resources could affect positively on student learning and examination skills.

However, there are arguments against exam preparation class with various reasons such as students may study only what is discussed in exam preparation class and not everything that could be important; instructors fear in low participation of students (Bord,2008)

2.3.4 Teaching method

According to Gill and Kusum (2017), teaching method is "an overall plan for systematic presentation based on a selected approach". The teaching method refer to University of central Florida (2020) appears on the continuum of two directions: teacher directed or student directed as shown in Figure 2.5. For this research, the selected teaching method using in this research are: mock exam and case-based learning for situational application of coaching competencies.

based exam questions. Zhao, Yang, and Wang (2019) found that by using case-based learning students “performed significantly better in questionnaire and examination compared to traditional teaching groups”, and students also showed “high level of satisfaction and problem-solving ability”.

The case format for this research is “Finished” cases based on facts: for analysis only with indicated solutions (Queen’s University centre for teaching and learning,2020). Case-based learning was applied to this research as one of the teaching methods; situational application of coaching competencies, in CKA preparation class.

2.3.5 Learning academic course in native language

From previous studies, learning academic courses using English causes problems for students whose native language is not English (Cassels and Johnstone ,1983, 1985). Particularly, it could be disadvantage for students who are not proficient with language in studying academic subjects which requires proficient with language skills in participating such as debate or responding to questions in tests (Cummins, 1981b, 1982; Krashen, 1982; Krashen and Biber, 1987; Rosenthal 1996; Spurlin; 1995, cited in Sabri, üstünlüoğlu and Aysel, 2005). Also, as stated by Vygotsky)1978(, if students are not proficient in that language, it could be difficult for them to understanding concept. Persky and Mierzwa (2018) conclude that “self-reported English language skills were positively associated with exam performance: students with weaker self-reported English language skills and those who were not native English language speakers took significantly longer to complete exams”. It could be implied from above research results that Learning in native language could benefit the participants who might not fluent in using English to be able to understand and participate in academic course. Learning in native language involves with this research as one of the proposed solutions from research result in chapter one which is “choosing preference language” in ICF coach mentoring program for ACC.

2.3.6 Learning outcomes

There are multiple with similar meaning of learning outcomes definitions. Kolomitro and Gee (2015) state it is the direct statement which describe expected knowledge, skills, and habits from students after learning. Hounsell and Anderson (2008) defined it as “ways of thinking and practicing” to describe two parts which is first, the knowledge and subject-specific skills students required to obtain; Second, how to obtain such knowledge or skill in which students gain from learning. Jenkins and Unwin (2001)

point out the benefits of having learning outcomes which are: help students learn more effectively due to clear expectation from teacher has been noticed; help instructors select the appropriate teaching strategy and teaching methods which will assist in setting examinations based on the materials delivered. In this research, the learning outcomes would be used as one of the research outputs. Learning outcomes are based on research result in chapter 1 which are: improvement of (1) exam scores; (2) exam completion time; (3) and perceived confidence

2.3.7 Improvement of exam completion time

According to Persky and Mierzwa (2018), there are three factors affecting exam completion time which are: (1) test anxiety: it takes students with higher test anxiety longer to complete exam;(2) English language skills: it takes students with weaker English language skills longer to complete exam;(3) test-taking strategy: the most predictive factor, it takes students who reread or review longer to complete exams. They also state that current knowledge and agreeableness influenced examination completion time.

However, according to research result in this study, there is another cause of poor exam time management which is slow reading speed. Andrews (1952) claims that student will improve reading speed by learning to read accordingly to their materials. Abdullah (2018) suggests that reading speed is possible to be enhanced simultaneously by applying “appropriate techniques with appropriate classroom exercise in appropriate method”. Also, Abdullah (2018) points out three key points that directly contribute to students’ reading speed which are intellectual quotient, ability to expand and maintain eye-fixation, and range of concentration. Alarfaj and Alshumaimeri (2012) state that improving reading speed requires “special training and careful application by the learner”, in which congruent with other studies (Fadlallah, 2004; Garaibah, 2003; Virginia Tech., 2002; Amarnah, 1998; Buhairi, 1988). Bell (2001) also recommends extensive reading program to significantly improve in learner's reading speeds. Bell (2001) also point out that interesting material could increase reading speed naturally. Finally, some findings also state that individual need to follow certain curricula for increasing speed otherwise it might be the same level after elementary school (Huey,2007; Krumian, 1999).

2.3.8 Fishbone diagram for root cause analysis in school improvement

A cause and effect diagram or called "fishbone" diagram, is a “graphic tool used to identify and systematically list the possible causes of a problem”, and also help to identify which causes has the greatest impact (Slameto,2016). The importance of root cause analysis is: (1) Reduction in bias; (2) Reduction in false starts; (3) Conversion of data to information, knowledge, understanding, and wisdom; (4) Data-based decision-making improvement (Preuss, 2003; City Process Management, 2008, cited in Slameto,2016). There are four steps to complete the analysis (ACT Academy,2020): First, identify problem; Second, Identify the major factors by drawing more branches off the main arrow to display main categories of causes; Third, exploring causes or causes using technique such as brainstorming; Forth, Analyse the diagram which could using more identification tool such as interviewing.

2.4 Coaching

Coaching in generally broad term using in various field and professions. For this research, the coaching mentioned would follow the ICF definition of coaching.

2.4.1 ICF Definition of coaching

The ICF definition of professional coaching (ICF,2020b) is “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential”.

2.4.2 International coach federation (ICF)

The International Coach Federation (ICF) is the international organisation for coaching professions determine to regulate coaching standards and also support further research and network in coaching (ICF,2020b).The International Coach Federation (ICF) excels the professional integrity and standards of the coaching industry (ICF,2007, cited in Campbell, 2008).It supports professional

standards(ICF,1999, cited in Campbell, 2008) that underpin a “universally accepted accreditation process” (ICF,2007, cited in Campbell, 2008). Currently, ICF has more than 41,000 members in 147 countries (ICF,2020e). The focused research of ICF would be in building a coaching culture and Global consumer awareness (ICF,2020f).

Professional coaches who have met their requirements both in knowledge and skills according to ICF standard in the profession (ICF,2020b), they could submit documents and request for credential. The credential types for professional coach are: (1) Associate certified coach, (2) Professional certified coach, and (3) Master certified coach ICF. (2020g). Similarly, ICF also accredited learning programs for coaching school across the globe. The school must “complete a review process and demonstrate that their curriculum aligns with the ICF Core Competencies and Code of Ethics” (ICF,2020b).

2.4.3 Benefits of ICF coaching

According to ICF Singapore (2020), the benefits of ICF coaching are: (1) Increased Productivity: ICF claims from their many years of researches that professional coaching helps increase clients’ potential which increases their productivity;(2) Positive People: coaching helps increase self-confidence which is the important qualification during challenging time ;(3) Return on Investment: Coaching supports learning and clarification for action which lead to preferable outcome.

2.4.4 ICF Core competencies

The following eleven core coaching competencies that ICF developed to support understanding about the skills and approaches used for coaching profession as defined by the ICF(ICF,2020d). The importance of these core competencies is its used as the foundation for ICF Credentialing process examination (ICF,2020d) to demonstrate their knowledge and understanding in coaching. In October 2019, ICF have updated ICF core competency model (ICF,2020h), however ICF planned to launch new credentialing assessment reflecting the revised competencies in early 2021 (ICF,2020i), so the core competencies presented in this research would follow the previous version which are: “(1) Meeting Ethical Guidelines and Professional Standards - Understanding of coaching ethics and

standards and ability to apply them appropriately in all coaching situations; (2) Establishing the Coaching Agreement - Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship;(3) Establishing Trust and Intimacy with the Client - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust; (4) Coaching Presence - Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident; (5) Active Listening - Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression; (6) Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client; (7) Direct Communication - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client; (8) Creating Awareness - Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results; (9) Designing Actions - Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results; (10) Planning and Goal Setting - Ability to develop and maintain an effective coaching plan with the client; (11) Managing Progress and Accountability - Ability to hold attention on what is important for the client, and to leave responsibility with the client to act”.

2.4.5 ICF credential

ICF (2020g) has three main credential which are: (1) **Associate Certified Coach (ACC)** with minimum 60 hours of Coach-specific Training; minimum 100 hours of coaching experience; coached by a mentor coach; (2) **Professional Certified Coach (PCC)** with minimum 125 hours of Coach-specific Training; minimum 750 hours of coaching experience; coached by a mentor coach; (3) **Master Certified Coach (MCC)** with minimum 200 hours of Coach-specific Training; minimum 2,500 hours of coaching experience; coached by a mentor coach.

2.4.6 Coaching knowledge assessment

The Coach Knowledge Assessment (CKA) is an online 155 multiple-choice test items exam that measure understanding of the important coaching knowledge and skills which covered five areas: setting the foundation, co-creating the relationship, communicating effectively, facilitating learning and results, and coaching foundations and knowledge base (ICF,2020a). Questions' difficulty levels vary and can be divided into two main types which are: (1) comprehension of concept or skill or comprehension question (2) scenario questions that requires deeper understanding or analysis question (ICF,2020a). For each question, there is only one correct answer and the example of CKA question appear in appendix (ICF,2020a).



Chapter 3 Methodology

The purpose of this study is to improve customer experience by introducing coaching knowledge assessment (CKA) preparation: case study Thailand coaching institute. This chapter will present the methodology that will be employed to answer the research question presented in Chapter One: *How to improve customer experience in taking coach knowledge assessment concerning poor exam time management and concern of language?* The research methodology has two main phases as shown in Figure 3.1, which are:

(1) Design phase

The purpose of this phase is to find solution in detail. Start with current service blueprint creation as analysis tool for existing service (Polaine, Løvlie & Reason (2013), so Thailand coaching institute could see the overview for further improvement. Then, there will be an internal meeting with Thailand coaching institute to design solutions in detail for implementation. Finally, the to-be alignment diagrams will be presented to illustrate the improved service in alignment diagrams

(2) Validation phase

This phase consists of two main process. Firstly, the implementation following the result of design phase which conducted by Thailand coaching institute. Secondly, evaluate service improvement included pre-test and post-test, single question survey in participants perceived confident and satisfaction, and comparison results using t-test.

