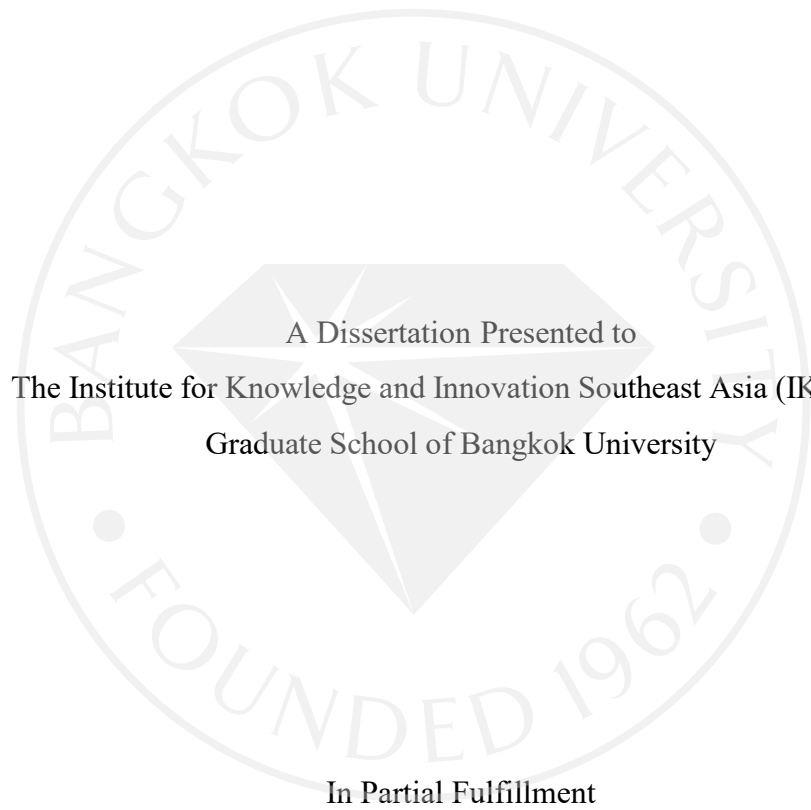IMPROVEMENT OF THE LEARNING ORGANIZATION CULTURE AND

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Sitthimet Solthong

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Title: Improvement of the Learning Organization Culture and Customer

Experience Performance of the Car Dealers of one US Automotive

Company in Thailand Using Organizational Coaching Interventions

Author: Sitthimet Solthong

Dissertation Committee:

Dissertation Advisor   _____

(Dr. Xavier Parisot – Bangkok University)

Chairman   _____

(Professor Dr. David Vallat – Sciences-Po Lyon)

Ph.D. KIM Program Director   _____

(Assoc. Prof. Dr. Vincent Ribière – Bangkok University)

Committee Member   _____

(Ass. Prof. Dr. Dongcheol Heo–Bangkok University)

External Committee Representative   _____

(Ass. Prof. Dr. Thanawan Sangsuwan)

(Assoc. Prof. Dr. Vincent Ribière)
Ph.D. KIM Program Director - Managing Director IKI-SEA

April 4, 2022

DECLARATION

In accordance with the Bangkok University Honor Code, I certify that my submitted work here is my own work, and that I have appropriately acknowledged all external sources that were used in this work.

April 4, 2022

Sitthimet Solthong

ABSTRACT

Coaching has been increasingly adopted as one of the organization intervention tools to improve organizational performance factors such as leadership, talent development, employee competency, and employee engagement. However, it lacks strong and tangible results that can convince organization leaders to invest in coaching interventions as a long-term solution to improve organizational performance. This research aims at providing empirical evidences on the impact of coaching interventions toward the adoption and implementation of a learning organization perspective that helps to enhance customer experience at the car dealership level. The research applies a quantitative methodology to study seven car dealers of an international US automotive company in Thailand (CDS), all of which are Thai small and medium-sized enterprises (SMEs). An adapted version of the Dimensions of the Learning Organization Questionnaire (DLOQ) was developed to measure seven dimensions of the organizational progress on both the learning organization culture and the customer experience performance and knowledge performance as a result of organizational coaching interventions. The modified

DLOQ was used to compare the results between the car dealers who received the customer experience management (CEM) coaching interventions and the ones who did not. A total of 300 samples with a response rate of 69% from the employees of the seven car dealers was received with 184 samples from four coached dealers and 116 samples from three non-coached dealers. The findings show that the CEM's organizational coaching interventions (OCI) at the CDS dealers have a significant impact on all seven dimensions of learning organization culture (LOC) and customer experience performance (CEP). The impact of the OCI on the CEP is also partially mediated by the LOC. Significant positive correlation between the LOC and both the knowledge performance (KP) and the CEP were found. The strength of the OCI lies in the global and team levels of organizational learning while the individual level of organizational learning was least improved. As a result of the OCI, the two dimensions of learning organization culture – strategic leadership for learning (SL) and continuous learning (CL) – significantly contribute to the improvement of the organizational performance. Only one dimension: SL, significantly contributes to both the KP and the CEP, whereas the CL dimension only significantly impacts the KP.

The research presents some limitations that are connected to the positivistic nature of the quantitative survey that was used. The results demonstrate the positive impact of the coaching interventions on the learning organization culture and on the customer experience performance. However, in the absence of a qualitive analysis, specific explanations justifying these results are not available. Future qualitative exploration would complement the present quantitative analysis, and focus group, panel of experts, and field research would provide additional insights and know-how to improve the coaching interventions. Improvement of coaching interventions would

help optimize their impact on the seven dimensions of the learning organizations culture and on the customer experience performance.

On the managerial side, the present thesis offers tangible proofs of the value of coaching interventions to improve both the learning organization culture and customer experience performance. It also demonstrates the efficiency of the coaching tools applied to car dealers' managers and executives. On the academic side, the construct proposed in this thesis is unique and combines three main important elements: coaching interventions, the learning organization culture and customer experience performance. This first exploration of the impact of coaching interventions on the learning organization culture and on customer experience performance could inspire future investigations to better measure the level of improvement of the organizations using coaching interventions. Obviously, further investigations of the connections between coaching interventions, the learning organization culture and customer experience performance are required to confirm the results obtained from different car companies and other industries and to enrich the theoretical construct and therefore provide better modelized interactions between the variables. The long-term benefits of coaching interventions on improving and sustaining the customer experience performance through the learning organization culture should also be explored. Moreover, future research collaboration between coaches, scholars and practitioners for developing evidence-based practices in coaching interventions is encouraged.

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My Ph.D. journey would not have reached the point of this dissertation being completed without the help of so many great people along the way. First and foremost, I am profoundly grateful to Dr. Xavier Parisot who has always been very supportive of my academic ambitions. His perfection and high standards have energized my potential and enlarged my skillset to a degree I never thought I could attain. Our collaboration over the last 6 years will remain one of the most memorable experiences that I can share with colleagues and students.

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LIST OF ABBREVIATIONS

The following abbreviations have been used to facilitate understanding and interpretation of the data and results of the research: Abbreviations are used to represent both latent variables and observed variables:

CDS stands for Car Dealers of one US automotive company in Thailand

CEP stands for Customer Experience Performance

CI stands for Continuous Learning

DI stands for Dialog and Inquiry

DLOQ stands for Dimensions of Learning Organization Questionnaire

ES stands for Embedded System

EP stands for Empowerment

KP stands for Knowledge Performance

LO stands for Learning Organization

LOC stands for Learning Organization Culture

OCI stands for Organizational Coaching Interventions

OL stands for Organizational Learning

SC stands for System Connection

SL stands for Strategic Leadership for Learning

TL stands for Team Learning and Collaboration

CHAPTER 1

INTRODUCTION

1.1. Rationale and Problem Statement

According to Thailand's 20 year National Strategy 2018-2037, national competitiveness enhancement is one of the six strategies to drive Thailand towards its vision of becoming a developed country under the principles of "security", "prosperity" and "sustainability" and in accordance with its philosophy of a "sufficiency economy". Under this national strategy, there are 23 master plans to be implemented, one of which focuses on "industries and services for the future" under which heading is included the automotive industry (Office of the National Economic and Social Development Council, 2018). Thailand has a huge automotive industry with a large ecosystem (Figure 1.1). Thailand is currently the largest car manufacturer in Southeast Asia employing 850,000 people through 23 car assembly plants, eight motorcycle plants, 386 tier-one auto parts makers and 1,700 tier-two and tier-three auto parts makers. The performance of these enterprises will inevitably have a broader impact on many companies in the supply chain, including small and medium sized enterprise (SME) business owners in auto parts manufacturing and automotive retailing.

According to the Federation of Thai Industries (FTI), the automotive industry contributes around 10% of the country's GDP. The export of automotive products earned 950 billion baht for the country in 2018, compared with 941 billion in 2017. The FTI forecast car production at 2 million units for 2020, with both local consumption and export at 1 million each (Maikaew, 2019). In fact, yearly domestic car sales dropped to 792,146 vehicles in 2020 (Sriring & Thaichareon, 2021).

Already in 2019 , local sales of cars dropped for the first time in three years, with sales at 1.01 million units – a 3.3 percent decrease from 2018 – due to auto-loan rejection by auto-leasing companies and new models being released in the last quarter of 2019 (Maikaew, 2020). The 2019 decrease in sales in Thailand is in line with declining sales for the automotive industry globally due to digitalization and behavioral changes among customers.

In the past few years, digitalization has revolutionized various industries in the way we communicate and acquire information, including our purchasing behaviors. McKinsey's 2016 study (as cited in Scherpen et al., 2018) shows that 90% of customers use car manufacturers' official websites or other car-related internet websites to access car information at the beginning of the purchasing process. This has led to a decrease in the frequency of customers' visits to dealers before purchasing a car from five visits to one. 85% of customers still visit car dealerships before purchasing, but 25% report themselves dissatisfied with the process.

Dr. Dieter Zetsche, Chairman of the Board of Management of Daimler AG and Head of Mercedes-Benz Cars, states: "We are transitioning from car manufacturer to networked mobility provider, whereby the focus is always on the individual – as customer and employee" (Scherpen et al., 2018, p.374). Consequently, focusing on customer experience and employee engagement has become a key strategic direction for automotive companies, and customer experience management is increasingly a crucial strategy to counteract the challenges of digitalization and customers' behavioral change (Scherpen et al., 2018).

Figure 1.1

Thailand's Automotive Industry Ecosystem
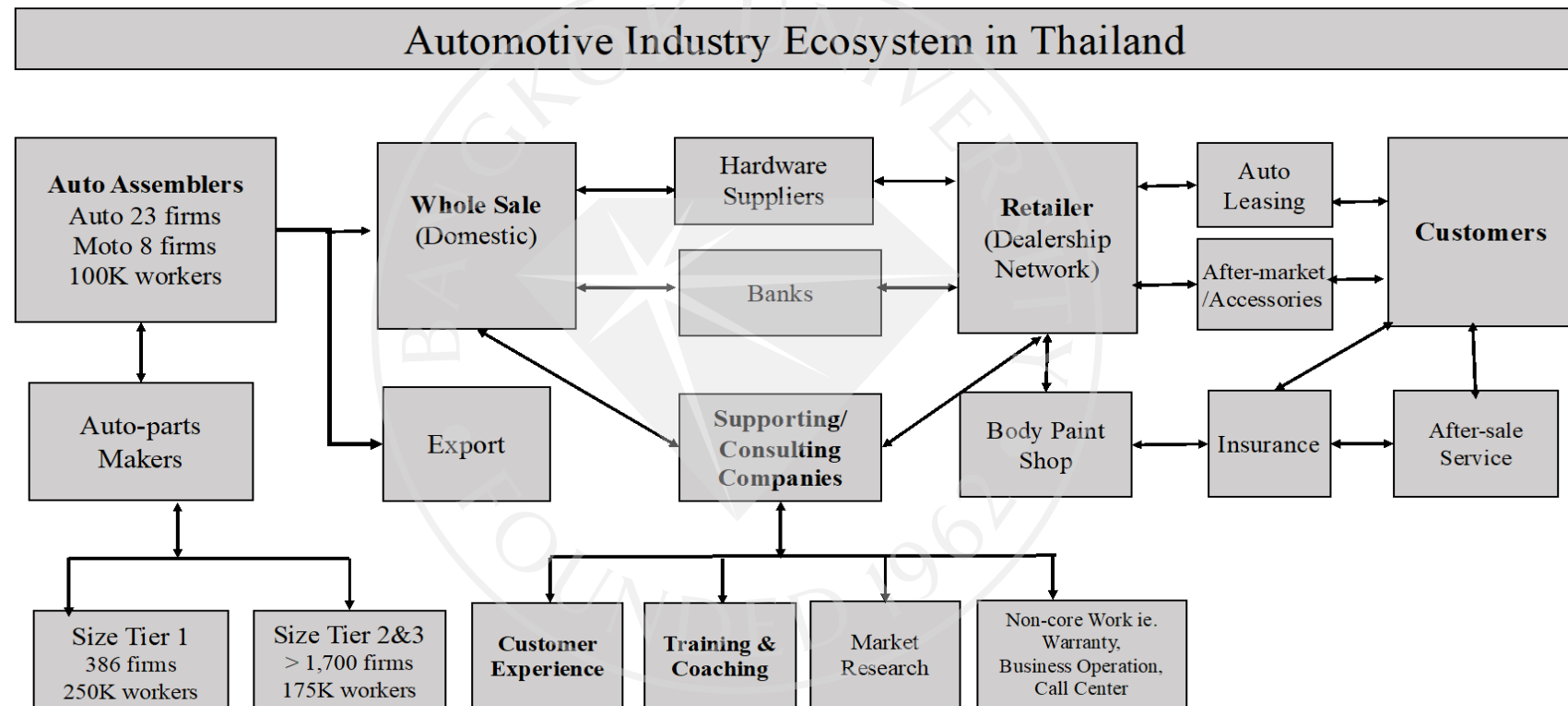
Note. Information synthesized from: 1) Master Plan for Automotive Industry 2012-2016 (Thailand Automotive Institute, 2012);

2) The Future Trend of Automotive and Parts 2014-2018 (Harnhirun, 2014)

Elena Ford, Chief Customer Experience Officer at Ford Motor, has initiated and developed a customer management experience program to stress the importance of this strategy. As she notes: "Whether it is getting oil changed or dealing with a call center, experience is important. Loyalty is very important. We want to be easy, thoughtful and caring about the way we handle situations" (Howard, 2018).