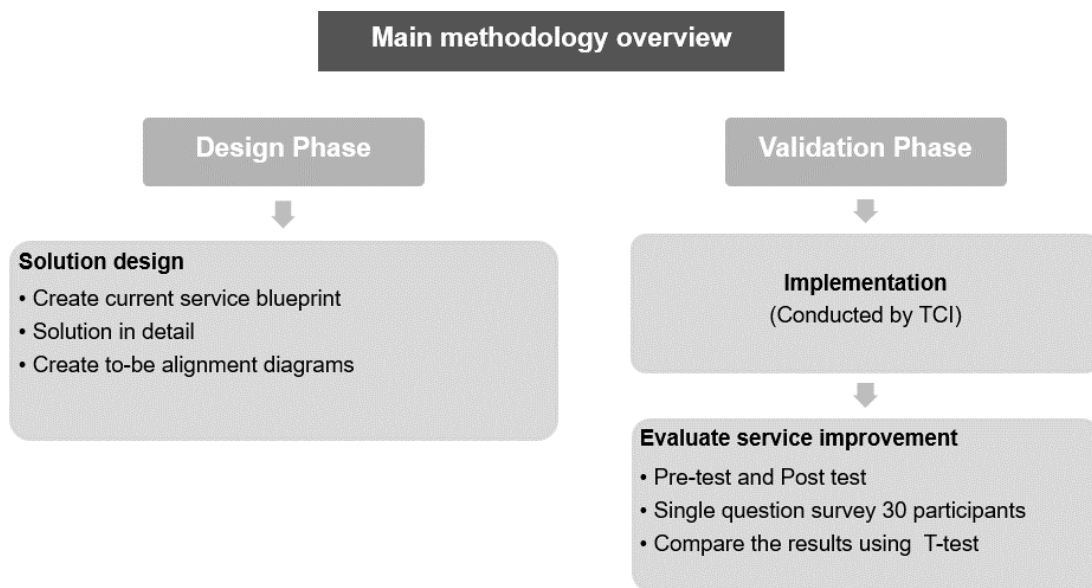


Figure 3.1 Main methodology overview

3.1 Create current service blueprint

The current service blueprint was modified and adapted from Polaine, Løvlie & Reason (2013), and the input data were based on the validated customer journey map and internal research result from chapter one. The structure was appropriately constructed for ICF coach mentoring program for ACC context. Due to similar flow of both personas, there was only one current service blueprint same as customer journey map. There are three steps of create current service blueprint (Bitner, Ostrom, & Morgan, 2008): (1) identify customer action; (2) identify contact employee actions, and (3) identify linkage between customer and contact employee. The first step was using the data from phases and customer action in the validated customer journey map to input customer action and their touchpoint the service blueprint. Then, in step two; identify the contact employee actions in both frontstage and backstage. The contact employee symbols and their roles are illustrated in Figure 3.2.

Symbol	Role
	Class assistant
	Sales and marketing
	Instructor
	Finance & Admins
	Management team
	Artworks

Figure 3.2 Contact employees in coach training for ICF coach mentoring program for ACC and their roles

In step 3, add linkage between customer and contact employees, then add physical evidence as the last component in the service blueprint. As a result, the current service blueprint in registration and study PCCP class phases are illustrated in Figure 3.3 and Figure 3.4 respectively; the post fundamental phase for participants who continued for CKA is illustrated in Figure 3.5. After completing the current service blueprint, the results of insights research and highlighted key areas which is an ICF coach mentoring program for ACC class experience will be presented to Thailand coaching institute for designing solution in detail.

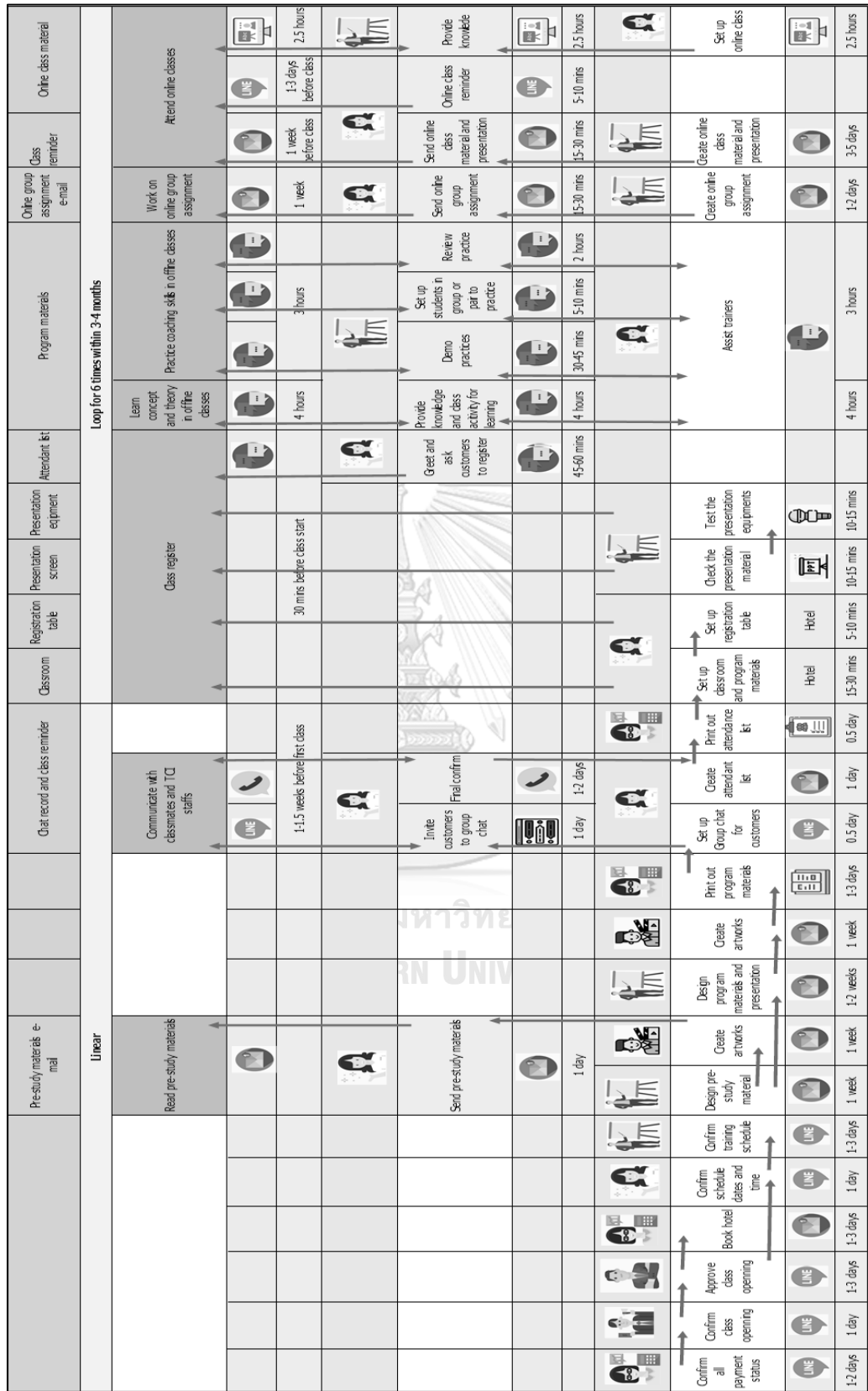


Figure 3.4 Current service blueprint in study PCCP phase

3.2 Solution in detail

From chapter one, there are three main solutions that have been validated by expert which are:

- (1) Situational application of coaching competencies: participants will practice test by analyzing case studies and matching with ICF core competencies, then discuss in class with instructor and classmates;
- (2) Mock exam: participants will take online quiz under similar condition as CKA (ex: limited time);
- (3) Offer ICF coach mentoring program for ACC class in Thai and English: participants will choose their own preference language (English or Thai) in ICF coach mentoring program for ACC class learning.

Additionally, due to research result in chapter one, Thailand Coaching institute opened the ICF coach mentoring program for ACC class in Thai for participants to sign up.

There are two phases in solutions in detail: general implementation guideline; and detail of class structure adjustment. The first phase, starting with internal meeting with expert and management team from Thailand coaching institute. The meeting will begin with presenting current service blueprint in section 3.1 and review of three solutions from chapter one, then management team and expert brainstorming to conclude the guideline for general implementation which is adjusting current ICF coach mentoring program for ACC class structure to have CKA preparation class due to constraints in instructor timetable and management policy. The CKA preparation class adapted from previous studies (Coble, 2015; Nordquist et al., 2017, and Dotson, Sheldon & Sherman, 2010) included (1) “situational applications of coaching competencies” with review of each ICF core competencies at the beginning ; (2) “mock exam” , and participant could choose their own preference languages (Thai or English) in learning before starting the class at least four weeks.

Then, the second phase: the detail of class structure adjustment is provided by expert. With the current ICF coach mentoring program for ACC class structure of three mentoring class for private coaching assessment with 4.5 hours in learning and 7 lecture classes for core competencies study and example with 10.5 hours in learning, the proposed ICF coach mentoring program for ACC class structure would keep the mentoring classes but adjust in lecture classes from 7 classes into 5 classes that focus only on core competencies comprehension and discussion with 8 hours in learning, then adding CKA preparation class which composed of two teaching methods: situational applications of coaching competencies with 2.5 hours in learning instead as showed in Figure 3.6.

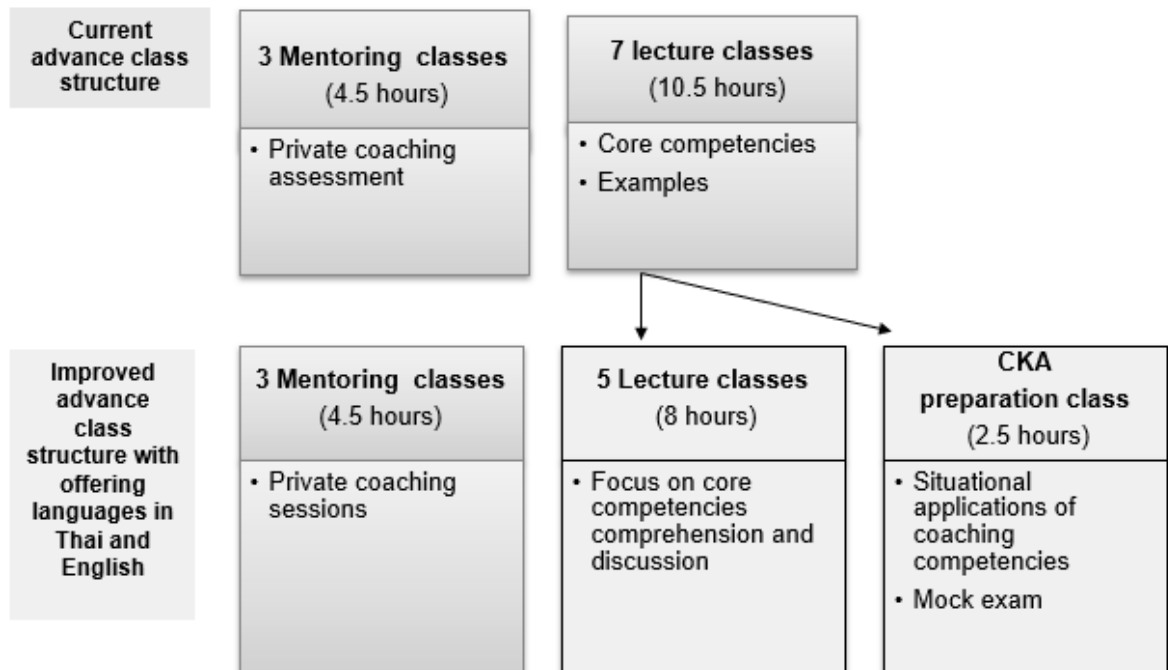


Figure 3.6 The current and improved ICF coach mentoring program for ACC class structure

3.3 Create to-be alignment diagrams

The designed parts of to-be alignment diagram would be in ICF coach mentoring program for ACC class experience in post-study phase only. The creation process starts with customer journey map first, then service blueprint would follow the customer journey map. First, a to-be customer journey map was modified from current customer journey map in chapter one and the input data were based on solution in detail from section 3.2. The diagram was appropriately constructed for improved ICF coach mentoring program for ACC class context. The improved parts of ICF coach mentoring program for ACC class in customer journey map is displayed in Figure 3.7. Second, to-be blueprint was modified from current service blueprint in section 3.1, and the input data were based on the to-be customer journey map section 3.3.1, solution in detail from section 3.2., and internal research in chapter 1. The diagram was appropriately constructed for improved ICF coach mentoring program for ACC class context. The improved parts of ICF coach mentoring program for ACC class in service blueprint is displayed in Figure 3.8.


























Physical Evidence	Chat	Class reminder	coaching knowledge comprehension class materials	Class reminder	CKA preparation class materials	
Process		Loop for 5 times within 2 months			Loop for 2 times within 1 month	
Customer Action	Choose language preference for advance class	Learn coaching knowledge comprehension			Practice case study identification	Practice mock exam
Media-Touchpoint						
Time indicator	4 weeks before class	1 week before class	1-3 days before class	2.5 hours	1-3 days before class	2.5 hours
Frontstage staff						
Front stage	 Ask participants to choose language preference for advance class	Send online class material and presentation	Online class reminder	Provide knowledge	Online class reminder	Teach for CKA preparation class
Media-Touchpoint						
Time indicator		15-20 mins	5-10 mins	2.5 hours	5-10 mins	2.5 hours
Backstage staff						
Back stage	 Confirm participants list in each class and Inform instructors	Create class material and presentation		Set up online class		Set up online class
Media-Touchpoint						
Time indicator		1-1.5 week		2.5 hours		2.5 hours

Figure 3.7 Improved ICF coach mentoring program for ACC class in to-be customer journey map







Stage	ICF coach mentoring for ACC lecture classes	CKA Preparation class		
Goal	To proceed for coach knowledge assessment (CKA)			
Storyboard				
Action	Choose language preference for advance class	Learn coaching knowledge comprehension	Practice situational application of coaching competencies	Practice mock exam
 Somchai Thought (Individual)	Better understanding because learning in Thai	Intensive class with a lot of discussion	Get familiar with question format	Experience testing
 Somsri Thought (Company)	Prefer to learn in English	Like smaller class and very supportive instructor	Increase understanding in coaching knowledge and analysis skill	Understand the actual test format
Process	Linear	Linear	Linear	
Touchpoints	Chat	1. Online classes 2. Class materials	1. Online class 2. Class materials	
Channels	Line	Online learning platform	Online learning platform	

Figure 3.8 Improved ICF coach mentoring program for ACC class in to-be service blueprint

3.4 Implementation

The CKA preparation class was developed by result of problem identification and conducted first time online by Thailand coaching institute as “CKA quick review preparation project”. The class composed of two teaching methods (1) **situational application of coaching competencies** and (2) **mock exam**, with introduction of a *pretest* before the class and a *post-test* after the class. Due to limitation in

research timeline and budget, the first implementation would be only in English by Thailand coaching institute expert in ICF coach mentoring program for ACC class and also main instructor in ICF coach mentoring program for ACC class. There are two phases in implementation.

In the first phase, expert prepared the learning materials, and pre-test and post-test to measure participants learning outcomes. Then, expert assigned class assistant for the project announcement as complimentary session to interested participants who would like to join voluntarily in the project with the following requirements: (1) Participants must completed ICF coach mentoring program for ACC class in year 2019-2020; (2) Participants have never taken coaching knowledge assessment (CKA) before; (3) Participants should be able to participate in every activity of the project; (4) Participants will be telephone surveyed for their satisfaction and confidence involved with the project. In the second phase, all participants completed pre-test, learning in CKA quick review preparation project, and post-test. Finally, in the third phase, expert summarized the results of pre-test and post-test for researcher to analyze, then class assistant prepared the telephone list and survey schedule for researcher.

3.5 Evaluate service improvement

3.5.1 Participants

All the participants from CKA quick review preparation participate in evaluate service improvement. So, the study subjects were 30 students who completed ICF coach mentoring program for ACC class during 2019-2020 and have not taken CKA before out of which 13 were males and 17 were females; 19 were employees and 11 were individual; 17 had planned to take CKA within one year, 4 in three months, 1 in one month and 8 were not sure; 20 joined project to prepare for CKA, 6 to improve coaching knowledge and 4 to learn about new core competencies. The information of participants in the project from project registration record is shown in Figure 3.9.

Gender	Occupation	Learning objective	Expected period to take CKA
<ul style="list-style-type: none"> •57% Female •43% Male 	<ul style="list-style-type: none"> •63 % Employee •37% Individual 	<ul style="list-style-type: none"> •66 % prepare for CKA •19 % enforce coaching knowledge •15 % learn about new core competencies 	<ul style="list-style-type: none"> •59 % within 1 year •25 % not sure •13 % within 3 months •3 % within 1 month

Figure 3.9 The information of participants

3.5.2 Measurement

There are three instrumentations which are: (1) CKA preparation test which measure coaching knowledge comprehension; coaching knowledge analysis; and question analysis skill in exam score, and measure exam time management skills in exam completion time; (2) Participants perceived confidence in taking CKA question which measure perceived confidence in taking CKA in level of confidence; and (3) Participants satisfaction questions in improved part of to-be ICF coach mentoring program for ACC class experience which measure participant satisfaction in improved part of ICF coach mentoring program for ACC class experience in participant satisfaction score. Overall, the improved service aim to improve learning outcomes and customer experience as illustrated in Figure 3.10.

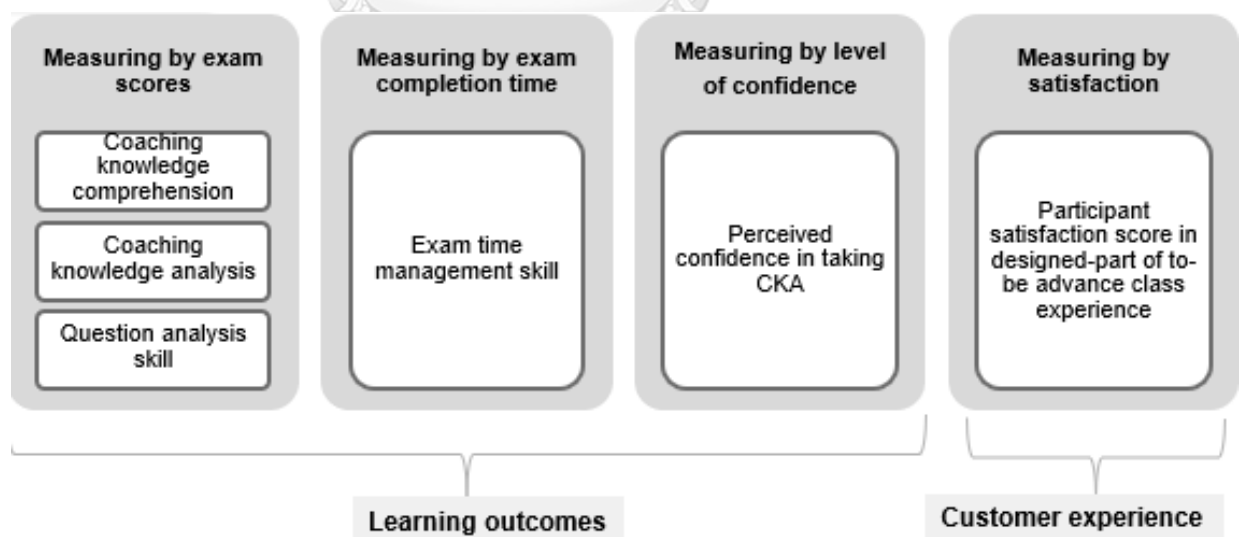


Figure 3.10 The illustration of overall measurement

First, the CKA preparation test contained 20-question 4 items multiple choice types covering coaching knowledge comprehension and coaching knowledge analysis, administered and prepared by

Thailand coaching institute (see Appendix G). There is only one correct answer for each question. Each correct answer is 1.00 score, so the total scores for the CKA preparation test is 20.00 scores. The class was delivered via online meeting platform for about 2.5 hours, following which, an online post-test comprising a similar set of questions as the pretest was administered. CKA passing score $\geq 70\%$ of total scores. With total scores of 20 in pre-and post-test, so individuals scoring < 14 are considered as “Failed exam”; scores ≥ 14 as “Passed exam”. And for each pre- and post-test 25 minutes were provided for filing their answers. Second, Participants perceived confidence in taking CKA question as appear in Appendix H, was modified from Crouch et.al (2010) to assess confidence with taking CKA before and after participated in CKA quick review preparation program via telephone survey. Applied from Sander and Sanders (2003) scaling, the question-items using five-point Likert scale from “0 =Not at all confident” to “5= Extremely confident”. Third, Participants satisfaction question in improved part of to-be ICF coach mentoring program for ACC class experience, the question was the same pattern as the touchpoint evaluation in the problem identification process to assess customer experience. The participants were asked to rate, from 0 to 10 interval scale, with 10 being "very satisfied" and 0 being “very dissatisfied” about their ICF coach mentoring program for ACC class satisfaction with (1) Choosing preference language; (2) Situational application of coaching competencies; (3) Mock exam.