Similarly, customer experience management (CEM) at CDS is aimed at managing customer experience at the car dealership while at the same time focusing on the dealership's employees. It is designed to use coaching as an integral intervention tool to ignite a culture of caring and trust at the dealership level. Employees at the dealership can then deliver the most trustworthy customer experience to their customers. The result has been satisfactory because the car dealers who have received CEM coaching interventions outperform those dealers who have not, on all measurements including profitability, customer satisfaction and customer loyalty (CDS, 2019). However, there have been only a few empirical studies which can confirm the return on investment (ROI) of coaching interventions (Parker-Wilkins, 2006; Phillips, 2007), and therefore company leaders often find it difficult to justify the costs of such organizational interventions (Smith & Tosey, 1999).

Nevertheless, coaching interventions have contributed significantly to company performances in such areas as in leadership development, change management, employee retention, and customer satisfaction (Athanasopoulou & Dopson, 2018; Ely et al., 2010, Phillips, 2007). Moreover, the effectiveness of coaching interventions in improving skills, core competencies, and performance of both executives and employees has been confirmed in several empirical studies (Olivero et al., 1997; Bond & Seneque, 2013; Liske & Holladay, 2016). However, we

have found no empirical research on the impact of organizational coaching interventions on customer experience performance and learning organization culture in the automotive industry; not to mention at the level of the car dealership.

The present study adopts a learning organization approach to further evaluate the impact of CEM coaching interventions at CDS car dealers beyond customer experience performance. Its aim is to demonstrate that the CEM interventions at CDS have had a significant impact on both customer experience and the learning organization culture. Improved learning organization culture has also led to the enhancement of both knowledge performance and customer experience performance.

This study sets out to provide strong empirical evidence to convince SME owners and business leaders to make informed decisions about employing organizational coaching interventions as a long term investment strategy. Coaching interventions can be incorporated as one of the strategic leadership and organizational development tools to help organizations strengthen their learning organization culture and enhance their customer experience performance in order to stay competitive.

1.2 Objective of the Study

The present study aims to address the gap between expectations and actual results of organizational coaching interventions in customer experience management. Currently, most car dealership owners and leaders evaluate the impact of coaching interventions on short-term results such as increase in sales, customer satisfaction and employee retention, overlooking such important aspects as knowledge creation, leadership development, and strong learning organization culture, which take longer to produce concrete results.

Hence, the purpose of this study is to evaluate the impact of customer experience management (CEM) coaching interventions on both customer experience performance and learning organization culture at the dimensional level as defined by Marsick and Watkins (2003). Marsick and Watkins' model of learning organization and their survey instrument, the dimension of learning organization questionnaire (DLOQ) are selected based on their comprehensive definition of learning organization, their less studied developmental perspective and their proven field test application in many organizations compared to other learning organization's measurement tools.

Secondly, this study seeks to understand the relationships between a particular learning organization culture and its performance outcome both for knowledge performance and customer experience performance. These relationships are further explored between each dimension of the learning organization culture and both knowledge performance and customer experience performance. The findings of this study should provide insights into which dimensions of learning organization culture are critical in increasing the performance outcomes of the organization.

1.3 Scope of the Study

CDS Thailand has a business ecosystem as depicted in Figure 1.2. In order to preserve the anonymity of the company, its name was replaced by CDS, which is the acronym for "Car Dealers of one US automotive company in Thailand". As of February 14th, 2022, there were 148 authorized CDS stores in Thailand who operate both sales showrooms and service centers. Only 32 of these participated in the CEM coaching program in 2019/2020. The annual CEM program usually starts in the second quarter of the year and must be completed within the first quarter of the

following year. Unfortunately, the CEM program was discontinued temporarily in 2020/2021 and 2021/2022 due to COVID 19.

CDS recruits local professional coaches as customer experience management (CEM) coaches to execute its CEM program in each country. The current researcher is acknowledged as a professional certified coach (PCC) by the International Coach Federation (ICF) and has been coaching and training for more than 10 years. Since 2017 the researcher has been recruited by CDS Thailand to work as their CEM coach to oversee four to seven dealership stores each year. As CEM coach, the researcher needs to visit dealers' showrooms and service centers seven times per year to implement the CEM coaching interventions as required by the CDS Thailand.

The CEM coach has to help leaders among car dealers identify problems and provide solutions that relate to customer experience enhancement. The coach must also closely follow up on the progress of action plans to ensure that the improved results meet the goals of both dealers and CDS. The coach's yearly employment contract will be renewed if the coach's performance meets the expectation of both CDS and car dealer owners or dealership principals (DP).

The present study sets out to compare the impact of CEM coaching interventions' on customer experience performance and learning organization culture between CDS dealers who over three years have received CEM coaching interventions ("coached dealers" for short) and CDS dealers who did not receive any coaching from the CEM program ("non-coached dealers"). Four coached dealers and three non-coached dealers were selected as the sample for this present research. These car dealers are located in every region of Thailand except in the North.

Figure 1.2

CDS Thailand Ecosystem

Note. *Only stores with sales showroom and service center, **CEM = Customer Experience Management

The study also explores the relationship between learning organization culture and knowledge performance and customer experience performance.

This research adopts a quantitative methodology using the modified DLOQ as the main instrument. The usage of the DLOQ has been empirically validated and tested over a number of years to measure various performance indicators in across a range of industries and countries. (Ellinger et al., 2002; Joo & Mclean, 2020; Kim et al., 2015; Kim & Marsick, 2013; McHargue, 2000; Pimapunsri, 2014; Song, 2008; Zhang et al., 2004). The DLOQ has been modified to fit with the context of this study by including the area of customer experience performance.

1.4 Research Questions

A review of the literature reveals the following research gaps.

First, there is no research about the impact of organizational coaching interventions on customer experience performance for car dealers in Thailand.

Second, there is no research about the impact of organizational coaching interventions from the learning organization perspective.

Third, there have been no previous empirical studies linking together these three concepts: coaching interventions, learning organization culture and customer experience

To fill these research gaps, the present study attempts to answer the following research questions:

1. To what extent do coaching interventions help enhance each of the seven dimensions of learning organization culture (Marsick & Watkins, 2003) and customer experience performance?

2. Is the impact of coaching interventions on customer experience performance mediated by the learning organization culture?

3. To what extent does learning organization culture impact both knowledge performance (Marsick & Watkins, 2003) and customer experience performance?

4. To what extent does each of the dimensions of learning organization culture have an impact on both knowledge performance (Marsick & Watkins, 2003) and customer experience performance?

1.5 Significance of the Study

The current research attempts to assess the impact of coaching interventions on customer experience performance and on learning organization culture at a dimensional level that has never been attempted before. This research also takes a less often adopted developmental perspective on learning organization. This developmental perspective states that becoming a learning organization is not just the destination, it is the journey. This is in line with how coaching works, because it usually takes time to produce tangible results for the organization. Furthermore, empirical assessment of the benefits of coaching is still at an early stage (Schutte & Steyn, 2015).

Positive research findings would emphasize the importance of CEM coaching interventions in not only enhancing customer experience and knowledge performance but at the same time helping to build learning organization culture. Organizations can also assess which dimensions of their learning organization are crucial to improving both knowledge performance and customer experience performance. As a result, they can customize their coaching interventions to maximize their organization

performance by improving the dimensions of learning organization culture. More broadly, the present study should be useful and practical for organizations in using coaching interventions to improve their organizational performance.

The present study also aims to help Thai SME retailers realize the importance of becoming a learning organization in the long term and investing more resources in both employee and organizational development. The current research findings should be beneficial not only for Thai SME retailers in the automotive industry, but for similar types of retailers in other industries.

"The Government of the Republic of Korea (ROK) used the DLOQ to guide development of a policy-oriented Learning Organization Initiative (LOI) to increase employee skills and capabilities in small and medium size enterprises (SMEs)" (Kim & Marsick, 2013, p. 207).

As shown in Figure 1.1, there are many SMEs operating in the automotive industry from upstream production to downstream retailer. However, there is at present no Thai-owned car brand. Foreign automotive companies produce and assemble cars in Thailand and distribute these cars both domestically and internationally via local retailers or dealers. The greater part of the car dealership network in Thailand are Thai-owned SME companies (Weerasombut, 2017). Even though they work closely with foreign brand owners to help them sell their cars and train their people, Thai SME retailers have to find their own ways to stay competitive in their markets and regions. The performance of foreign car companies, their product defects or their brand mishaps inevitably affect the SME retailers financially. For example, General Motor's decision to exit from Thailand market by the end of 2020

definitely hurt their entire local dealership network, both dealership owners and their employees (Parpart, 2020).

Therefore, in order to survive in the competitive retail environment especially during Covid-19, most dealers could not focus only on sales-driven activities or short-term strategies and limit their investment to enhancing skills for employees across the organization. "To compete effectively, businesses must focus on the customer's shopping experience" (Grewal et al., 2009, p.1).

The foreign car producer studied here encourages its retailers to invest in employee and organizational skills development to improve the quality of customer experience. To achieve such a goal, they organize a yearly plan of training and coaching interventions using external coaches under the CEM program.

This strategy is aligned with the master plan of the National Strategy 2018-2037 to develop smart entrepreneurs and for SMEs to be equipped with the skills necessary for a hyper-competitive market. The objective is to increase their contribution to the overall economy (Office of the National Economic and Social Development Council, 2018). Therefore, the research findings of the present study may help to encourage the Thai government's providing increased funding for the coaching interventions to build a learning organization culture in Thai SMEs.

The present study also aims to contribute to the growing literature on learning organizations and their relationship to organizational performance. The current research findings should also help coaches assess their impact on and contribution to the organizations when it comes to helping them become learning organizations. It also helps establish business cases for the dimensions of learning organization culture required for customer experience enhancement.

Lastly, the current research findings should also benefit professional coaches and the coaching community around the world. Coaches can use this present study as an empirical reference when they are bidding for coaching projects with their prospective clients for organizational development or customer experience management projects in both public and private sectors.

1.6. Definition of Terms

The present study encompasses three major concepts: 1) learning organization; 2) coaching; and 3) customer experience. Coaching and training is an intervention tool used by organizations to improve performance in the automotive industry in such areas as sales targets, service improvement, and process improvement. However, because each CDS car dealer is selling the same products and services, the differentiating factor at the dealership is customer experience management.

The main objective of the CEM coaching interventions for this study is to improve the customer experience and contribute to the success of car dealers in the long term. However, even after receiving the same coaching and training services provided by the CDS company, each dealer still performs differently. These fluctuations in dealers' performance may be attributed to different factors such as organization types, leadership styles, employees' competency, and compensation schemes. The present study looks into the different dimensions of learning organization culture as a cause of performance differences. It also explores whether, and if so to what degree, organizational coaching interventions have a direct impact on each of the seven dimensions of learning organization culture and customer experience performance. Which of these learning organization culture dimensions have an impact on the customer experience enhancement is also examined.

The following main definitions are proposed to clarify the mobilized concepts.

A *Learning Organization* is "One that learns continuously and transforms itself. Learning takes place in individuals, teams, organizations and even the communities with which an organization interacts. Learning is a continuous, strategically used process, integrated with and running parallel to, work. Learning results in changes in knowledge, beliefs, and behaviors. Learning also enhances organizational capacity for innovation and growth. The learning organization has embedded systems to capture and share learning" (Watkins & Marsick, 1993, p. 8).

From the range of definitions examined in the literature review in Chapter 2 following, the above definition from Watkins and Marsick (1993) is selected because it covers the maximum and relevant properties of learning organizations compared with other definitions. Since this research adopts Watkins and Marsick's definition of learning organizations, their definitions of constructs for the dimensions of the learning organization also apply automatically.

Learning Organization Culture: has been derived theoretically from a learning organization perspective (Marsick & Watkins, 2003). The specific seven dimensions of a learning organization culture as proposed by Watkins and Marsick (1996) have been designed to measure learning within the workplace from a cultural standpoint (Yang, 2003).

- *Continuous Learning* (CL) - Creating and supporting continuous learning opportunities

- *Inquiry and Dialogue* (DI) - Promoting interactive inquiry and dialogue

- *Team Learning and Collaboration* (TL) - Encouraging collaboration and team learning

- *Embedded Systems* (ES) - Establishing systems to capture and share learning

- *Empowerment* (EP) - Empowering people toward a collective vision

- *System Connection* (SC) - Connecting an organization to its environment

- *Strategic Leadership* (SL) - Providing strategic leadership for learning practices

Dimensions of the Learning Organization Questionnaire (DLOQ): a constructive conceptualization of learning organization measures, originally comprising 43 items to measure the latent variables of each of the abovementioned seven dimensions (CL, DI, TL, ES, EP, SC, SL). It also includes a separate section on two organizational outcome variables: financial performance and knowledge performance. Watkins and Marsick (Marsick, 2013) produced a short version of the DLOQ which still maintains the original theoretical structure. This short version includes 21 items within the seven dimensions of learning organization culture (CL, DI, TL, ES, EP, SC, SL); 3 questions per each dimension.

Financial Performance: "State of financial health and resource available for growth" (Marsick & Watkins, 2003, p.139).

Knowledge performance: "Enhancement of products and services because of learning and knowledge capacity" (Marsick & Watkins, 2003, p.139).

The International Coach Federation has provided a definition of coaching that has been used and referenced by coaches around the world. Its definition of coaching and model of core competencies also covers most of the elements of good coaching identified from the synthesis of definitions in the literature review chapter. Therefore, the ICF's definition of coaching has been adopted here.

Coaching: is "partnering with clients in a thought-provoking and creative process that inspires the client to maximize their personal and professional potential" (International Coaching Federation, 2015).

Customer Experience: "The customer experience construct is holistic in nature and involves the customer's cognitive, affective, emotional, social and physical responses to the retailer. The experience is created not only by those elements which the retailer can control (e.g., service interface, retail atmosphere, assortment, price), but also by elements that are outside of the retailer's control (e.g., influence of others, purpose of shopping). The customer experiences encompasses the total experience, including the search, purchase, consumption, and after-sales phases of the experience and may involve multiple retail channels" (Verhoef et al., 2009, p.32). The above definition of customer experience is selected because it clearly explains the aspects of retail which are the focus of the present study, CDS dealers.

Customer Experience Index (CEI): CDS's global customer experience index has been developed on the basis of responses to a set of standardized questionnaire sent to CDS customers after purchasing new vehicles or using services at CDS service center by email and SMS within 10 days. This CEI divides into two kinds: CEI-Sales and CEI-Service. Since the CEI survey is performed by the actual customer, it is therefore the actual customer experience performance or index.

Dealership Principal (DP) or Dealer: the business owner of an authorized CDS dealership. As of February 14, 2022, there are 17 CDS dealership owners operating 174 stores in Thailand. 148 stores out of 174 stores have both sales showrooms and service centers.

Leader or Leaders: The DP and all members of the management team of the car dealers who have at least the manager's title.

CEM Team Leaders or Team Leaders: All members of the CEM leadership team regardless of their titles or positions.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

"Fortune 500 firms 1955 vs 2017: Only 60 remain, thanks to the creative destruction that fuels economic prosperity" (Perry, 2017). "Digital disruption will wipe out 40% of Fortune 500 firms in next 10 years, say c-suite execs" (Rossi, 2017).

These headlines explained how "creative destruction" (Schumpeter, 1976) and digital disruption (Vesti et al., 2018) are affecting companies in all industries. Firms struggle to find their ways to make a profit and avoid being wiped out by business digitization (Lenka et al., 2016; Perry, 2017; Rossi, 2017). In order to prevent such disruptions, firms are striving to become "learning organizations" (Vey et al., 2017), but becoming a learning organization requires total commitment from all stakeholders as well as strong leadership support. Organizations need to be sensitive to external environmental changes and adapt quickly (Sidani & Reese, 2018b), with relevant factors including customers, competitors, suppliers, regulations, labor unions, politics, cultural factors, to name only a few (Ajayi, 2016). The sheer speed of change is also fueled by globalization, hyper-competition, digitization, and digitalization.

Firstly, globalization (Dunning, 2014) is an undeniable phenomenon which is fundamentally changing the way business is conducted. Many industries "have witnessed accelerated and enhanced globalization in both pace and magnitude in the latter half of the 20th century" (Ma, 2004, p. 907), and the automotive industry is no exception. According to Fitch Ratings (Raimonde, 2019), global car sales were expected to decline by about 3.1 million in 2019. This is a larger unit decrease than in 2008 and the steepest drop since the great recession.

Secondly, the phenomenon of hyper-competitive markets or hyper-competition (D'Aveni, 1998) is influenced by four fundamental driving forces: customer expectations, technology, barriers to entry, and the use of "deep pockets". Intense and rapid competition from hyper-competitors puts all firms at higher risks because of increased economic uncertainty (Valaei et al., 2017). The problem of hypercompetitive markets has spread almost across the board, including such industries as the airline, healthcare, financial services, telecom, broadcasting, and automotive industries. "The new realities of this era shocked even the most seasoned executives. For decades firms sought to sustain a competitive advantage, seen as the 'holy grail' of strategy, but they find this impossible in hypercompetitive environments" (D'Aveni, 1998, p. 183). This is also partly because of the *Red Queen Effect*.

What is known as the Red Queen Effect or Red Queen Competition is a contest of competitive moves or actions among rival firms. Each firm is forced by the others in an industry to participate in continuous and escalating development: they cannot simply stand still relative to their usual competitors (Derfus et al., 2008*)*. For example, during World War I, Ford Motor revolutionized car production methods by focusing on reducing labor working hours, eliminating waste from the production process, and decreasing the cost of each car. This has established an industry pattern for all car manufacturers until today. Car manufacturers are still competing on efficiency, cost reduction, innovation, automation, worker incentives, job-time reduction, lean practices and *kaizen* (Chappell, 2003). Currently, the development of electrical vehicles among the major car companies clearly demonstrates Red Queen Competition in the automotive industry. For example, Ford Motor's recent and first

all-electric Mustang Mach E SUV launched in 2020 has put pressure on General
Motors to build its first electric Chevrolet Corvette SUV (Wayland, 2019).

Thirdly, the processes of digitization and digitalization lead to the use of
disruptive technologies and creative business models. According to Gartner's IT
Glossary, "digitization" is the process of changing from analog to digital form": for
example, the conversion of audio and video analog formats, such as LPs, cassettes,
film reels, and VHS tapes into the compact disk (CD) and later into the MP3 and MP4
formats (Savić, 2019). "Digitalization" refers to the broader process of moving to a
digital business, involving the use of digital technologies to 1) enforce operations and
managements, 2) generate new business models, 3) provide new revenue and 4)
expand business opportunities. Gartner's definition thus focuses on changing business
models rather than social interactions (Bloomberg, 2018).

Both digitization and digitalization speed up innovation. They may also open
doors for new players, even in a "high barrier of entry" industry such as car
manufacturing. Software and service industry leaders such as Apple, Amazon and
Google have all now developed autonomous vehicles (Riley, 2019), with Apple and
Google also releasing mobile-leveraged car service platforms for navigation,
infotainment, and communication to improve the car driving experience. These new
car companies are challenging the traditional automobile industry giants with their
new electric cars:

> Tesla and Faraday Future debut a futuristic car that is greener, embraces
> advances in IT, and provides a better user experience. Countless startups with
> different business models have also been actively innovating and adopted by
> the market, such as Uber, Waze, and Mojio (Tian et al., 2016, p. 4).

As a result, big car companies are strategically making greater investments in digital services and new business models, and have shifted their focus from traditional hardware platforms toward software and service platforms in order to improve the in-car driving experience. They have also moved from onboard and local computing toward scalable cloud computing based on machine learning and the Internet of Things (IoT). For example, BMW has launched a personal mobility companion, called BMW Connected, powered by the Open Mobility Cloud, an intelligent, continuously learning platform built using Microsoft Azure. BMW Connected has been created to learn and support a driver's routine mobility needs; while Toyota has established Toyota Connected to develop the *connected car*; Ford is using big data to rapidly accelerate its car development and innovation; and GM is employing big data gathered from its fleet of cars to develop 360-degree customer profiles (Tian et al., 2016).

Automakers have increasingly become interested in the trend of startups in the car industry (Glasner, 2017; Johansson, 2018; Wiltz, 2018; Startus Insights, 2019). Major automotive companies choose different approaches to forming strategic collaborations with other companies in order to accelerate their car development. One approach is to collaborate directly with their competitors. Another approach is to invest in start-up companies in other industries such as software, technology, and services. Automotive companies may also co-invest in the same startups with their competitors: for example, Ford initially invested in Argo AI, an autonomous vehicle platform startup company currently worth US$ 7 billion; later Volkswagen joined Ford in investing in Argo AI; and these investments have made Ford and Volkswagen together a majority owner of Argo AI (Isidore & Scaturro, 2019). These companies

have gone on to collaborate with Argo AI in developing self-driving technology for ride-sharing and good delivery services in dense urban areas. The collaboration between Ford and Volkswagen leverages their strengths in both US and European markets: for instance, Ford will be able to use Volkswagen's electric platform to produce electric cars for the European market starting from 2023 (Riley, 2019). This strategic collaboration or cooperation can be considered a strategy of "coopetition".

The term "coopetition" (Nalebuff & Brandenburger, 1997) refers to the act of cooperation between competing companies. The participants gain an advantage by using a thoughtful mixture of cooperation with suppliers, customers, and firms producing competing or complementary products. Coopetition has emerged rapidly among many firms, especially in the car industry, as a way of improving participants' flexibility and capability to thrive in a highly competitive environment (Akpinar & Vincze, 2016). Companies have started using coopetition as one of the tools to enhance open innovation (OI – Chesbrough, 2003) activities, which are also a significant strategy aimed at sustaining the participants' benefits from innovation (Hameed & Naveed, 2019).

For example, BMW and Daimler have announced a partnership by investing $1 billion in a new venture to develop mobility services, including ride-sharing and charging systems for electric cars. In May 2019, Fiat Chrysler proposed a merger with Renault which eventually failed to materialize: this deal would have created the world's third largest carmaker and produced annual cost savings of more than $5.6 billion. However, Fiat Chrysler is set to announce a merger with PSA, the French owner of Peugeot, which will create a carmaker with a combined market value of nearly $50 billion. This deal will provide them with the huge investment needed for

reducing carbon emissions, and improving electrification and autonomous

technologies (Eisenstein, 2019).

As a result of globalization, hyper-competition and digital disruption,

companies need to develop new capabilities to support their global business

strategies, including flexibility, managerial learning capabilities, and network

organization (Too et al., 2010). Strategic collaboration, coopetition, and open

innovation are some of the strategies applied to sustain business performance. Most

importantly, organizations need to speed up their learning, so that they can change

themselves rapidly in order to cope with those challenges better than their

competitors. In some cases, learning from your competitors or even stealing ideas

from them is the right strategy to adopt: this cannot be done with an "ultra-ego"

mindset. Stephan Nieman, the AUDI head of electrification, acknowledges that Audi

can learn many things from Tesla when it comes to the speed of innovation (Riley,

2019).

One of the main benefits in developing a learning organization is the ability to

maintain the level of innovation and remain competitive (McHugh et al., 1998). This is

a crucial strategy that any organization would be motivated to adopt and implement, so

as to allow it to outperform competitors from potentially anywhere in the disruption

era.

2.2 Related Literature and Previous Studies

2.2.1 Definition of Organizational Learning (OL)

Since the 1970s, numerous scholars have debated the notion of organizational

learning, based on different key constructs and contrasting theoretical foundations

(Argyris, 1977; Crossan et al., 1999; Daft & Weick, 1984; Easterby-Smith et al.,

2000; Fiol & Lyles, 1985; Huber, 1991; Levitt & March, 1988; March & Olsen, 1975; Pedler et al., 1989; Shrivastava, 1983; Stata, 1989). Easterby-Smith (1997) reviews the OL literature from six disciplinary perspectives: 1) psychology and organization development (OD); 2) management science; 3) strategy; 4) production management; 5) sociology; and 6) cultural anthropology. Each perspective is based on its own ontology and methodology, and so the ways scholars study these problems and provide their distinctive contributions to each scenario often lead to minimal overlap between perspectives.

This has led to long-standing debates over OL in past decades on issues such as: 1) the nature of learning; 2) the level of learning and levels of analysis; 3) whether learning implies cognitive or behavioral change; 4) the relationship between learning and unlearning; 5) the value of "single and double-loop" learning; and of course 6) the distinction between "organizational learning" and a "learning organization". These questions have provided a starting point for further exploration leading to new insights, and more debate and inquiry (Easterby-Smith et al., 2000).

To start addressing the difference between organizational learning (OL) and learning organization (LO), we first need to define them. Tsang (1997) noted that "Researchers do not have any hesitation in creating their own definitions of OL. As a result, definitions are as many as there are writers on the subject. These definitions vary greatly in terms of the breadth of ideas covered" (p. 75). Templeton et al. (2002) studied 78 explicit definitions of OL which they synthesized into the following definition: "Organizational learning is the set of actions (knowledge acquisition, information distribution, information interpretation, and organizational memory) within the organization that intentionally and unintentionally influence positive

organizational change" (p. 189). Some prominent scholars' definitions of OL from the

beginnings up to recent years are summarized in Table 2.1 below.

2.2.2 Definition of Learning Organization (LO)

The concept of LO began to gain more attention in the late 1980s and early

1990s. Pedler et al. (1989, p. 2) define the related concept of "learning company" as

"an organization which facilitates the learning of all of its members and continuously

transforms itself". The 11 characteristics of the learning company cover elements

such as strategy, IT, accounting systems, and culture and climate (Burgoyne, 1992).

Senge (1990) was the first one to coin the term "learning organization" or LO,

and the term has become broadly popular since then. Senge's definition of LO is as

follows:

> Learning organizations are a place where people continually expand their
>
> capacity to create the results they truly desire, where new and expensive
>
> patterns of thinking are nurtured, where collective aspiration is set free and
>
> where people are continually learning how to learn together" (Senge, 2006, p.
>
> 3).

Senge's conceptualization of LO is associated with five organizational areas;

"systems thinking", "personal mastery", "mental models", "shared vision" and "team

learning", all of which are critical in building up core learning capabilities at team and

organizational levels. However, since organizations are always practicing disciplines

of learning, Senge's framework does not distinguish clearly LO from OL (Senge,

2006). Other definitions of LO are given in Table 2.2 below.

Table 2.1

Definitions of Organizational Learning

Authors	Definitions
Cangelosi & Dill (1965, p. 200).	Organizational learning must be viewed as a series of interactions between adaptation at the individual or subgroup level and adaptation at the organization level.
Argyris (1977, p. 116))	Organizational learning is a process of detecting and correcting error.
Argyris & Schon (1978, p. 19)	Organizational learning occurs when individuals, acting from their images and maps, detect a match or mismatch of outcome to expectation which confirms or disconfirms organizational theory-in use. The learning agents must discover the source of errors – that is, they must attribute error to strategies and assumptions in existing theory-in-use. They must invent new strategies, based on new assumptions, in order to correct error.
Duncan (1979, p. 84)	Organization learning is defined here as the process within the organization by which knowledge about action-outcome relationships and the effect of the environment on these relationship is developed.
Shrivastava (1983, p. 16)	Organizational learning is an organizational process rather than an individual process. Although individuals are the agents through whom the learning takes place, the process of learning is influenced by a much broader set of social, political, and structural variables. It involves sharing of knowledge, beliefs, or assumptions among individuals.
Fiol & Lyles (1985, p. 803)	Organizational learning means the process of improving actions through better knowledge and understanding.
Levitt & March (1988, p. 319)	Organization learning is viewed as routine-based, history-dependent, and target-oriented. Organizations are seen as learning by encoding inferences from history into routines that guide behavior.
Stata (1989, p. 64)	Organizational learning occurs through shared insights, knowledge, and mental models.
Huber (1991, p. 89)	Organizational learning is characterized in terms of four attributes: existence, breath, elaborateness and thoroughness.