3.5.3 Procedure

The procedure of evaluate service improvement starts after all 30 students who participated in ICF coach mentoring program for ACC class in year 2019-2020 were voluntarily completed the CKA quick review preparation project by Thailand coaching institute which included the completion of pretest before a teaching demonstration on coaching knowledge for CKA preparation, participation in 2.5 hours of online classroom with situational application of coaching competencies and mock exam, then completion of post-test. Participants were informed during registration process about participant satisfaction and perceived confidence telephone survey after post-test by Thailand coaching institute. So, after completion of post-test, participants provided their survey schedule to class assistant. Then, researcher received data: (1) pre- post test results; (2) telephone list and survey schedule from Thailand coaching institute. In this step, researcher asked participants questions as detailed in the Appendix C and Appendix H from a telephone list of 30 students who participated in CKA quick preparation

project. A total of 30 telephone surveys were completed. Calls were made primarily based on participants' survey schedule during July 2020. The methodology procedure is illustrated in Figure 3.11.

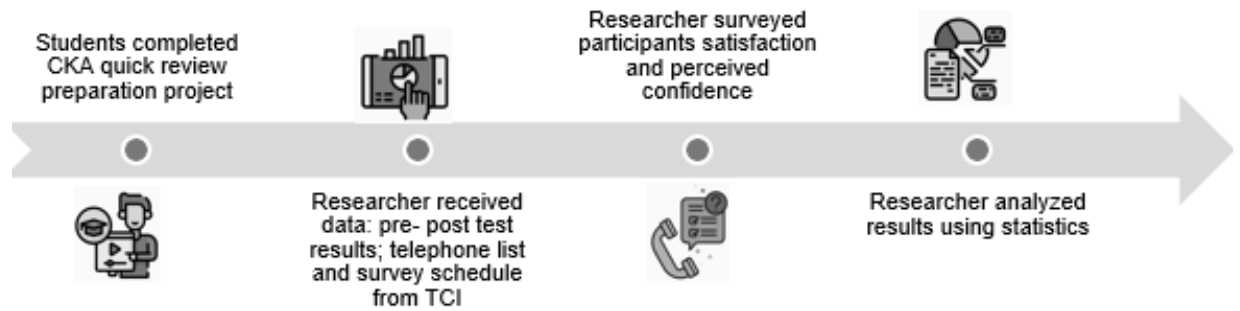


Figure 3.11 Methodology procedure



Chapter 4 Results

In this chapter, the summary of the data collection and the statistical analytic will be stated. There are four main parts which are: (1) CKA preparation test with measurement in exam score and exam completion time; (2) participants satisfaction question in improved ICF coach mentoring program for ACC class experience which measurement in participant satisfaction score; and (3) participants perceived confidence in taking CKA questions which measurement in level of perceived confidence.

4.1 CKA preparation test

Paired participant's *t*-test was used for comparing pre and post-test scores of CKA preparation test and pre and post-test exam speed of CKA preparation test. P-values were calculated using Microsoft excel; $P < 0.05$ was considered as statistically significant. Thus, the outline of result and discussion in CKA preparation test are: (1) exam score; and (2) exam speed.

4.1.1 Exam score

A total of 30 ICF coach mentoring program for ACC class students participated in pre- and post-test ($n=30$). Overall, mean scores which showed highly significant improvement, ($t(30) = 3.85, p=0.000$), in the post-test exam scores of all the students compared to their pretest scores (Table 1). Notably, post-test mean scores both in comprehension questions, ($t(30) = 3.98, p=0.000$), and analysis questions, ($t(30) = 2.04, p=0.025$), were statistically significant than pretest scores (Table 1). Consequently, rejection of the null hypothesis through the *t*-test analysis implies that the CKA preparation class might have a positive effect on the exam scores. Additionally, due to significant improvement in the post-test exam scores (Table 1), 90% of the participants passed exam compared to 80 % in pre-test; and only 10% of them failed exam compared to 20% in the post test (Table 2).

Table 1
Comparison of the participants' exam scores in the pre- and post-tests

	Mean (SD)		t	df	p-value
	Pre-test	Post-test			
Overall	14.93 (2.07)	16.17 (2.66)	3.85	29	0.000*
Comprehension questions	9.63 (1.40)	10.47(1.20)	3.98	29	0.000*
Analysis questions	5.30 (1.60)	5.73 (1.44)	2.04	29	0.025*

Note. Maximum scores of overall = 20; comprehension questions = 12; analysis questions = 8.
*p<0.05.

Table 2
Numbers of participants categorized by Pre-post test score evaluation

Scores evaluation	n(%)	
	Pre-test scores	Post-test scores
<14 (Failed exam)	6(20 %)	3(10%)
≥14 (Passed exam)	24 (80%)	27 (90 %)

Note. Based on CKA passing scores, which is ≥ 70% of total scores and total scores of pre-test and post-test is 20.

4.1.2 Exam completion time

The overall mean scores which showed statistically significant decreased, ($t(30) = -1.75, p=0.046$), in the post-test exam completion time of all the participants compared to their pretest exam completion time (Tables 3). Consequently, rejection of the null hypothesis through the t -test analysis implies that the CKA preparation class might have a positive effect on the exam completion time.

Table 3
Comparison of the participants exam speed in the pre- and post-tests

Mean (SD)		t	df	p-value
Pre-test	Post-test			
13.67 (4.66)	12.03 (4.44)	-1.75	29	0.0456*

Note. *p<0.05.

4.2 Participants satisfaction question in improved ICF coach mentoring program for ACC class experience

The overall mean participant satisfaction scores of improved ICF coach mentoring program for ACC class showed statistically significant improvement: choosing preference language, ($t(30) = 3.62$, $p=0.006$); Situational application of coaching competencies, ($t(30) = 3.51$, $p=0.001$); and mock exam, ($t(30) = 5.44$, $p=0.000$), in the participant satisfaction scores of all the participants compared to current class satisfaction scores (Tables 4). Particularly, mock exam is the most satisfied solution with mean participants satisfaction score of $9.27 (\pm 0.78)$, followed by situational application of coaching competencies with mean participants satisfaction score of $9.07 (\pm 1.17)$, and the lowest participants satisfaction scores compared to other solutions is "Choosing preference language" solution with mean participants satisfaction score of $8.93 (\pm 1.11)$ as illustrated in Figure 4.1. Moreover, the satisfaction score in "choosing preference language" only based on participants' opinion of what might-be the solution due to implementation limitations; not from actual experience like others solution. The improved ICF coach mentoring program for ACC customer journey shows the mean participant satisfaction scores of both company persona and individual persona as displayed in Figure 4.2. In conclusion, rejection of the null hypothesis through the t -test analysis implies that the CKA preparation class in preference language might have a positive effect on the participants satisfaction score.

Table 4
Comparison of t-test results of mean participant satisfaction scores in current and improved ICF coach mentoring program for ACC class

	Current ICF coach mentoring program for ACC class	Choosing preference language	Situational application of coaching competencies	Mock exam
Mean(SD)	7.9 (1.06)	8.93 (1.11)	9.07 (1.17)	9.27 (0.78)
t		3.62	3.51	5.44
df		29	29	29
p-value		0.006*	0.001*	0.000*

Note. The improved ICF coach mentoring program for ACC did not include the lecture classes.
*p<0.05.

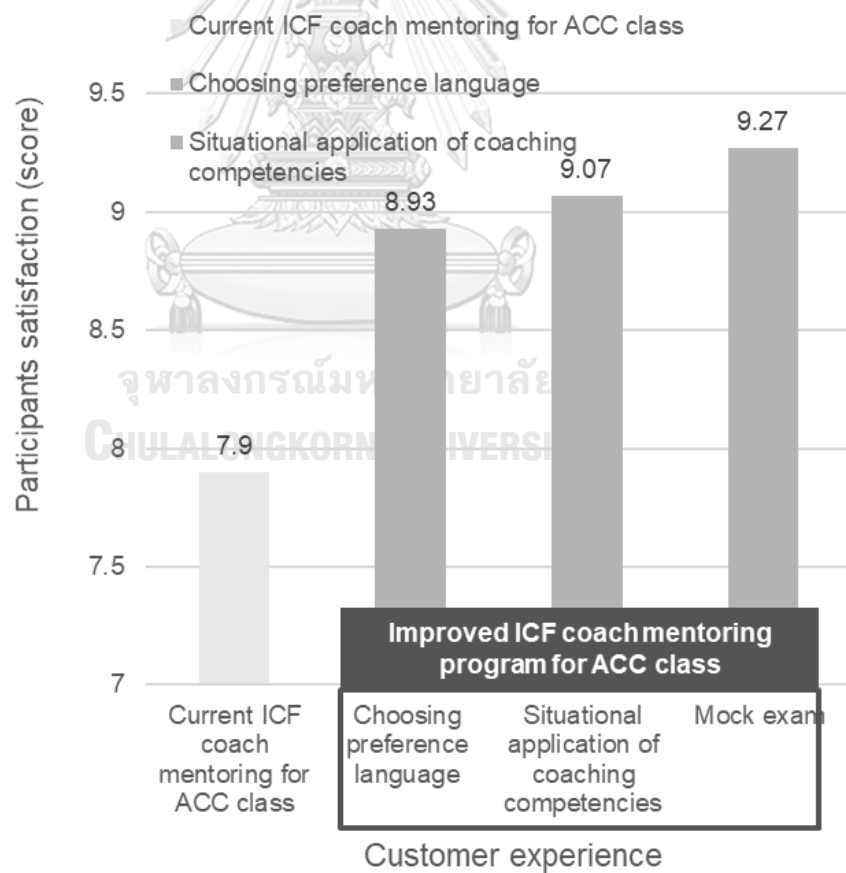


Figure 4.1 Mean participants satisfaction scores of customer experience in current and improved ICF coach mentoring program for ACC class (n=30).