Table 2.1 (Continued)

Definitions of Organizational Learning

Authors	Definitions
Mayo & Lank (1994)	Organizational learning consists of all the methods, mechanisms and processes which are used in an organization in order to achieve learning.
Mayo & Lank (1994)	Organizational learning consists of all the methods, mechanisms and processes which are used in an organization in order to achieve learning.
Braham (1996)	Organizational learning is learning about learning. The outcome will be a renewed connection between employees and their work, which will spur the organization to create a future for itself.
DiBella et al. (1996, p. 363)	Organizational learning is the capacity (or processes) within an organization to maintain or improve performance based on experience. This activity involves knowledge acquisition (the development or creation of skills, insights, relationships), knowledge sharing (the dissemination to others of what has been acquired by some), and knowledge utilization (integration of the learning so that it is assimilated, broadly available, and can also be generalized to new situations).
Easterby-Smith (1997, p. 1086)	Organizational learning is analytic and concentrates on understanding learning processes with organizational settings, without necessarily trying to change those processes.
Tsang (1997, p. 75)	Organizational learning is a concept used to describe certain types of activity that take place in an organization.
Denton (1998)	Organizational learning is the ability to adapt and utilize knowledge as a source of competitive knowledge. Learning must result in a change in the organization's behavior and action patterns.
Marquardt (2002, p. 56)	In discussing organizational learning we are concerned with how organizational learning occurs—the skills and processes of building and utilizing knowledge—organizational learning is just one aspect of a learning organization.

Table 2.1 (Continued)

Definitions of Organizational Learning

Authors	Definitions
Templeton et al. (2002, p. 189)	Organizational learning is the set of actions (knowledge acquisition, information distribution, information interpretation, and organizational memory) within the organization that intentionally and unintentionally influence positive organizational change.
Alvani (2008)	Organizational learning is the process of finding errors and mistakes, and resolving and correcting them. It is a process, which happens by achieving science and improving the performance during the time (sic).
García-Morales et al. (2012, p. 1041)	Organizational learning is the process by which the organization increases the knowledge created by individuals in an organized way and transforms this knowledge into part of the organization's knowledge system.
Argote & Hora (2017, p. 579)	Organizational learning includes processes of creating, retaining, and transferring knowledge and has implications for the performance and competitiveness of organizations.
Chuah & Law (2020, p. 3)	Organizational learning is an expansive and diverse field with influences that involve sociology, psychology, philosophy, business management, and many other disciplines. While there is no one definition to this concept, the concept of organizational learning is commonly described as a process of developing, retaining, and transferring knowledge within an organization.

Table 2.2

Definitions of Learning Organization

Authors	Definitions
Pedler et al. (1989, p. 2)	A learning company is an organization which facilitates the learning of all of its members and continuously transforms itself.
Senge (1990, 2006, p. 3)	Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.
Huber (1991, p. 89)	An entity learns if, through its processing of information, the range of its potential behaviors is changed.
Leonard-Barton (1992, p. 23)	A learning laboratory is an organization dedicated to knowledge creation, collection and control. In a learning laboratory, tremendous amounts of knowledge and skill are embedded in physical equipment and processes and embodied in people.
Argyris (1993)	In a learning organization, individuals are the key where they are acting in order to learn, or where they are acting to produce a result. All the knowledge has to be generalized and crafted.
Dodgson (1993, p. 380)	The learning organization can be distinguished as one that moves beyond 'natural earning', and whose goals are to thrive by systematically using its learning to progress beyond mere adaption. It is an organization which attempts to develop what psychologists see in individuals as higher level, constructive or generative mental functions, and is reflected in strategies and structures purposefully being developed to facilitate and coordinate learning in rapidly changing and conflictual circumstances.
Garvin (1993, p. 80)	A learning organization is an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.
Jashapara (1993, p. 52)	The competitive learning organization is a continuously adaptive enterprise which promotes focused individual, team and organizational learning through satisfying changing customer needs, understanding the dynamics of competitive forces and encouraging systems thinking.

Table 2.2 (Continued)

Definitions of Learning Organization

Authors	Definitions
Watkins and Marsick (1993, p. 8)	Learning organization is defined as one that learns continuously and transforms itself. Learning takes place in individuals, teams, the organizations and even the communities with which the organization interacts. Learning is a continuous, strategically used process, integrated with and running parallel to, work. Learning results in changes in knowledge, beliefs, and behaviors. Learning also enhances organizational capacity for innovation and growth. The learning organization has embedded systems to capture and share learning.
Bennett and O'Brien (1994, p. 41)	Learning organization is an organization that has woven a continuous and enhanced capacity to learn, adapt and change into its culture. Its values, policies, practices, systems and structures support and accelerate learning for all employees. The learning results in continuous improvement, in areas such as work processes, products and services, the structure and function of individual jobs, teamwork, and effective management practices, to name a few.
DiBella (1995, p. 287)	[in contrast to "organization learning", defined as "something that takes place in organizations"] the learning organization is a particular type or form of organization in and of itself.
Drew and Smith (1995)	A learning organization is a social system whose members have learned conscious communal processes for continually generating, retaining and leveraging individual and collective learning to improve performance of the organizational system in ways important to all stakeholders; and monitoring and improving performance.
Garratt (1995)	A learning organization is linked to action learning processes where it releases the energy and learning of the people in the hour-to-hour, day-to-day operational cycles of business.
Hitt (1995)	A learning organization is one that is continually getting smarter.
Slater and Narver (1995, p. 71)	Learning organizations continuously acquire, process, and disseminate throughout the organization knowledge about markets, products, technologies, and business processes.

Table 2.2 (Continued)

Definitions of Learning Organization

Authors	Definitions
Easterby-Smith (1997, 1086)	Learning organization has an action-orientation that is geared toward creating an ideal type of organization in which learning is maximized.
Overmeer (1997, p. 245)	A learning organization is defined as an organizational environment that facilitates individual learning which, in turn, is harnessed by the organization.
Redding (1997, p. 62)	A company is a learning organization to the degree that it has purposefully built its capacity to learn as a whole system and woven that capacity into all of its aspects: vision and strategy, leadership and management, culture, structure, systems and processes.
Tsang (1997, p. 75)	The learning organization refers to a particular type of organization in and of itself.
Evans (1998)	A learning organization is one that promotes learning among its employees but, more importantly, is an organization that itself learns from that learning. The characteristics of such organizations are that they: 1) lack a highly formalized and clearly evident command and control structure; 2) value individual and organizational learning as a prime means of delivering the organizational mission; 3) do not view the workforce as a collection of passive, hired hands; 4) do not believe that technology will solve future organizational problems; 5) involve all their members through continuous reflection in a process of continual review and improvement; 6) structure work in such a way that work tasks are used as opportunities for continuous learning. A learning organization encourages its members to improve their personal skills and qualities, so that they can learn and develop. They benefit from their own and other people's experiences, both positive or negative.
Guastavi and Oxtoby (1998, p. 83)	The learning organization is one where the quality of output increases and the cost of doing so reduces.
Reynolds and Ablet (1998, p. 26)	A learning organization is where learning is taking place that changes the behavior of the organization itself.

Table 2.2 (Continued)

Definitions of Learning Organization

Authors	Definitions
Finger and Burgin Brand (1999)	"Learning organization" as an ideal organization form and "organizational learning" as an activity and process by which the organizations reach this ideal.
Marquardt and Kearsley (1999)	A learning organization has the powerful capacity to collect, store and transfer knowledge and thereby continuously transform itself for corporate success. It empowers people within and outside the company to learn as they work. A most critical component is the utilization of technology to optimize both learning and productivity.
Grieves (2000, p. 66)	Learning organizations are essentially flexible organizations that operate competitively in a global market and are therefore committed to a rapid response to a dynamic external environment.
Goh (2001, p. 330)	Learning organizations are seen as a particular type or form of an organization.
Hirschhorn et al. (2001, p. 243)	The learning organization is a one that can adapt quickly to new customer demands and marketplace changes.
King (2001)	A learning organization is one that creates, acquires, and communicates information and knowledge, behaves differently because of this, and produces improved organizational results from doing so.
Stegall (2003)	A learning organization refers to an adaptive self-organizing entity where learning is an emergent property of the whole, not just from the top leaders.
Gómez (2004, p. 3)	A learning organization is able to move lessons across time, organizational structure, and geography, such that ultimately ongoing learning increases an organization's ability to take effective action.
Ng (2004)	A learning organization is one in which all members of the organization are individually and collectively willing in heart and in mind to go deeper and broader in their learning process.

Table 2.2 (Continued)

Definitions of Learning Organization

Authors	Definitions
Örtenblad (2004, p. 132)	Four aspects of learning organization are "organization learning" , "learning at work", "learning climate" and "learning structure".
Jensen (2005, p. 61)	A learning organization is an organization that is organized to scan for information in its environment, by itself creating information, and promoting individuals to transform information into knowledge and coordinate this knowledge between the individuals so that new insight is obtained. It also changes its behavior in order to use this new knowledge and insight.
Thomas and Allen (2006, p. 126)	The learning organization is the product or result of a critical combination of internal change mechanisms concerned with structure, process and human capability allied to continuous environmental reviews intended to maintain or improve performance.
Cheng (2009, p. 184)	A learning organization is one in which employees at all levels are involved. Therefore, people learn together and continually increase their capacity to produce results they really care about.
Liao et al. (2010, p. 3792)	Learning organization is defined as a place where knowledge is fully utilized, capacity is expanded, behavior is changed, and competence is gained.
Pinxten et al. (2011, p. 626)	A learning organization facilitates learning of all program staff by grooming a positive and safe learning environment (we learn as much from mistakes than [sic] from successes), while openness to new ideas and different approaches is key and systematic reflection stimulates a conscious adaption and transformation of its own organization and to external and internal context.
Ali (2012, p. 56)	A learning organization is an organization that possesses continuous learning characteristics or mechanisms to meet its ever-changing needs.
Örtenblad (2018, p. 151)	The term "learning organization" as used today could be assumed to be the result of two different developmental processes. The word order "learning organization" was used for "organized learning", that is, the organization of certain learning activities. The other developmental process of the term "learning organization" was a transformation of a term "organizational learning". Therefore, a learning organization was simply an organization where learning is taking place.

Note. Adapted from "Learning Organisation Review – A "Good" Theory Perspective" by M. Santa, 2015, *The Learning Organization, 22*(5), p. 267-–270.

2.2.3 Difference Between Organizational Learning and Learning Organization

Even though the concepts of OL and LO are related, they are nevertheless distinct concepts; but frequently they are used interchangeably in the literature (Goh, 2001). As noted by Örtenblad (2001, p. 125): "Almost everyone once used the terms organizational learning and learning organization interchangeably, if not as synonyms (e.g. Boje, 1994, pp. 433–34; Hawkins, 1994; Hedberg, 1981, p. 22; Levitt and March, 1988, p. 323; Nevis et al., 1995)".

During the 80s and 90s, this generated some confusion as to the scope of the two terms (Stewart, 2001). More recent articles aim at clarifying and distinguishing the meanings of both concepts, but their distinctions are not empirically- but rather conceptually-based (Örtenblad, 2001). Fellow professionals in the area of organization development have been finding ways to better adapt academic definitions, and to facilitate the application of academic studies by corporate practitioners (DiBella, 1995; Garvin, 1993; Goh, 2001; Marsick & Watkins, 1994; Örtenblad, 2001; Pedler et al., 1989; Senge, 1990; Tsang, 1997).

Numbers of scholars have to attempted to differentiate the concept of OL from that of LO. For example, DiBella (1995) describes "organizational learning as something that takes place in organizations, whereas the learning organization is a particular type or form of organization in and of itself" (p. 287). As Tsang (1997) explains: "Organizational learning is a concept used to describe certain types of activity that take place in an organization while the learning organization refers to a particular type of organization in and of itself" (p. 75).

Goh (2001) differentiates these two terms by viewing OL from a capability perspective, because the learning process itself already exists in the organization. By

contrast, the LO is viewed from a normative perspective because it is a particular form of organization. Each organization has certain strengths and weaknesses it can draw on to fulfill this ideal form in order to adapt and change in a competitive environment.

In general terms, the OL literature focuses on the understanding of the processes involved in learning within organizations, without trying to change those processes, while the LO literature concentrates on searching for tools and action-oriented initiatives that can help improve the quality of the learning process itself (Easterby-Smith, 1997). Örtenblad (2001) summarizes distinctions between OL and LO by grouping them under three criteria – 1) character of the content, 2) amount of normativity, and 3) target group – as shown in Table 2.3.

Table 2.3

Differences Between Organizational Learning and Learning Organization

Organizational learning	Learning organization
Character of the content	Character of the content
• Processes	• Organization form
Amount of normativity	Amount of normativity
• Descriptive	• Normative
- Exists naturally	- Needs activity
- Neutral	- Preferable
- Necessary	- Not necessary
- Obtainable	- Unreachable
- Known	- Unknown
Target Group	Target Group
• Academics	• Practitioners, Consultants

Note. Modified from "On Differences Between Organizational Learning and Learning Organization," by A. Örtenblad, 2001, *The Learning Organization, 8*(3), p. 128.

However, in the early 2000s, the debate about the distinction between the OL and LO began to become less significant. Researchers and practitioners studying learning in organizations appeared to be talking about the same phenomenon in different ways. Instead of a conscious and explicit debate, this generated confusion which was only resolved as scholars began to make sense of the difference between communities of researchers and practitioners. For example, the first international conference on organizational learning did not distinguish between organizational learning and the learning organization. The papers and presentations were quite diverse, and it soon became clear that while the community of practitioners was using the term in a *prescriptive* way, the community of academics was using the term in a *descriptive* way (Easterby-Smith et al., 2000, p. 786 –787).

Örtenblad (2002) developed a typology of LO's because of a lack of publications in this area –he found only four articles distinguishing LO from OL (Argyris, 1999; DiBella, 1995; Easterby-Smith & Araujo, 1999; Finger & Brands, 1999) – and in order to gain clarity and capture the different meanings of the concept of LO. Örtenblad's typology was based on twelve perspectives of leading authors in the area, which he summarized as representing four major 'understandings' of LO's: 1) 'old organizational learning' understood in terms of 'storage of knowledge in the organizational memory'; 2) learning at work; 3) learning climate; and 4) learning structure. At least one of these four understandings must be present in order for there to be an LO.

Nevertheless, Marsick and Watkins (2003) suggests that different concepts of OL have influenced the conceptual development of LO, defining an LO as "a living

organism that uses learning to improve organizational performance" (Kim et al.*,* 2015, p. 94).

It is notable that most scholars consider OL to be a process while practitioners or consultants tend to view the LO as an entity or a form. The following are the most common themes used to distinguish between OL and LO in the existing literature. First, the LO is an ideal form of organization where learning is maximized. Second, OL is an activity or process of learning in the organization. Third, the LO requires effort to implement while OL exists without any effort.

Even though the difference between the definitions of OL and LO has been less debated recently, there is still confusion about the meaning of both terms. Garvin (1993) explains "A clear definition of learning organization has proved to be elusive over the years" (p. 79). Therefore, researchers must attempt to clarify first what is a learning organization before conducting further research. When we start looking at the varied definitions of LO's currently in the literature, Garvin's comment is still valid.

That there are so many terms or attributes used in these definitions – learning, organization, people, culture, knowledge, change, processes, systems, structure, to name only a few –may be due to the fact that the concept of LO touches on many disciplines and topics, including management science, leadership, organization development, psychology, strategy, culture, knowledge management and innovation. However, there are two main disciplines that dominate the disciplinary roots of concepts of learning organization: management science and organization development (OD). Other perspectives such as those from studies of strategy and culture have contributed only in a subsidiary way (Easterby-Smith, 1997).

2.2.4 Diversity of Learning Organization Attributes

Santa (2015) has compiled and identified 29 definitions of the LO under what he calls 'good' theory perspectives. He recognizes that existing definitions tend to use vague or ambiguous terms or a combination of them, so a clear definition of the LO is needed to improve organizational research and theory building. Santa counted the instances of terms used in LO attributes, as shown in Table 2.4 below, in order to pin down how the concept of LO was being understood. A similar method has also been applied in the present study to define the attributes of LO's.

Table 2.4

The Diversity of Definitional Attributes

Terms used in definitions	No of tokens
learning	46
organization	28
continuous	18
knowledge	14
individual	11
change	10
processes	9
systems	9
structure	8

(Continued)

Table 2.4 (Continued)

The Diversity of Definitional Attributes

Terms used in definitions	No of tokens
adapt, behavior, capacity, create, improve, new	7*
itself, members, results	6*
environment, facilities, people, reflect, transforms	5*
acquire, do, employees, information, insight, level, promotes, skilled, used, work	4*
collective, competitive, develop, embedded, expand, important, increase, performance, place, product, purposefully, rapid, strategy, take, team	3*

Note. Modified from "Learning Organisation Review – A "Good" Theory Perspective," by M. Santa, 2015, *The Learning Organization, 22*(5), p. 245.

* represents number of instances of each of these terms

In the present study, the number of definitions has been expanded from Santa's original 28 definitions to 39, by including the relevant leading authors from the learning organization literature. These definitions have then been analyzed based on their defining attributes in which similar attributes are grouped together, as shown in Table 2.5 below.

Table 2.5

Definitional Attributes of Learning Organization

Author	Year	Organization	Learning	Continuity	People	Nurture	Change	Capacity	Culture	Results	Create	Process	Knowledge	Action	Structure	Behavior	Innovation
Pedler et al.	1989	x	x	x	x												
Senge	1990	x	x	x	x	x		x			x	x					
Huber	1991	x	x													x	
Leonard-Barton	1992	x	x					x			x	x	x				
Argyris	1993	x	x		x				x	x	x		x	x			
Dodgson	1993	x	x	x	x		x		x						x		
Garvin	1993	x					x	x			x		x			x	
Jashapara	1993	x	x	x	x	x	x										
Watkins and Marsick	1993	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
Bennett and O'Brien	1994	x	x	x	x	x	x	x	x	x		x			x		
DiBella	1995	x															
Drew and Smith	1995	x	x	x	x	x						x			x		
Garratt	1995		x	x								x		x			
Hitt	1995	x		x				x									
Slater and Narver	1995			x								x	x				x
Easterby-Smith	1997	x	x			x					x			x			

(Continued)

Table 2.5 (Continued)

Definitional Attributes of Learning Organization

Author	Year	Organization	Learning	Continuity	People	Nurture	Change	Capacity	Culture	Results	Create	Process	Knowledge	Action	Structure	Behavior	Innovation
Overmeer	1997	x	x														
Redding	1997	x	x					x			x	x			x		
Tsang	1997	x															
Evans	1998	x	x	x	x	x	x	x	x			x			x		x
Guastavi and Oxtoby	1998	x								x							
Reynolds and Ablett	1998	x	x				x									x	
Finger and Burgin Brand	1999	x	x								x			x			
Marquardt and Kearsley	1999		x			x		x	x								x
Grieves	2000	x					x		x					x			
Goh	2001	x															
Hirschhorn et al.	2001	x					x										
King	2001	x				x					x	x	x			x	
Stegall	2003	x					x										
Gómez	2004		x	x		x	x	x						x	x		x
Ng	2004	x	x		x				x								
Örtenblad	2004		x						x					x			

Table 2.5 (Continued)

Definitional Attributes of Learning Organization

Author	Year	Organization	Learning	Continuity	People	Nurture	Change	Capacity	Culture	Results	Create	Process	Knowledge	Action	Structure	Behavior	Innovation
Jensen	2005	x				x	x		x		x		x			x	x
Thomas and Allen	2006		x	x	x			x	x	x		x			x		
Cheng	2009	x	x	x	x			x			x	x					
Liao et al.	2010	x				x		x	x				x			x	
Pinxten et al.	2011		x		x	x	x		x	x							x
Ali	2012	x	x	x			x										
Örtenblad	2018	x	x							x				x			
Note. Repetition per each column		**31**	**25**	**15**	**13**	**13**	**13**	**13**	**12**	**12**	**10**	**10**	**8**	**8**	**8**	**7**	**7**

Table 2.5 shows that there are 11 attributes for which there are at least 10 instances. These attributes are categorized as belonging to the first or "core" group (tier 1). The two leading attributes are "organization" and "learning" with 32 and 26 instances respectively, while the remaining eight attributes in this core group, going from greater to lesser number of instances, are "continuity", "people", "nurture", "change", "capacity", "culture", "result", "change" and "process".

The second group (tier 2) is a "peripheral" group which consists of 5 attributes each of which has between seven and eight instances: these attributes are "knowledge", "action", "structure", "behavior" and "innovation".

All the remaining attributes are categorized under the third "outsider" group (tier 3). This group has the greatest number of attributes at 69, with their frequency of occurrence ranging from one to six instances. These attributes can also be summarized under four different trajectories such as vision, competitive advantage, implementation and global market.

In summary, the defining attributes are classified under three categories based on their frequency: 1) the core (tier 1) which encompasses the defining attributes that are *always* present in the definitions; 2) the periphery (tier 2) which groups the defining attributes that are *mostly* present in the definitions; and 3) the outsider (tier 3) which includes a variety of different concepts specific to particular theoretical perspectives (Gerring, 1999). Figure 2.1 depicts the core defining attributes of "learning organization" under these three categories.

Figure 2.1

Core Defining Attributes of the Learning Organization
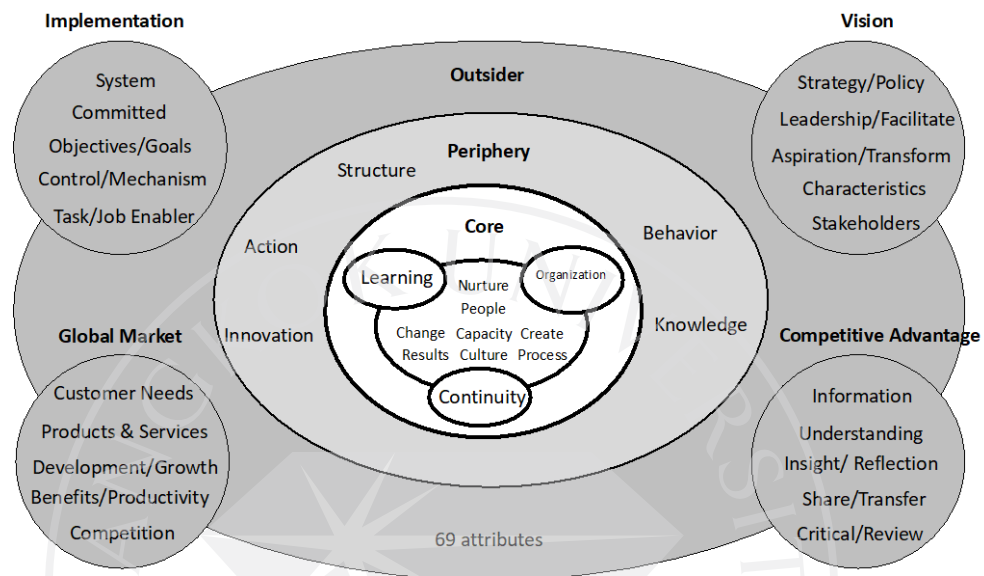
Based on these three groups of attributes, the concept of LO can be summarized in the following statement:

A learning organization is an organization which continuously nurtures its employees' learning at all levels of the organization and brings about results and changes in its culture and capacity through structured processes involving new actions and behaviors. These processes lead to new knowledge which ultimately leads to performance improvement and innovation in the organization. An organization successfully becomes a learning organization through the implementation of its vision in order to increase its competitive advantage in the global market.

Watkins and Marsick's definition contains 15 attributes out of 16 core and periphery attributes: 10/11 attributes from the core and all 5/5 attributes from the periphery. The LO definitions of Senge, Bennett and O'Brian, and Evans contain the second highest number of attributes with 10 attributes; while the definitions by Argyris, Gómez, and Jensen each contain 8 attributes. Hence the definition of learning organization by Watkins and Marsick (1993) can be regarded as the most relevant for the purposes of the current research. Their definition covers all the attributes that are necessary for the central focus of this study.

2.2.5 Learning Organization Perspectives

DiBella (1995) has suggested three different orientations towards developing an LO: the normative perspective, the developmental perspective and the capability perspective.

Perspective 1: The Normative Perspective. The normative perspective specifies that learning takes place as a collective activity and only under certain conditions or circumstances, and it happens through the development or use of specific skills, not randomly or by chance. This perspective is in line with Senge's influential book *The Fifth Discipline* (1990) whereby the role of an organization's leaders is to facilitate the environment or conditions for learning to take place. The better the organization is at mastering these five areas – "personal mastery", "mental models", "team learning", "building shared vision", and "systems thinking" – the higher the level of capabilities the organization possesses (Senge, 2006).

A supporting view for the normative perspective comes from Garvin (1993) who lays out "three Ms" of "meaning", "management", and "measurement" as a firm foundation for developing an LO. A firm first needs to set a clear definition of what a

learning organization is. They should select a definition which is actionable and easy to apply, and which will provide them with clear guidelines for practice and principles for operational advice when solving management issues. Organizations also need better tools for assessing and measuring the level and progress of OL. Garvin's (1993) LO model requires organizations to be skillful in five main activities: 1) systematic problem solving; 2) experimentation with new approaches; 3) learning from their own experience and past history; 4) learning from experience and best practice; and lastly 5) transferring knowledge (Garvin, 1993).

According to Bennett and O'Brien (1994), there are 12 building blocks needed to construct a learning organization: 1) vision and strategy; 2) executive practice; 3) managerial practice; 4) learning climate or culture; 5) organization/job structure; 6) informative flow; 7) individual and team practices; 8) work process; 9) performance goals and feedback; 10) training and education; 11) individual and team development; 12) rewards and recognition.

Similarly, Pedler et al. (1996) suggest the following 11 characteristics of an LO: 1) a learning approach to strategy; 2) participative policy making; 3) informing: open information systems; 4) formative accounting and control; 5) mutual adjustment between departments; 6) reward flexibility; 7) adaptable structures; 8) boundary workers as environment scanners; 9) inter-organizational learning; 10) learning culture and climate; 11) self-development strategies for all.

Goh (1998) presents five strategic building blocks for a company to become an LO organization: 1) mission and vision; 2) shared leadership and involvement; 3) an experimenting organizational culture; 4) knowledge transfer within and from outside the organization; 5) teamwork and cooperation.

From a normative point of view, the above criteria need to be achieved in order for an organization to become an LO. Therefore, an LO must create an environment conducive to the learning and exchange of ideas between organization members with the support of strong leadership and teamwork.

Perspective 2: The Developmental Perspective. The developmental perspective stresses the importance of stages or phrases in an organization's development which constitute the process needed for any LO to evolve. "Learning process evolve [sic] as an organization reaches the later stages in its development as affected by age, growth, management development, or technological innovation." (DiBella, 1995, p. 288). Experience and environmental conditions as well as managerial leadership can impact the success of any stage of development. From a developmental perspective, there are two distinct orientations for an LO: on the one hand, the organization is always in a state of becoming an LO; on the other hand, LO status can be achieved only once they reach the final stage of development. In an interview, Marsick and Watkins support this view:

> Because we come from a developmental perspective whether organization or individual, I think we come from a very different perspective than the folks who focused most on management and systems and strategy. Senge's or Goh's or Garvin's definitions all focused on managers' learning to behave in new ways. To me this is where their strengths are but it is also their limitation; managers leave— you train your managers to do all these things and then they go and implement them someplace else; we are interested in what you embed in the organization and enhance its long-term capacity; it has to go beyond the learning of one manager, and be part of how an organization is structured and

wired; that is why it has to be in the culture. It has to be much more than one

manager's learning (Sidani & Ross, 2018a,   p. 202).