Stage	ICF coach mentoring for ACC lecture classes		CKA Preparation class													
Goal	To proceed for coach knowledge assessment (CKA)															
Storyboard																
Action	Choose language preference for advance class	Learn coaching knowledge comprehension	Practice situational application of coaching competencies	Practice mock exam												
 Somchai Thought (Individual)	Better understanding because learning in Thai	Intensive class with a lot of discussion	Get familiar with question format	Experience testing												
 Somsri Thought (Company)	Prefer to learn in English	Like smaller class and very supportive instructor	Increase understanding in coaching knowledge and analysis skill	Understand the actual test format												
 <p>Participant satisfaction scores</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>Individual</th> <th>Company</th> </tr> </thead> <tbody> <tr> <td>ICF coach mentoring for ACC lecture classes</td> <td>8.83</td> <td>8.83</td> </tr> <tr> <td>CKA Preparation class</td> <td>9.42</td> <td>9.33</td> </tr> <tr> <td>Overall</td> <td>9.17</td> <td>9.17</td> </tr> </tbody> </table>					Stage	Individual	Company	ICF coach mentoring for ACC lecture classes	8.83	8.83	CKA Preparation class	9.42	9.33	Overall	9.17	9.17
Stage	Individual	Company														
ICF coach mentoring for ACC lecture classes	8.83	8.83														
CKA Preparation class	9.42	9.33														
Overall	9.17	9.17														
Process	Linear	Linear	Linear													
Touchpoints	Chat	1. Online classes 2. Class materials	1. Online class 2. Class materials													
Channels	Line	Online learning platform	Online learning platform													

Figure 4.2 Improved ICF coach mentoring program for ACC customer journey map

4.3 Participants perceived confidence in taking CKA questions

The overall mean participants level of perceived confidence after attending CKA preparation class showed statistically significant improvement ($t(30) = 4.97, p=0.000$); in the perceived confidence of all the participants compared to before attending CKA preparation class (Tables 5). Data in Table 5 also shows that participants rated their confidence in taking CKA with an average score of 2.53 (± 0.94) pre-learning and 3.63 (± 0.81) post-training on the 5-point Likert scale. Refer to Figure 4.2, in pre-learning, majority of participants (36.67%) rated their confidence in 2.00 ;13.33 % rated as “not at all confidence” in taking CKA; and no one rated as “extremely confident” in taking CKA. While, in post-learning, majority of participants (53.33%) rated their confidence in 4.00; 10 % rated as “extremely confident” in taking CKA and no one rated as “not at all confidence” in taking CKA. Therefore, rejection of the null hypothesis through the *t*-test analysis implies that the CKA preparation class in preference language might have a positive effect on participants level of perceived confidence.

Table 5

Comparison of the participants level of perceived confidence pre-learning and post-learning of CKA preparation class

Mean(SD)		t	df	p-value
Pre-class	Post-class			
2.53 (0.94)	3.63 (0.81)	4.97	29	0.000*

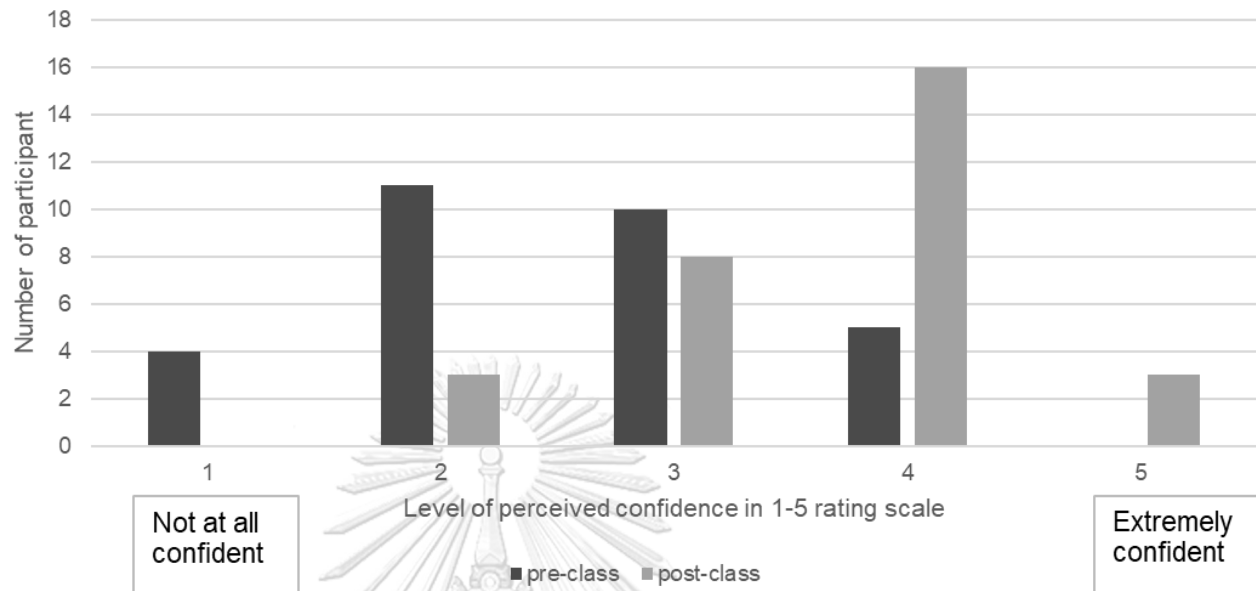


Figure 4.3 Number of participants in each level of perceived confidence in 1-5 rating scale pre-learning and post-learning of CKA preparation class

Chapter 5 Discussion

This chapter examine how improved ICF coach mentoring program for ACC which conducted by Thailand coaching institute as “CKA quick review preparation project” could improve participants experience and learning outcomes, and why some participants still experience dissatisfied feeling and learning outcomes result. Also, this chapter states the similarities and differences between this research result and existing researches. The outline of this chapter starts with overview of significant research findings, then discuss about research findings and existing researches.

5.1 Overview of significant research findings

A customer experience results in satisfaction or dissatisfaction feeling of customer (Purves et al.,2001), in which measure by participants satisfaction score in this research. With improvement of ICF coach mentoring program for ACC class by introducing of coach knowledge assessment (CKA) preparation class which consists of two teaching methods; situational application of coaching and mock exam, deliver in the participants preference language, could improve customer experience. To support above statement, the research result in section 4.2 shown that overall mean participant satisfaction scores of improved ICF coach mentoring for ACC class statistically significant increase in the participant satisfaction scores of all the students compared to current ICF coach mentoring program for ACC class satisfaction scores. Thus, it could be plausible to conclude that a coach knowledge assessment (CKA) preparation class could improve participants experience.

Moreover, the improved customer experiences in this research involves with ICF coach mentoring program for ACC learning and CKA examination. Undoubtedly, when participants failed CKA exam or experienced poor exam time management (based on skill or reading speed); or concerned of language due to lack of confidence or could not understand question, such experiences resulted in lower satisfaction scores compared to others in current customer journey map. Refer to touchpoint evaluation in section, participants satisfaction scores in ICF coach mentoring program for ACC learning, preparing or completing CKA, were resulted primarily from learning outcomes: exam score, exam completion time, and level of perceived confidence. So, with improved learning outcomes could improve

customer experience. To support above statement, the research result in see section 4.1 shown that overall mean scores which showed statistically significant improvement in the post-test exam scores of all the students compared to their pre-test scores (Refer to Table 1) in both types of questions; comprehension questions and analysis questions. Also, Overall marks were improved in post-test where majority of the students scored above 14; passed exam, and only three of them scored less than 14; failed exam. Secondly, the overall mean scores which showed statistically significant improvement in the post-test exam completion time of all the participants compared to their pretest exam completion time (Refer to Tables 3). Finally, with the overall mean participants level of perceived confidence after attending CKA preparation class showed statistically significant improvement in the perceived confidence of all the participants compared to before attending CKA preparation class (Refer to Tables 5). Overall, the learning outcomes were improved which in agreement with increasing of participants satisfaction scores as well. Thus, it could be concluded that improved learning outcomes from attending coach knowledge assessment (CKA) preparation class could improve participants experience.

5.2 Research findings and existing researches

5.2.1 Exam score

Exam score would be discussed based on Bloom's taxonomy (Bloom et al.,1956) and Ambrose (2010) learning principles, then the similarities and differences between exam score result of this research and existing researches would be discussed.

First, based on Bloom's taxonomy (Bloom et al.,1956), it shows that participants have changed their thinking and action: (1) Improved coaching knowledge comprehension; (2) Improved coaching knowledge analysis; and (3) Improved question analysis skills, which resulted in statistically improvement in exam score (see section 4.1.1). Particularly, participants have shifted their order thinking skills from comprehension level to apply level due to CKA preparation which helps participants to improve their apply skills. However, few participants still experienced poor exams scores; failed exam, in pose-test. This could possibly explain by Ambrose (2010) learning principles that "If students' prior knowledge has gaps and insufficiencies, it may not adequately support new knowledge"; Students' prior

knowledge can help or hinder learning. Even though all participants completed the ICF coach mentoring program for ACC, but in class has no internal exam like PCCP, so currently there is no certain way to assess participant's knowledge or skills attained from class except taking CKA. Refer to Bloom's taxonomy (Bloom et al.,1956), it could be explained that the current ICF coach mentoring program for ACC which use lecture class as teaching method might only provide the "understand" level which is not sufficient to pass CKA which also require in "apply" or "analyze" level. And for some participants, they might lack of "understand" level, so even they study in CKA preparation class, they still could not pass the exam.

Second, refer to chapter 2 related theory and literature review, the results of this study congruent with previous findings by Coble (2015), Khodabakhshzadeh (2017), and Dotson, Sheldon, & Sherman (2010); Gurung and Bord (2007, cited in Bord,2008); Balch (1998); Blewett and Kisamore (2009). Firstly, Coble (2015) and Balch (1998) found that students who participated in mock exam achieved higher mean scores which lead to them to pass the exam. Similarly, to findings from Khodabakhshzadeh (2017), mock exam in preparation class had positive effect on participants scores. Third, the exam preparation class with mock exam and answering practice questions activities: similar to situational application of coaching competencies, associated with improved performance (Dotson, Sheldon, & Sherman (2010). Forth, Gurung and Bord (2007, cited in Bord,2008) found that students who attended review sessions scored significantly higher on exams. Finally, case-based learning which is a teaching method for situational application of coaching competencies, helps to improve student exam performance on case-based exam questions. Conversely, some research findings have argued with the effect of the practice test on exam score. Pemberton, Borrego, and Cohen (2006) found that using online computer-based practice tests in reviews did not improve exam grades. Kalat (1983) also showed that a practice test which similar to exams had no effect on exam scores. Moreover, Hackathorn et al. (2012) conclude that practice tests have very little effect on exam scores. There is still no definite conclusion on the effectiveness of exam preparation class on exam score and it could be varied with many factors.

In conclusion, based on research result, CKA preparation class helps participants improved their understanding in coaching knowledge and their ability to analyze questions which increased chance

in achieving high score and passing CKA. The next section would be discussed about exam completion time.

5.2.2 Exam completion time

Exam completion time would be discussed based on Bloom's taxonomy (Bloom et al.,1956), then the similarities and differences between exam score result of this research and existing researches would be discussed.

First, based on Bloom's taxonomy (Bloom et al.,1956), it shows that participants have changed their thinking and action: improved exam time management skill, which resulted in statistically improvement in exam completion time (see section 4.1.2). As mentioned in root cause analysis section, lack of coaching knowledge comprehension and lack of coaching knowledge analysis are two out of three causes in poor exam time management. So, with improved coaching knowledge as mentioned in section 5.2.1, the overall time taking in exam decreased (see Table 3). Second, the result congruent with findings of Persky and Mierzwa (2018) that current knowledge is one of the factors influenced examination completion time. However, there is another cause of poor exam time management is poor reading speed. Alarfaj and Alshumaimeri (2012) state that fast reading is a skill that needs special training and careful application by the learner with supports from previous studies (Fadlallah, 2004; Garaibah, 2003; Virginia Tech., 2002; Amarnah, 1998; Buhairi, 1988). Some findings also state that individual need to follow certain curricula for increasing speed otherwise it might be the same level after elementary school (Huey, 2007; Krumian, 1999). Therefore, the CKA preparation class could only encourages participants to have self-awareness in their reading speed through Mock exam which applied from Arabsarhangi and Noroozi (2014) by setting time limits and stick to it and ensure the student appreciate the value of reading practice by familiarizing with exam (Burgess, and Head ,2005).

In conclusion, CKA preparation class helps participants improved their exam time management skill by improving their coaching knowledge comprehension and coaching knowledge analysis which reduced their exam completion time. Refer to key success factors in passing CKA with high scores, with

improved exam time management skill, it increases chance in passing CKA at the first time and achieve high scores. The next section would be discussed about participant satisfaction score.

5.2.3 Participant satisfaction score

Participant satisfaction score would be discussed refer to (1) Bloom's taxonomy (Bloom et al.,1956) ;(2) customer journey map; and (3) customer experience context. Then, the similarities and differences between exam score result of this research and existing researches would be discussed.

First, based on Bloom's taxonomy (Bloom et al.,1956), it shows that participants have changed their feeling: increased satisfaction in improved of ICF coach mentoring program for ACC class which are (1) choosing preference language; (2) situational application of coaching competencies; and (3) mock exam, which resulted in statistically improvement in participants satisfaction scores (see section 4.1.3).However, the mean participants satisfaction score of "Choosing preference language" solution which was 8.93 (\pm 1.11); lowest participants satisfaction scores compared to other solutions. So, even though this solution was considered as lowest satisfaction points in improved ICF coach mentoring program for ACC, it is statistically significantly improved participant satisfaction scores and there were still demand of language options in ICF coach mentoring program for ACC class.

Second, by applying customer journey map in this research, it helps understanding in participants experience through illustration of their goal, thought, action, and feeling: display of mean participants satisfaction score, in customer journey map which then helps in discovering and identification of participants pain points for improvement (see Figure 1.13). Then, in finding solution step in problem identification process, it helps develop initial ideas for ICF coach mentoring program for ACC class improvement: be able to design solution to solve participants major pain points. As a result, it shows that overall mean participant satisfaction scores of improved ICF coach mentoring program for ACC class showed statistically significant improvement compared to current class. As shown in the Figure6.1, the participants satisfaction score both individual and company person increased in improved ICF coach mentoring program for ACC class. To sum up, it is plausible to conclude that customer journey map is an effective tool in service improvement which congruent with previous results of (Design

council,2019; Kalbach,2016; Stickdorn, Hormess, Lawrence and Schneider,2018; Hague,2019; Reason, Løvlie, and Flu,2016).

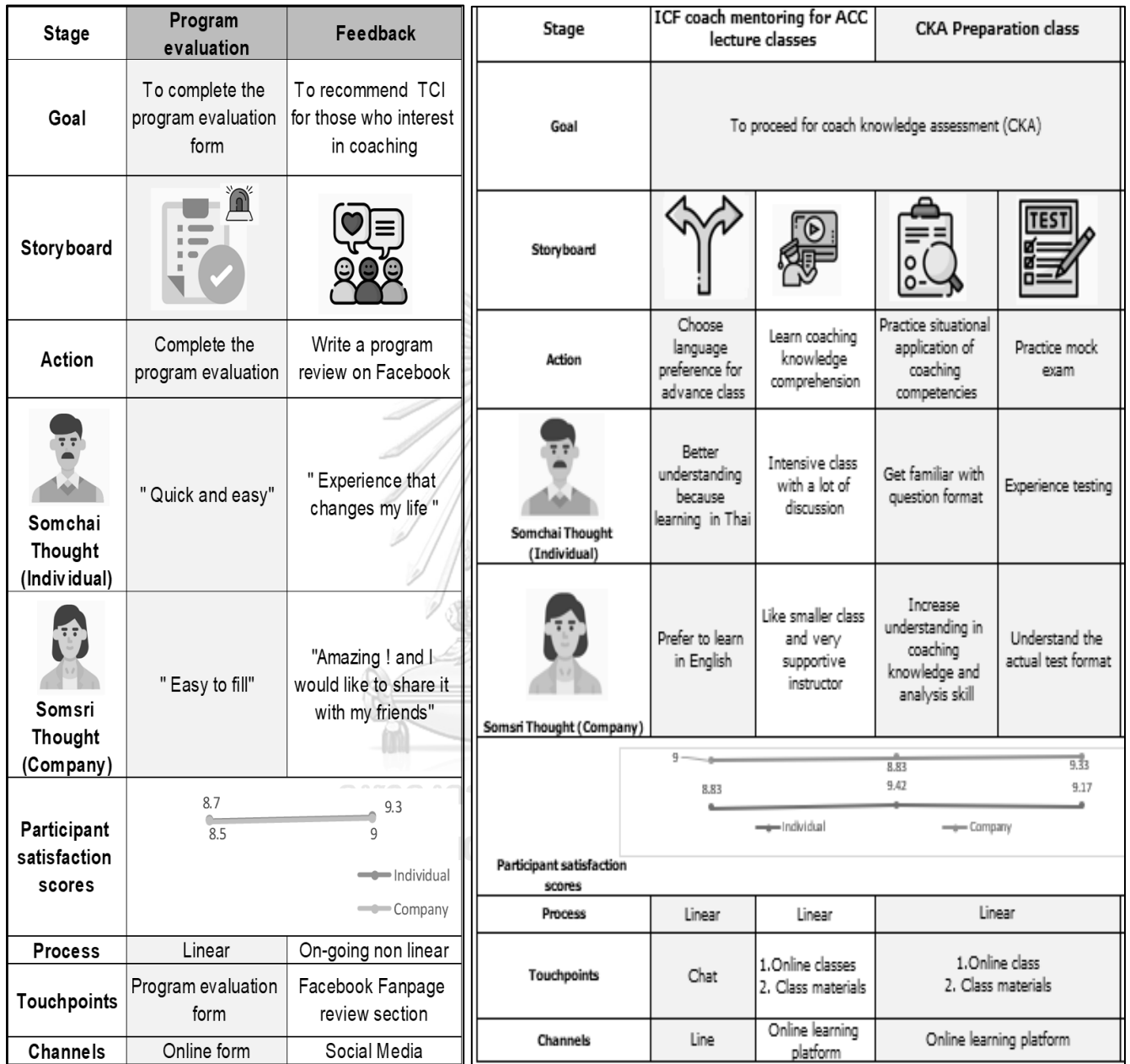


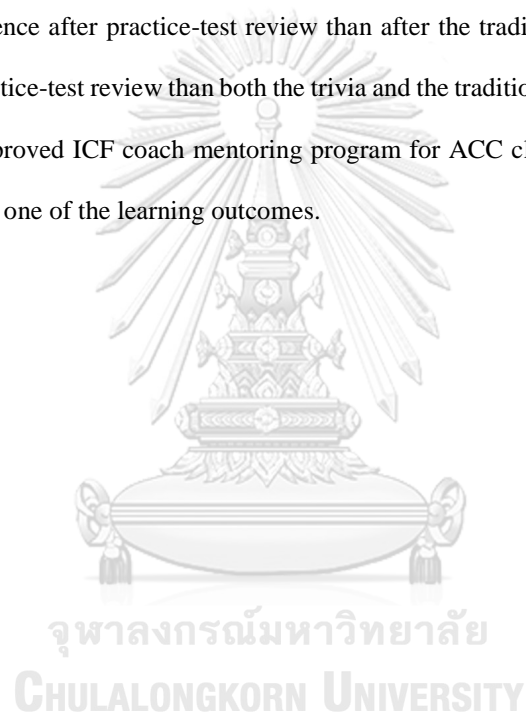
Figure 5.1 Customer journey map of current ICF coach mentoring program for ACC(left side) and improved ICF coach mentoring program for ACC (Right side)