Perspective 3: The Capability Perspective. From a capability perspective,

all organizations already possess embedded learning processes and learning

capabilities: the critical issue here is to understand what those learning processes are –

how, where and what gets learned. As a result, an LO cannot be developed through a

single set of prescriptive characteristics. The assumption of the capability perspective

is that there is no one best way for an organization to learn, and thus leaders should

focus on identifying the existing mechanisms through which learning is already taking

place.

This perspective also takes a pluralistic view of learning dimensions and

learning styles. According to Huber's (1991) framework, an OL is built up through

the acquisition, dissemination, and utilization of knowledge. Based on Huber's 1991

framework, Nevis et al (1995) specify seven learning orientations for describing

organizational learning capability and understanding distinctive learning styles.

Management should then focus on how these learning styles can support or conflict

with one another. They should also consider which learning style is suitable to apply

under which conditions (Huber, 1991).

The differences between these three perspectives are quite obvious. The

normative view focuses on a vision of the future and on developing the desired

competencies to reach that goal: the organization must foster the right conditions and

climate to become a learning organization. By the same token, from the

developmental view an LO can only be successfully achieved through longitudinal

change, and the organization needs to manage the transition process between

development phases. The capability perspective contrast most sharply with the other two perspectives, as it focuses only on present behaviors and processes, and holds that no specific set of learning styles is better than others. In brief, the normative perspective creates a sense of vision; the developmental perspective focuses on the need to learn and relearn from the past; while the capability perspective "uncovers the transparency of the present" (DiBella, 1995).

Other Perspectives

Although DiBella categorized Watkins and Marsick's work on LO's under the normative perspective, nonetheless they insist that their work leans more toward the developmental perspective (Sidani and Reese, 2018a). Marsick and Watkins (2003) also claim that in the past many other organizational scholars have focused their works on the conceptualization of the LO. However, Yang et al. (2004) use a different approach to identify the conceptual constructs of an LO in terms of systems thinking, and learning, strategic, and integrative perspectives.

Systems Thinking. Senge (2006) identifies five disciplines, including systems thinking, that an LO should possess in order to adapt and create an alternative future. Although these guidelines are useful for an organization in creating the conditions suitable for facilitating learning, they are not clearly identified. Garvin has criticized these recommendations as "far too abstract" and not providing a guide for practical action: "For example, will managers know when their companies have become learning organizations? What concrete changes in behavior are required? What policies and programs must be in place? How do you get from here to there?" (Garvin 1993, p. 79).

Learning Perspective. The learning perspective, as supported by Pedler et al. (1989), provides a comprehensive view of learning at all organizational levels, identifying eleven conditions needed to support learning. However, some conditions, such as inter-organization learning and learning culture and climate, are conceptually overlapping, and hence this model fails to provide a parsimonious framework of constructs and is less useful in guiding the development of LO measurement tools. Yang et al. (2004) argue that these authors including Senge use their instruments primarily as a consultative rather than a research tool.

Strategic Perspective. This perspective is supported by Garvin (1993) in arguing that an LO needs to understand its strategic internal drivers to build up its learning capability. Goh (1998) emphasizes that an organization must have an effective organizational design and improve employee competencies in order to achieve the tasks described in the five strategic building blocks or factors mentioned above. Yang et al. (2004) argue that these strategic factors are addressed at the macro level, and that even though they can serve as advice for management and organizational consultants, they lack the essential attributes of an LO. Moreover, these five factors are not conceptually parallel – for example, "transfer of knowledge" and "leadership factors" refer to an organization's ability, while the other three factors reflect organizational culture – and therefore this perspective does not provide a consistent guide for developing a singular organization structure.

Integrative Perspective. Marsick and Watkins (1994) provide an integrative concept of the learning organization based on several approaches including Senge's system thinking perspective, Pedler et al.'s learning perspective, and Gavin's strategic perspective. They adopt an integrative perspective as more practical in developing an

LO, which they originally defined as "[an organization] that learns continuously and transforms itself", but they have constantly updated and redefined their definition in their later work to make it more operational rather than just capturing a principle.

Based on these perspectives, the present study has further analyzed additional LO researchers and incorporated them into DiBella's three perspectives model as shown in Table 2.6. Since there are not many scholars focusing on research from the developmental perspective, it may be more useful to do further research from a developmental perspective to guide the present study.
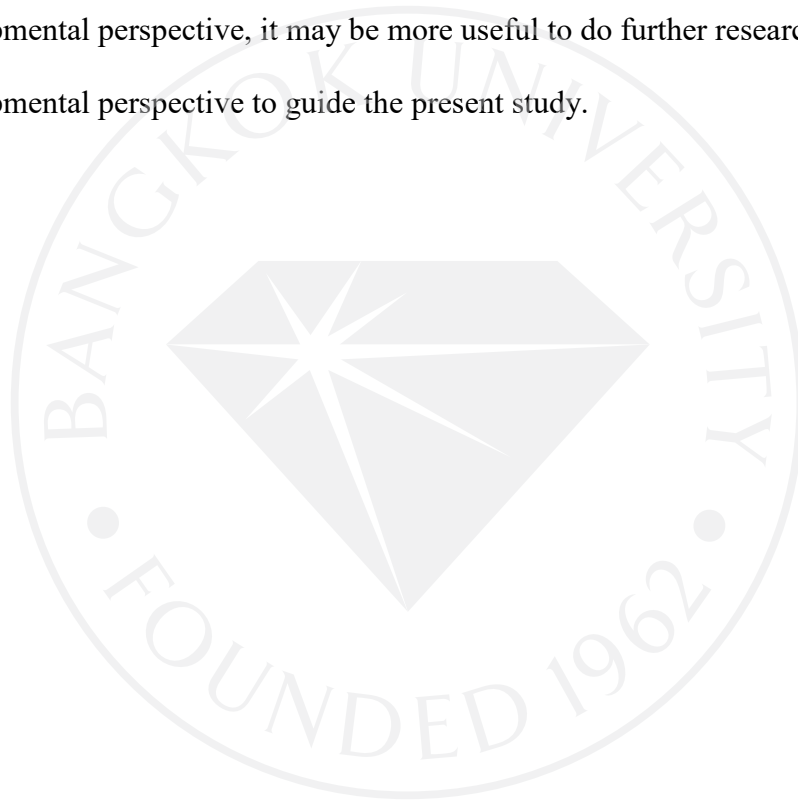
Table 2.6

Learning Organization Perspectives

Year	The normative perspective	The developmental perspective	The capability perspective
1978		Argyris and Schon	
1979		Kimberly	Van Maanen & Schein
1981			Child & Kieser
1983			Shrivastava
1987			Loumamaa & March
1989	Pedler et al.		Stata
1990	Senge	Meyers	Prahalad & Hamel
1991		Denchant & Marsick	Brown & Duguid, Huber
1992	Leonard-Barton, McGill et al.		Schein
1993	Garvin	Argyris, Watkins & Marsick	Dodgson, Jashapara
1994		Torbert	Bennett and O'Brien
1995	Drew &Smith, Garratt, Slater & Narver		Hitt, Nevis et al.
1996		Braham	
1997	Overmeer, Redding		
1998	Evans, Guastavi & Oxtoby, Reynolds & Ablett		Denton
1999	Easterby-Smith & Araujo, Finger & Burgin Brand, Marquardt & Kearsley		
2000			Grieves
2001	Goh, King		Hirschhorn et al.
2003			Stegall
2004	Ng, Örtenblad	Gómez	
2005			Jensen
2006	Senge, Thomas and Allen		
2009		Cheng	
2010	Liao et al.		
2011			Pinxten et al.
2012			Ali
2018	Örtenblad		

Note. Adapted from "Developing Learning Organizations: A Matter of Perspective," by A.J.

DiBella, 1995, *Academy of Management Best Papers Proceedings*, *195*(1), p. 287–290.

2.3 Diagnostic Instruments of the Learning Organization

LOs have been defined and described in many different ways but cannot accurately be measured or "diagnosed" (Moilanen, 2001). From the normative perspective, many scholars have set out possible measures for an organization to carry out learning in line with a list of conditions and criteria (Garvin, 1993; Goh, 2001; Bennett & O'Brien, 1994; Pedler et al., 1989; Senge, 1990). Regarding these diverse sets of conditions, the guidelines fail to provide a concise framework for LO constructs: the constructs identified are sometimes conceptually overlapping, and this decreases the reliability of diagnostic instruments (Yang et al., 2004).

In an organization's attempt to become an LO and increase its competitiveness, its diagnostic tools and the development of appropriate "instruments" are crucial to evaluating the current state of its learning. Therefore, a number of scholars, researchers and practitioners have developed a range of different instruments for evaluation. The key organizational diagnostic instruments are evaluated using Moilanen's (2001) criteria as depicted in Table 2.7. His criteria for analysis are "archetype", "holistic", "profound" and "tested", defined as follows:

- the criterion of "archetype" explains that the LO is only one of several different types, and the questionnaire is designed to determine whether an organization is an LO or not;
- "holistic" refers to the tool's capacity to cover a wide rages of concepts such as structures, strategy and processes;
- "profound" describes whether the tool is comprehensive or superficial
- "tested" refers to statistical testing i.e. demonstrating the validity and reliability of the instrument (Moilanen, 2001)

Table 2.7

Some Characteristics of Learning Organization Instruments

Name of instrument	Archetype	Holistic	Profound	Tested
Mayo and Lank (1994): The Complete Learning Organization Benchmark	_	Yes	Yes	_
O'Brien (1994): The Learning Organization Practice Profile	_	Yes	Yes	_
Pearn et al. (1995): The Learning Audit	_	_	_	_
Marquardt (1996): The Learning Organization Profile	_	Yes	Yes	_
Otala (1996): A Quick Test of Learning Organization	_	Yes	_	_
Sarala ad Sarala (1996): Recognizing Your Organization	Yes	_	Yes	
Pedler et al. (1991:1997): The Learning Company Questionnaire	_	Yes	Yes	_
Tannenbaum (1997): Learning Environment Survey	_	_	Yes	Yes
Redding and Catalanello (1997): Learning Organization Capability Assessment	Yes	Yes	_	_
Watkins and Marsick (1998): Dimensions of the Learning Organization Questionnaire	_	Yes	Yes	Yes
Goh (2003): The Learning Organization Survey	_	Yes	Yes	_
Moilanen (2005): The Learning Organization Diamond Tool	_	_	Yes	_
Garvin et al. (2008:2019): The Learning Organization Survey	Yes	Yes	Yes	

Note. Adapted from "Diagnostic Tools for Learning Organizations," by R. Moilanen,

2001, *The Learning Organization, 8*(1), p. 10.

From Table 2.7, we can see that the "dimensions of learning organization questions" (DLOQ) tool developed by Watkins and Marsick is the only instrument that meets three out of the four characteristics used to evaluate the diagnostic instruments. Since the objective of the present study is not about whether the organization is an LO or not, the archetype aspect of the instrument is not relevant here: the comprehensiveness and the capabilities of the instrument, which have been validated and tested, are more crucial to ensuring reliable results from this research. Thus the DLOQ is the best diagnostic instrument to use for this present study.

2.3.1 The Development of the Dimensions of Learning Organization Questionnaire (DLOQ)

Watkins and Marsick's own understanding of learning (Watkins & Marsick, 1994, 2003) is quite different from their peers in the learning organization literature, and this difference forms the basis for the DLOQ. These two scholars believe that the conditions of the least structure are usually the best for learning. This is in direct contradiction with the structured type of learning or training commonly provided by the trainer in the workplace. Even though structured training is still valued and important, they maintain that the most valuable learning happens informally on the job, in a group, or through conversation. To support such learning, leaders must cultivate a suitable environment for learning, and there should be the right climate and culture to influence the learning of others and support the desired results where learning gets measured and rewarded.

Watkins and Marsick's theory of informal and incidental learning demonstrates how people create a climate and culture of learning (Marsick & Watkins, 2003, p. 134):

Learning takes place when disjuncture, discrepancies, surprise, or challenges act as triggers that stimulate a response. Individuals select a strategy or action based on their cognitive and affective understanding of the meaning of the initial trigger. Once a strategy or plan of action is determined, the individual implements the strategy. The strategy then either works or does not work as expected. When it does not work, there is dissonance and the cycle is triggered again.

Learners usually assume that the desired results derive from their own actions whereas any undesirable consequences are beyond their control. Learning at organizational level is a collective experience and the result of an interactive and interdependent process. When there is a change in environmental conditions such as new competitors, new technology or even customer complaints, an ideal organizational culture can proactively direct the organization's attention to these changes through its key people and department functions, directing them to work separately or collectively to come up with strategies to respond to these triggers. The success of the strategies lies in the organization's ability to act cohesively, and it is this collaborative capacity that leads to collective action. The response usually starts from individual learning before the organization has developed the capacity to respond to the new challenge and adapt accordingly. In summary, "What gets learned, gets retained" by the organization (Marsick & Watkins, 2003).

Therefore, the organizational learning concept of DLOQ is built on the idea that changes must occur at every level, from individual and team to organizational and environmental levels. However, learning at the organizational level is not simply

the sum total of many people's individual learning (Yang et al, 2004). Therefore, a learning organization culture (LOC) is necessary to foster collective learning.

2.3.2 Construct of the DLOQ

The definition of the LO given by Watkins and Marsick (1993) covers a greater number of definitional attributes of an LO than any of the other authors included earlier in Figure 2.1. They identify seven "action imperatives" that characterize the situation of companies striving to become an LO. Table 2.8 sets out these seven action imperatives that need to represent the interrelated dimensions of a learning organization, and their corresponding key results in financial and knowledge performance. These key components form the basis of the DLOQ development.