Third, to discuss the result in customer experience context, with participants satisfaction improvement from this research, it could be indicated that participants requirements and needs have been met with proposed solution which also implied that participants might perceived as gaining or profit, and could lead to positively judgements toward company such as recommending or repurchase (Johnston and Kong, 2011). At the end with, it could increase competitive advantage (Pennington,2016; Pine and Gilmore ,1999; Schmitt,2013) of company over competitor which would help in current challenges of ACSTH program; sharply increasing of competitors. And also, it could be implied that with satisfied customer experience, lead to increasing in return (Pennington, 2016; Klaus,2015), which would help another current challenge of ACSTH program: reduction in income.

Forth, there are few researches on exam preparation class impact on participants' satisfaction with the similar research results. The current researches would be about participants' perception on particular teaching method or classes whether they were useful, helpful, preferable or not; which could imply to satisfaction feeling. Refer to chapter 2 related theory and literature review, the results of this study similar with previous findings by Bord (2008) and Blewett and Kisamore (2009).Bord (2008) found that mock exam is the most preferable review activities in participants' perspective. Similar to Blewett and Kisamore (2009), students perceived case-based tutorial: similar to situational application of coaching competencies teaching method, as helpful in preparing for exam questions and reviewing the course material. Blewett and Kisamore (2009).83.9 % of participants from 118 distance learners found that sample exam and answers was useful or very useful. Further, Cross, Whitelock and Mittelmeier (2016) point out that student performance as measured by module score was not correlated with measures of the exam preparation class experience or its teaching methods. They also concluded that performance should learning performance should not be the only dimension considered when monitoring the student experience of exam preparation class. As a result, it could be concluded that improved ICF coach mentoring program for ACC class helps increased participants satisfaction score which improve participant experience in ICF coach mentoring program for ACC class.

5.2.4 Perceived confidence

Based on Bloom's taxonomy (Bloom et al., 1956), it shows that overall participants have changed their feeling: increased perceived confidence in taking CKA, which resulted in statistically improvement in level of perceived confidence in taking CKA (see section 4.3). Refer to chapter 2 related theory and literature review, the results of this study congruent with findings of (1) Crouch et al. (2012) which claim that participants who attended an educational intervention; increased confidence in performing their expected outcome; and (2) Hackathorn et al. (2012) which conclude from research result that students reported more confidence after practice-test review than after the traditional review and feeling more prepared after the practice-test review than both the trivia and the traditional methods. As a result, it could be concluded that improved ICF coach mentoring program for ACC class helps increased participants perceived confidence: one of the learning outcomes.



Chapter 6 Conclusion and recommendation

This section concluded on the significant findings, recommendations for a case study company, research contribution, challenges and limitations and future research are stated below.

6.1 Conclusion

The key objective of this research is to improve customer experience by introducing coach knowledge assessment (CKA) preparation class: case study Thailand coaching institute. At the beginning, the company faced challenges in their Approved coach specific training hours (ACSTH) program which generated the most revenue in FY 2019, from increasing competitors, reduction of income, and impact from COVID-19 on educational industry and overall economy in Thailand. From problem identification process in participants' perspective, the study found two major pain points: poor exam time management based on skill and speed; and concern of language, in coach knowledge assessment (CKA) experience. Therefore, the focus of this study would be ICF coach mentoring program for ACC improvement which is the weak point of the Approved coach specific training hours (ACSTH) program to improve experience of participants who will take coach knowledge assessment (CKA). The proposed solution from literature review and expert's suggestion is coach knowledge assessment (CKA) preparation class which included of (1) situational application of coaching competencies and (2) mock exam, as teaching methods in participants' preference language.

This study collected data from 30 participants who attended CKA quick review project: the implementation project from Thailand Coaching institute for CKA preparation class to measure the improvement in learning outcomes: CKA preparation test exam scores; CKA preparation test exam completion time; and perceived confidence, and customer experience which measure in participants satisfaction score. For overview conclusion of this research, overall results of learning outcome and customer experience showed statistically significant improvement ($p < 0.05$) compared to the pre-learning period and the majority of participants passed CKA preparation test. To discuss the research results with learning framework of Bloom's taxonomy (Bloom et al., 1956), it could be claimed that participants have changed their behavior in learning (thinking, action, feeling) which indicate the successful in educational

experience improvement. In customer experience context, it could be implied that overall participants requirements and needs have been met which could lead to positive judgements toward company that helps company overcome the current challenges in increasing competitors and reduction in income.

6.2 Research contribution

With the impact of applying alignment diagrams as tool to improve current service which resulted in increased participants satisfaction, it creates awareness for an institution to explore and understand participants' need or pain point from their point of view and improve accordingly; the continuous improvement is recommended due to the changing in participants needs. Refer to online survey report in customer journey map by My Customer (n.d.), it states that 56% of practitioners who conducted customer journey mapping monthly; 37% for those who conducted it every six months, 22% for those who conducted it annually, and 28% every other year. reported that the programme's impact is 'extremely positive'. Thus, it is recommended for management level to allow conducting customer journey map with the appropriate time frame varies by each organisation. Further, institution could apply the concept from the research to helps their students prepare for license professions or high stakes examination, however these may vary in professions and context. The research reveals that even though it is not directly the responsibility of the institution to assist participants until they achieved their professional license. However, according to findings in this research, there were need from participants for their institution to helps them prepare for exam. Also, with increased pass rate, it could directly help participants to minimize their resources, and eventually resulted in better representation of the institution itself as the institution with high pass rates in licenses examination or high-stake examination.

6.3 Limitation and future research

The limitations of this research were, first, limited number and availability of participants in implementation due to the fact that each year, the ICF coach mentoring program for ACC generally has less than 50 students. Moreover, the participants could only be from the batch in 2019-2020 due to launching of new teaching method in year 2019. Moreover, most of the participants are in managerial level of their organisation with tight schedule in weekdays, so it could be a bit challenge to make an

appointment with them within expected timeframe. However, later with support from Thailand coaching institute class assistant, the survey or interview schedule could be done with some delay from expected period of time. For the future research with participants in managerial roles or tight schedule, the researcher should be well prepared in scheduling process, it is recommended to ask internal staff who familiar with participant about preferable contacting channel or available time of each participants. Second, the implementation could not conduct in Thai due to unavailable schedule of Thai instructor in ICF coach mentoring program during the researching period, also with management policy and limited number of participants. Third, with constraints in learning time, the number of questions and exam time in mock exam is less than the actual one. So, the recommendation for future research would be allowing participants to take online mock exam outside the class, then in class would focusing on discussion with the solutions instead. By that, the participants would truly experience the similar condition as the actual exam. And also, helps participants increase their reading speed through sets of online mock exam: with more practicing, it could help in improving reading speed, and gain expected skills for exam. Forth, COVID-19 situation impact on data collection method from Face-to-Face interview as initially planned. The method has changed into online channel instead. Also, with severity of situation in Thailand at that moment, all the interviewing or survey has been postponed from majority of participants for weeks.

For the future research, if it is applicable and possible, it is recommended to conduct research via online platform such as audio or video conference to avoid the effect from pandemics or any other causes that prevent the face-to-face interaction. Fifth, applied from Crouch et al. (2010), Future research should include objective testing of participants' skill in language proficiency and core competencies knowledge as well as follow-up to determine the extent to which the knowledge and skills has been incorporated into participants' actual CKA exam result.

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Appendix A The interview guideline for customer journey map validation (Applied from Kalbach,2016)

Before interviewing

- Brief about project, interview process and expectation
- Send consent form and project information leaflet (PIL) to inform participants
- Make a schedule and confirm a day prior to interview

During interviewing

- Start audio recording
- Greet participant and thank you
- Show the draft customer journey map to participant via online conference platform, so participants could see the flow of journey they will be asked
- Briefly explain about each stage: (1) Stage ;(2) Goal; (3) Action;(4) Thought;(5) Touchpoint and channel.
- Ask participants in each stage that “In this stage, were all of the above detail in agreement with your experience? If it is not, please specifying the difference.
- Stop audio recording
- End of interview and Thank you

Appendix B The questions for touchpoint evaluation (Modified from Yavapali, 2003)

Using a scale of 0 to 10, with 10 being "very satisfied" and 0 being "very dissatisfied, how satisfied are you with the touchpoints in the *following experiences* and why?

Phase 1: Registration phase

- Ask friends who attend the program before about TCI
- Look up in TCI website
- Check customer reviews or post on Facebook Fan page
- Contact TCI staff via online chat
- Ask sales for more detail about the program
- Fill the registration form Make a payment

Phase 2: Study PCCP class phase

- Read pre-study materials
- Communicate with classmates and TCI staffs
- Class register
- Learn concept and theory in face-to-face classes
- Practice coaching skills in face-to-face classes
- Work on online group assignment
- Attend online classes

Phase 3A: Post PCCP study for participants who did not continue for CKA

- Complete the program evaluation
- Write a program review on Facebook

Phase 3: Post PCCP study for participants who did not continue for CKA

- Complete the program evaluation
- Fill up the graduation request form
- Submit the documents

Appendix B The questions for touchpoint evaluation (Modified from Yavapali, 2003)-Continue

- Graduate from PCCP program
- Attend ICF coach mentoring for ACC classes online
- Study test preparation package Complete the exam online
- Provide positive feedback to friends



Appendix C Participants satisfaction question in improved ICF coach mentoring program for ACC class (Modified from Yavapali, 2003)

Using a scale of 0 to 10, with 10 being "very satisfied" and 0 being "very dissatisfied, how satisfied are you with the touchpoints in the *following experiences* and why?