Table 2.8

Dimensions of a Learning Organization

Action imperatives (dimensions)	Definition
Create continuous learning (CL)	Learning is designed into work so people can learn on the job; opportunities are provided for ongoing education and growth.
Promote dialogue and inquiry (DI)	People gain productive reasoning skills to express views and the capacity to listen and inquire into the views of others; the culture is changed to support questioning, feedback, and experimentation.
Encourage team learning and collaboration (TL)	Work is designed to encourage groups to access different modes of thinking; groups learn and work together; collaboration is valued by the culture and rewarded.
Create embedded systems to capture and share learning (ES)	Both high- and low-technology systems to share learning are created and integrated with work; access is provided, and systems are maintained.

(Continued)

Table 2.8 (Continued)

Dimensions of a Learning Organization

Action imperatives (dimensions)	Definition
Empower people toward a collective vision (EP)	People are involved in setting, owning, and implementing joint visions; responsibility is distributed close to decision making so people are motivated to learn what they are held accountable to do.
Create system connection between the organization and its environment (SC)	People are helped to see the impact of their work on the entire enterprise; people scan the environment and use information to adjust work practices; and the organization is linked to its communities.
Provide strategic leadership for learning (SL)	Leaders model, champion, and support learning; leadership uses learning strategically for business results.
Financial performance	State of financial health and resources available for growth.
Knowledge performance	Enhancement of products and services because of learning and knowledge capacity (lead indicators of intellectual capital).

Note. Adapted from "Demonstrating the Value of an Organization's Learning Culture:

The Dimensions of the Learning Organization Questionnaire," by V.J. Marsick and

K.E. Watkins, 2003, *Advances in Developing Human Resources*, *5*(2), p. 13.

2.3.3 Development of the DLOQ Framework

Learning takes place collectively on various levels (Watkins & Marsick,

1993). According to Watkins and Marsick's (1993) model of LO shown in Figure 2.2,

the seven dimensions of LOC can be grouped into four levels of organizational

learning: the individual level (CL, DI), the team level (TC), the organization level

(ES, EP), and the global or society level (SC, SL).

Figure 2.2

Watkins and Marsick's (1993) Learning Organization Model.
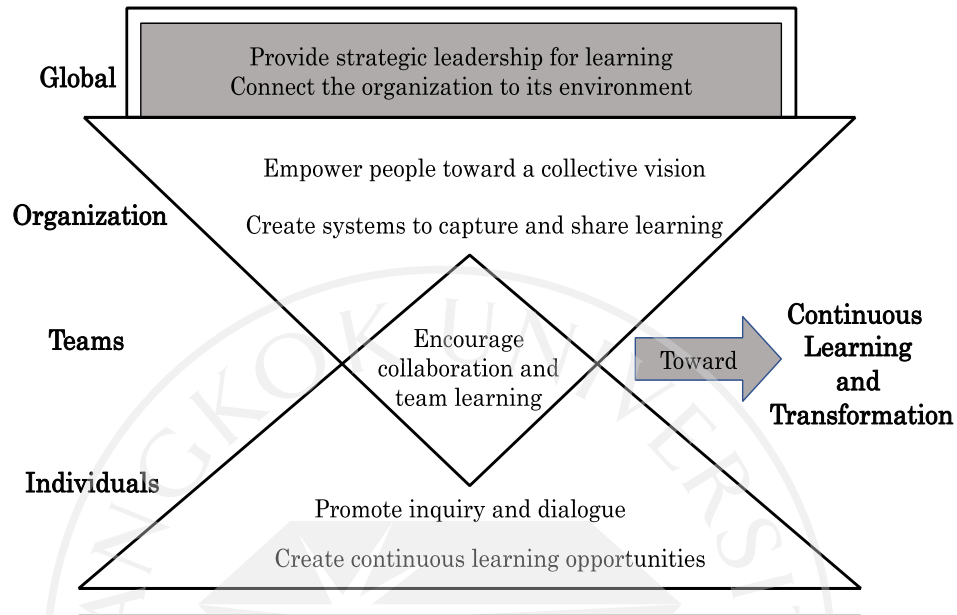
Note. Reproduced from *Facilitating Learning Organizations* by V.J. Marsick and K.E. Watkins, 1999, Gower. Copyright 1999 by Victoria Marsick and Karen Watkins.

The Watkins and Marsick (1993) Model of Learning Organizations shown in Figure 2.2 demonstrates three important elements: "1) system-level, continuous learning 2) that is created in order to create and manage knowledge outcomes 3) which leads to the improvement of an organization's performance, and ultimately its value as measured through both financial assets and non-financial intellectual capital" (Marsick & Watkins, 1999, p. 11). However, continuous learning is not just for individuals, but for teams and the organization as a whole. The notion of systems-level learning invoked here refers to the aptitude of an organization as an integrated system to learn (Jamali et al, 2009).

The DLOQ was developed based on Watkins and Marsick's (1993) learning organization model in Figure 2.2. Working together with Watkins and Marsick, Yang went on to propose a nomological network of the dimensions of the learning organization framework as shown in Figure 2.3 below (Yang et al, 2004). This demonstrates the relationships between the dimensions of the learning organization and the outcome variables. The seven dimensions of a learning organization can be grouped under the two critical elements of an organization: people and structure. The structural or organizational level affects changes in knowledge and financial performance more significantly than changes in individuals (Yang et al., 2004). Yang et al.'s study using confirmatory factor analysis and structural equation modeling confirms that the learning organization is a multidimensional construct.

Moreover, creating a learning culture correlates positively with knowledge performance, which in turn correlates with financial performance (McHargue, 2003). Based on Yang et al.'s research findings, it is useful for other researchers to investigate learning dimensions together with other organizational performance variables to be added into their proposed framework.

Figure 2.3

The Nomological Network of the Dimensions of Learning Organization Culture and

Performance Outcomes
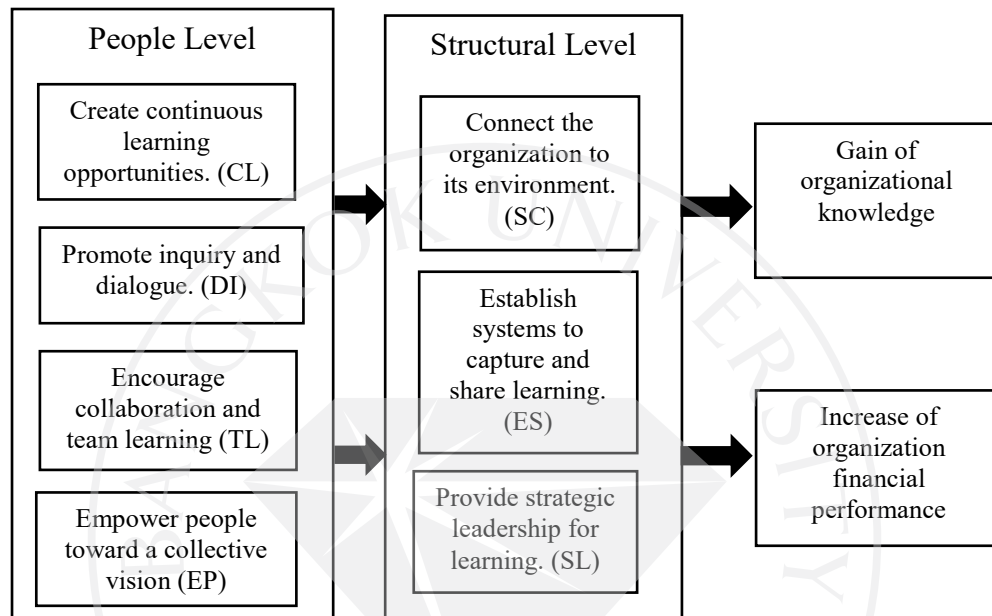
Note. Reproduced from "The Construct of the Learning Organizations: Dimensions, Measurement and Validation," by B. Yang, K.E. Watkins and V.J. Marsick, 2004, *Human Resource Development Quarterly, 15*(1), p. 31. Copyright © 2004 Wiley Periodicals, Inc.

Kim et al. (2015) have also adapted the framework endorsed by Watkins and Marsick (1993), as shown in Table 2.9 below. Kim et al.'s framework adds a "society" level of learning to give four levels of organizational learning,. At the center of the framework, there are six action imperatives which form the six dimensions of the DLOQ. The strategic leadership dimension, the seventh dimension, is not

mentioned in this framework because it is taken for granted as a necessary feature of the learning organization.

Table 2.9

An Adapted Framework for the Learning Organization

Four levels of learning	Nature of learning	Six action imperatives	Learning outcomes (7Cs)
Individual	Change in behavior knowledge, motivation, capacity to learn	Continuous learning opportunities; Inquiry and dialogue	Continuous learning for continuous improvement
Team	Change in a group's capacity for collaborative and synergistic work	Collaboration and team learning	Collaborative, connected, collective, creative
Organization	Change in organizational capacity for innovation and new knowledge	Systems to capture and share learning; Empowering people	Connected, captured and codified, capacity-building
Society	Change in overall capacity of community and society	Connection to environment	Connected by enhancing community's capacity-building

Note. Reproduced from "Examining the Dimensions of the Learning Organization Questionnaire: A Review and Critique of Research Utilizing the DLOQ," by J. Kim, T. Egan, and H. Tolson, 2015, *Human Development Resource Review, 14* (1), p. 96.

The seven characteristics (7Cs) of an organization – continuous, collaborative, connected, collective, creative, captured and codified, and capacity-building – as suggested by Watkins & Marsick (1993) can initially help to enhance an organization's ability to change as a result of achieving the six imperatives. Moreover, "[t]hese 7Cs are the framework used to audit an organization's present capacity while identifying the gap between the current and the desired state for an LO. From a systems perspective, the six action imperatives are inputs to evolve into a learning organization, while the 7Cs are outputs which result from the inputs" (Kim et al., 2015, p. 95).

The 7Cs characteristics of learning organization can help increase an organization's ability to change more effectively. Garratt confirms that "A culture of learning is essential for business functioning and is key for organizations as they try to cope with change" (Sidani & Reese, 2018b, p. 436).

2.3.4 Validity and Reliability of the DLOQ

Watkins and Marsick (1993) have consistently indicated that the basis for the DLOQ is not a theory in itself, but rather a model within the broader framework of applied general systems theory. Their Linkert-type instrument consists of 42 items, with six items for each dimension except for one item in the continuous learning dimension which they have split into two. This gives the original 43 item version of the DLOQ. They later developed another two shorter versions pioneered by Yang: the DLOQ-A with 21 items (three items for each dimension) as well as a seven-item version with one item per one dimension. Yang et al. (2004) recommend the 21-item version rather than the 43-item one for an organizational study based on reliable results from confirmatory factor analysis (CFA) and exploratory factor analysis

(EFA), with a goodness fit of indices (GFI) at .92 and .87 respectively. This means that about 90 percent of the variance and covariance of learning organization culture can be explained by the seven dimensions of the learning organization (Song et al., 2008).

The DLOQ has been at the forefront of organizational diagnostic tools and has been used across a range of organization settings. Marsick and Watkins together with Yang have continued to improve and refine it, constantly validating their instrument to help improve learning culture: as can be seen from the history of the development and validation of the DLOQ as shown in Table 2.10 below (Kim et al., 2015).
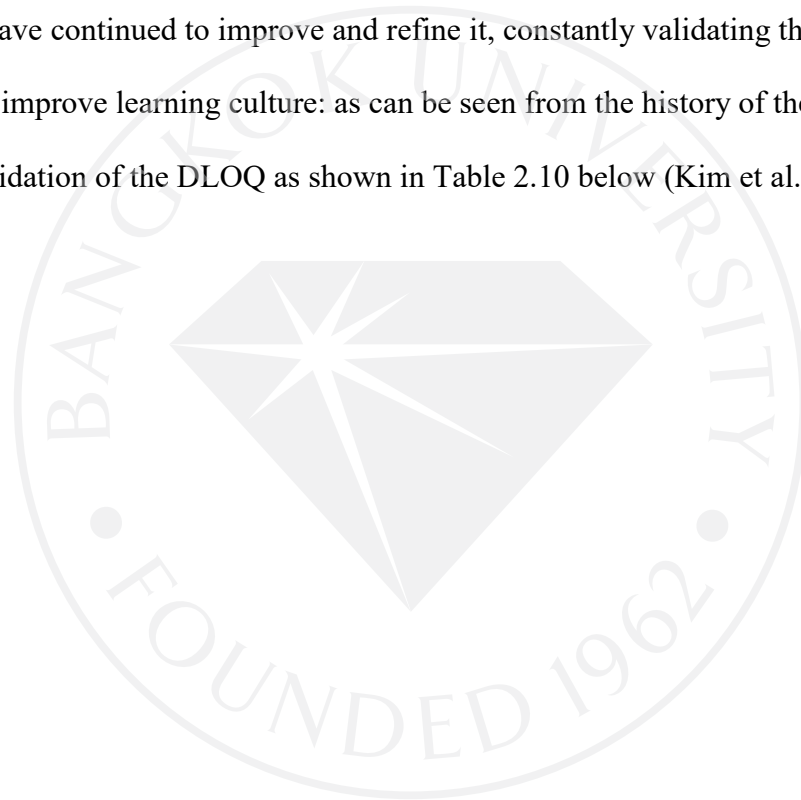
Table 2.10

History of the Development and Validation of the DLOQ

Year	Event and issues
1993	• Watkins and Marsick publish the book *Sculpting the Learning Organization: Lessons in the Art and Science of Systemic Change*
	• The book presents a foundational model of the LO that served as the basis for the DLOQ
	• The six action imperatives in the book do not include leadership for learning
1996	• Phillips, Watkins, and Marsick edit a volume of case studies book by the American Society for Training and Development, *In Action: Creating the Learning Organization*
	• The book suggests a framework for the LO including seven action imperatives, including leadership for learning
1997	• Watkins and Marsick published a survey instrument, Dimensions of the Learning Organization Questionnaire, proposing the original 42-item version, including the dimension of leadership for learning
	• Watkins, Yang, and Marsick publish an article in the proceedings of the Academy of Human Resource Development (AHRD) conference, entitled "Measuring dimensions of the learning organization"
	• One study published, but no EFA/CFA
1998	• Yang, Watkins, and Marsick publish an article in the proceedings of the AHRD conference, titled "Examining construct validity of the Dimensions of the Learning Organization Questionnaire;" the article used CFA and included the dimension of leadership for learning
	• Two studies published, including one reporting CFA (the first to report factor analysis of any kind)
1999	• Marsick and Watkins publish the book, *Facilitating Learning Organizations: Making Learning Count*
	• The book distinguishes the six action imperatives from leadership for learning that was viewed as the key driver of the action imperatives
	• One study published, but without EFA/CFA

(Continued)

Table 2.10 (Continued)

History of the Development and Validation of the DLOQ

| Year	Event and issues
2000	• One study published, but without EFA/CFA
2002	• Two studies published, including one using CFA
2003	• Marsick and Watkins publish the conceptual paper, "Demonstrating the value of an organization's learning culture: The dimensions of learning organization questionnaire," proposing the 43-, 21-, and 7-item version of the DLOQ
	• The dimension of continuous learning in the original 42-item version is elaborated to seven items "because it was determined that one item measured two critical concepts," resulting in 43 items in total (Yang et al., 2004, p. 36)
	• 10 studies published, including 3 using CFAs
2004	• Yang, Watkins, and Marsick use CFA to determine that the reduced 21-item version is a superior measurement model to the original 42-item model
	• 6 studies published, including 3 using CFAs
2005	• 4 studies published, including 2 using EFA and 1 using CFA (the first validation study using EFA)
	• In the EFA studies, one, two, or eight components are extracted depending on methods and samples
2006	• 5 studies published, including 1 using CFA
2007	• 9 studies published, including 1 using EFA and 3 using CFA
	• In the EFA studies, eight components extracted
2008	• 12 studies published, including 2 using EFA and 4 using CFA
	• In the EFA studies, between one and four components extracted
2009	• 11 studies published, including 2 using EFA and 4 using CFA
	• In the EFA studies, one component extracted.