- Choosing preference language
- Situational application of coaching competencies
- Mock exam



Appendix D The questions for root cause analysis for participant who complaint about poor exam time management:

- From your experience, what is the cause of “Poor exam time management”?

For participant who complaint about concern of language:

- From your experience, what is the cause of “concern of language”?



Appendix E The questions for finding key success factors for passing CKA at the first time with high score

1. What are the key success factors of passing CKA in the first time with high scores?
2. On a scale of 0 to 10, 0= not at all important to passing CKA in the first time with high scores ,10= extremely important in passing CKA in the first time with high scores. How would you rate each factor from your answer?



Appendix F The sample questions for CKA (ICF,2020a)

The following five questions are representative samples of the types of questions that may be on the test. Correct responses are shown in **bold**.

Domain: Setting the Foundation

The client is a high-energy manager with a generally positive outlook. Just before coming to the coaching session, the client was told that their responsibilities are about to drastically change and will no longer be doing the work they are passionate about. The client has come to the session in a particularly negative mood, and has expressed the desire to address this situation during today's session. What is the BEST way for the coach to proceed?

- a. Ask the client about all of the potential positive outcomes from this situation.
- b. Remind the client that the agenda for this session was set at the end of the last session.
- c. Explore the outcomes for the session and ensure that the client and coach are both clear on them.**
- d. Point out to the client how extremely important it is to be passionate about the work we do.

Domain: Co-Creating the Relationship

A client is explaining a situation to a coach, who senses that there is more that the client is not sharing. How should the coach approach the situation?

- a. Interrupt the client and ask for greater disclosure.
- b. Give the client the "bottom-line" read on the situation.
- c. Ask the client's permission to probe a little deeper.**
- d. Give the client feedback on the importance of honesty in coaching.

Appendix F The sample questions for CKA (ICF,2020a)-continue

Domain: Communicating Effectively

When dealing with a client who brings many issues to the table, it is best for the coach to pick the option

- a. where the coach has the most expertise.
- b. of asking what the client would like to start with.**
- c. that looks most likely to be handled in the time available.
- d. that the coach thinks can do the most good for the client.

Domain: Facilitating Learning and Results

An appropriate role for a coach in goal setting, planning, and prioritizing with a client is

- a. critiquing and embellishing a client's goals.
- b. letting the client self-determine the need for goals.
- c. taking charge of the process to ensure it is completed accurately.
- d. facilitating a process around the client's goal setting, planning, and prioritizing.**

Domain: Coaching Foundations and Knowledge Base

Every coaching conversation should include

- a. an action plan.
- b. an agenda identified by the client.**
- c. review of fieldwork.
- d. a summary by the coach of the client's progress.

Appendix G Coaching knowledge assessment (CKA) preparation test managed and prepared by

Thailand coaching institute

1 When you agree to follow the ICF code of ethics you will:	Analysis	8
always be available for any ICF events.	Comprehension	12
pay all fines for breaking the ICF rules.		
✓ always follow ICF ethics with your clients		
memorize all ethics and standards.		
2 Using metaphors as coaching tools is most effective when:		
the coach wants to be mysterious.		
the coach is teaching a concept.		
the client does not see the coach's perspective.		
✓ the client is trying to find clarity about something.		
3 A coach breaks the standards for professional conduct if he:		
sets different prices depending on the client.		
✓ uses information they learn from the client to make money.		
calls a client in order to confirm an appointment.		
tells the client something personal about him or herself.		
A client seeks for the coach to help them in creating a proposal. The best option for		
4 The coach is to:		
complete the proposal for the client.		
agree to do the job for the client and charge more money for it.		
✓ remind the client about the role of the coach.		
Report the client to the ICF.		
5 An ICF coach will keep all records of coaching session:		
available for the client to see.		
In a way that agrees with governmental laws.		
✓ in a confidential place.		
so they can be used in other documentation.		
One of the major differences between having a coaching conversation and having a		
6 regular conversation is:		
regular conversations are always much shorter than coaching conversations.		
✓ a coaching conversation is aimed at helping the client gain insight and meet their full potential.		
regular conversations do not challenge the intelligence of people.		
a coaching conversation always needs to follow a certain model.		

Appendix G Coaching knowledge assessment (CKA) preparation test managed and prepared by Thailand coaching institute-continue

	<p>Your client is usually very active and productive in his goals and in talking about his growing business. But lately you have noticed that your client is increasingly negative, not completing goals, and complaining about having no energy and just wanting to lie in bed all day. In this situation the</p>
7	<p>coach should:</p> <ul style="list-style-type: none"> ✓ attempt to get the client to see a doctor to ensure there are no medical issues. give the client some ideas of what you think might be wrong with them. emphasize with the client and let them know you have felt this way before and not to worry about it. focus on the ways that the client's business has been affected from this negative attitude and lack of energy.
	<p>Your client is always excited about the coaching sessions and generally seems to enjoy the discussions that you have. She has said some very</p>
8	<p>good goals, but rarely follows up on them so progress has been extremely slow. As a coach you should:</p> <ul style="list-style-type: none"> not worry too much about goals not being met, as long as the client is happy. tell the client very seriously that if they do not you will end the coaching relationship. ✓ ask in a sincere and empathetic way what is going on with the client in not completing promised actions or goals. complain to the client that nothing is being accomplished and the relationship should be terminated
	<p>9 When you throw away any old coaching records, you should be sure to:</p> <ul style="list-style-type: none"> ✓ ensure the confidentiality of your client in any way that you dispose of them. make sure you make digital copies of single record. send all copies of records to the clients for their approval. make sure that disposal of the records does not affect the environment.
	<p>You've noticed that your client has been increasingly depressed in the last couple sessions and has even talked about ending his life. As a coach</p>
10	<p>you should</p> <ul style="list-style-type: none"> Explore with the client why they're feeling so sad. ✓ Make sure the client understands your role as a coach and suggest that a seeing a therapist at this point is quite important. tell the client that they should try exercise to cheer up. end the coaching relationship with this client to avoid legal issues.
	<p>You are halfway through a 12 session coaching engagement, and more client tells you that she has finished everything that she said is goals. She</p>
11	<p>says there's nothing more for her to do. As a coach you should:</p> <ul style="list-style-type: none"> Tell her you agree and terminate the contract. Tell your client that it doesn't matter if she has nothing to do, she is required to finish the rest of the sessions. Remind the client of the contract she signed and the repercussions and she breaks it. ✓ Acknowledge your client's request and say that finishing the contract early is possible, but take time to explore what is going on in her thinking and the possibility of setting some more goals that will last til the end of the engagement.
	<p>12 If a coach has not seen a client for several months, the best approach is to</p>
	<p><small>(Question updated on 12-Jul-2020 10:26 PM)</small></p> <ul style="list-style-type: none"> get the client to promise to follow the coach's agenda. ✓ ask the client what they would like to get out of the session. act like your client never was gone and refer back to his last goals and actions that he was going to take before he disappeared. use your intuition as a coach to decide what you are going to do with him during the session.

Appendix G Coaching knowledge assessment (CKA) preparation test managed and prepared by Thailand coaching institute-continue

13	In your first meeting, your coachee tells you they want a coach that will challenge them, and will give them great advice. You:
	Tell your coachee you will do your best.
	Decline the coaching contract.
	Stay quiet.
	✓ Explain the role of a coach and your standard of practice as a member of the ICF.
14	The supervisor of your coachee is asking about his progress. You:
	Share what you have been doing with the coachee.
	Tell him to ask the coachee himself.
	✓ Remind him of the contractual agreement.
	Bring the coachee in to the manager with you to let him give an update.
15	Your coachee is sharing a story with you, but you feel that there is more to it than she is actually telling you. You:
	interrupt the coachee and tell them to tell you everything.
	tell the coachee that in order for coaching to work they need to be completely honest and open with you.
	✓ ask permission from the coachee to go a little deeper.
	tell the coachee what you really think is going on.
16	A coach that has great coaching presence:
	can really put on a show when they coach.
	has a perfect coaching formula that works every time.
	✓ is flexible in approach and sees beyond what is being said.
	can persuade the coachee to do anything.
17	You are coaching a staff member and they reveal that they are planning to leave the company without telling anyone. You:
	persuade them that the job market is difficult and for them to stay.
	immediately inform the coachee's supervisor.
	✓ acknowledge what they say and offer to coach them through their decision.
	terminate the session immediately.
18	The coachee has just made a very emotional discovery, and has paused for almost 30 seconds. As a coach you should:
	interrupt the silence and get the coachee thinking about something else.
	tell the coachee a story that he can emphasize with.
	✓ respect the coachee's emotions and remain silent while he processes.
	explain to the coachee what he needs to do now.
19	Your coachee has started wandering in his conversation. You:
	let him keep wandering for the next five minutes to get it out of his system.
	✓ ask him a question to get him back on track
	tell him to stop wasting time.
	smile, take notes, and not say anything
20	If a coach is effectively listening, he:
	catches every single detail of what the coachee says.
	can think about what he going to say back to the coachee while the coachee is talking.
	✓ can understand both what is being said and what is NOT being said.
	is able to cut the coachee off at the right point.

Appendix H Participants perceived confidence in taking CKA question (Modified from Crouch et al., 2010)

- On a scale of 1-5, 1 being not at all confident and 5 being extremely confident, how confident would you feel doing CKA before learning in CKA quick review preparation project?
- On a scale of 1-5, 1 being not at all confident, and 5 being extremely confident, how confident would you feel doing CKA after learning in CKA quick review preparation project?



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