(Continued)

Table 2.10 (Continued)

History of the Development and Validation of the DLOQ

Year	Event and issues
2010	• 11 studies published, including 3 using CFA
2011	• 10 studies published, including 1 using EFA and 2 using CFA
	• In the EFA studies, six components extracted, including the two factors of knowledge and financial performance
2012	• 5 studies published, including 1 CFA

Note. DLOQ = Dimensions of the Learning Organization Questionnaire; LO = learning organization; EFA = exploratory factor analysis; CFA = confirmatory factor analysis. Reprinted from "Examining the Dimensions of the Learning Organization Questionnaire: A Review and Critique of Research Utilizing the DLOQ," by J. Kim, T. Egan, and H. Tolson, 2015, *Human Development Resource Review, 14* (1), p. 102–103.

Since 2012, there have been numerous studies validating DLOQ as a reliable tool for measuring the dimensions of learning organizations (Kim et al., 2015; Chai & Dirani, 2018). Watkins and Dirani (2013) conducted a meta-analysis study to test whether the DLOQ is still consistently reliable across multiple cultures and industries, and found that across languages, cultures, and types of organization, the DLOQ still produces a high degree of reliability for all seven dimensions, and correlates with both perceptual and actual performance (with a coefficient alpha range from 0.71 to 0.91). The results of these studies have verified the applicability of the DLOQ across different cultures (Lien et al., 2006, Song et al., 2009).

In 2020, a DLOQ validation was conducted in a healthcare setting in Greece, showing the practicality of this organization measurement tool in diverse cultural contexts (Goula et al., 2020). As of 2021, the 21 item DLOQ is still being validated in the US for examining 15 schools as learning organizations (Sheng et al., 2021) and in Mexico for evaluating 14 organizations in their capability to adapt to change in the context of chaos (Zamora & Torres, 2021).

2.3.5 Coverage of the DLOQ

Marsick (2013) confirms that the DLOQ has so far been translated into at least 14 languages, following hundreds of requests to use it from all over the world. From 2002 to 2013, there were 173 requests to use the DLOQ in research in 38 countries, primarily from the United States (63), Europe (35), Africa and the Middle East (27), Asia (24), Australia and Canada (7), South America (5); while for 12 requests there is no geographical information: see Figure 2.4 below.

The DLOQ has been used in the for profit, non-profit and government sectors, including public health, churches and educational institutions (Marsick, 2013). There

have also been significant patterns of responses to DLOQ dimensions based on culture and organization type (Davis & Daley, 2008; Ellinger et al., 2002).

Figure 2.4

The DLOQ's Global Coverage Application
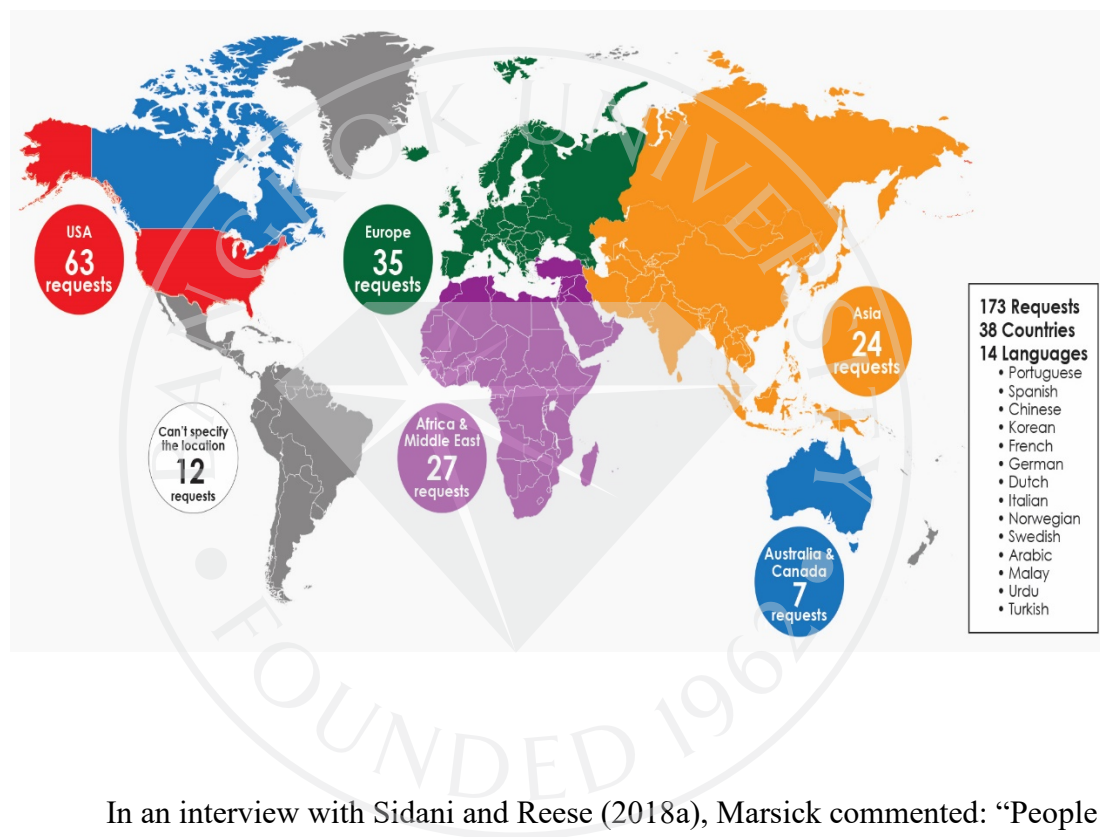
In an interview with Sidani and Reese (2018a), Marsick commented: "People who adopted our framework are those who don't look for easy answers as a prescription, and they know that in their world it wouldn't work. In education and not for profits, you can't just bully people to do whatever you want because you are the head of the organization" (p. 206). Watkins later adds "The Googles do not call on us because they already have – probably – a learning organization culture…..but it is more the bureaucratic organizations that are suffering under command and control structures" (p. 206).

In summary, the DLOQ does not predict future performance but is a tool designed to provide a litmus test of the current standing of learning cultures at individual, group, and organizational levels, which can serve as an indicator of the overall health of an organization. Thus, the DLOQ can serve as a guide to how organizations should perform in the future (Watkins & Dirani, 2013).

2.4 Relationship Between Learning Organizations and Organizational Performance Improvement.

Human resource departments (HRD) usually have an annual budget for promoting continuous learning for individuals and teams in the organization. Nevertheless, such budgets do not always get approved by management, since there may not be solid evidence in the form of significant changes in performance as perceived by management to support the budget request (Kim et al., 2015). Marsick and Watkins (1994) characterize this challenging task for HRDs:

> HRD as a separate function or discipline, divorced from its systemic interdependence with other strategic parts of the organization, is not sufficient to create learning organizations. HRD as a combination of training, career development, and organization development offers the theoretical integration needed to envision a learning organization, but it must also be positioned to act strategically throughout the organization (p. 355).

Considering the current economic outlook, it is getting more difficult to provide justification in financial terms to secure a training budget for the following year. Human resource managers therefore need a reliable tool to help them obtain the necessary learning and development budget.

The DLOQ was created to measure the seven dimensions of the learning organization – continuous learning, inquiry and dialogue, team learning, embedded system, empowerment, systems connection, and strategic leadership; and two perceived changes in organization performance – knowledge and financial performance. In the DLOQ, Marsick and Watkins (2003) have also developed metrics for perceived changes in knowledge performance drawing on the literature in knowledge and intellectual capital. They identify six perceptual knowledge performance metrics: 1) customer satisfaction; 2) the number of suggestions implemented; 3) the number of new products or services; 4) the percentage of skilled workers compared to the total workforce; 5) the percentage of total spending devoted to technology and information processing; and 6) the number of individuals learning new skills (Appendix A). In addition, they identify six traditional financial metrics. The perceptual financial metrics in the DLOQ are: 1) return on investment; 2) average productivity per employee; 3) time to market for products and services; 4) response time for customer complaints; 5) market share; and 6) cost per transaction. These perceptual knowledge and financial metrics are related directly to future strategic values, so the DLOQ is a good tool to support management decisions to continue to invest in individual and team learning.

Marsick and Watkins (2003) acknowledge that there are a few limitations to the performance measures of the DLOQ for front line respondents. Front line staff such as operations and administrative staff may not aware of the company's performance situation in detail, and may feel uncomfortable revealing their ignorance, and so may provide answers that are not well-informed or accurate. Furthermore, the DLOQ measures outcomes based on perceptions of the practices that are meant to

impact these outcomes: it does not measure hard financial or company data. As a result, current measures of performance reflect the consequences of earlier actions: they do not capture changes which are still in the stage of development.

However, Marsick and Watkins (2003) insist that these measures are the best proxy measures for actual performance. The DLOQ provides a snapshot of perceptions of change at the time the instrument is applied. Therefore, it is necessary to measure other initiatives or environmental changes in order to link an outcome with learning.

Other researchers have tried to further validate the DLOQ by adding to the framework other objective organizational performance data. Ellinger et al. (2002) add the financial data such as return on equity (ROE), return on asset (ROA), market value added (MVA), as shown in Figure 2.5 below.

Figure 2.5

Adapted Dimensions of the Learning Organization Model


```
┌─────────────────────────────┐        ┌─────────────────────────────┐
│  Watkins & Marsick (1993)   │        │  Watkins & Marsick (1993)   │
│                             │        │                             │
│  Create continuous learning │        │  Perceptual measures of     │
│  opportunities              │        │  knowledge performance      │
│                             │        │                             │
│  Promote inquiry and        │        │  Perceptual measures of     │
│  dialogue.                  │        │  financial performance      │
│                             │        │                             │
│  Encourage collaboration    │        │                             │
│  and team learning          │        │                             │
│                             │        │  ┌───────────────────────┐  │
│  Establish systems to       │        │  │ Ellinger et al. (2002)│  │
│  capture and share learning.│        │  │                       │  │
│                             │        │  │ Objective measures of │  │
│  Empower people toward a    │        │  │ financial performance:│  │
│  collective vision          │        │  │   -  ROE              │  │
│                             │        │  │   -  ROA              │  │
│  Connect the organization   │        │  │   -  Tobin's q        │  │
│  to its environment.        │        │  │   -  MVA              │  │
│                             │        │  └───────────────────────┘  │
│  Provide strategic          │        │                             │
│  leadership for learning    │        │                             │
└─────────────────────────────┘        └─────────────────────────────┘
```

Note. Adapted from "The Relationship Between the Learning Organization Concept and Firms' Financial Performance: An Empirical Assessment," by A.D. Ellinger, A.E. Ellinger, B. Yang and S.W. Howton, 2002, *Human Resource Development Quarterly, 13*(1), p. 8.

Davis and Daley (2008) further study the linkage of the DLOQ dimensions with both perceptual performance and other secondary financial data such as return on investment (ROI), percentage of sales from new products, earning per share, and net income per employee. Ju and Kim (2010) measure the relationship between the

dimensions of the learning organization and workplace learner competencies that are "perceptivist", "information-gathering", "analyst", or "evaluator" competencies. Kim and Marsick (2013) also introduce the use of DLOQ as a basis for designing and implementing a learning organization initiative (LOI) to strengthen the learning skills and capabilities of SMEs. They look into many learning strategies such as space, consulting, networking, on the job training, appreciation, and coaching to help SMEs customize their learning strategies effectively in addition to developing a learning team.

There have been a growing number of studies on the relationship between the learning organization and various performance improvement indicators using DLOQ, as summarized in Table 2.11 below. The results of these studies demonstrate the positive relationship between the dimensions of a learning organization culture and performance outcomes.

Table 2.11

Usage of DLOQ With Various Performance Improvement Indicators

Author – Title	Performance indicators (p-perception or o-objective)	Sample description	Industry
McHargue (2000). Nonprofit learning organizations: issues for human resource development.	Financial (p) Knowledge (p) Mission (o) including debt ratio, net assets, savings ratio	264 directors from 264 nonprofit, human services organizations in the US, each with revenue over $1M.	Nonprofit
Ellinger et al. (2002). The relationship between the learning organization concept and firms' financial performance: an empirical assessment.	Soft financial (p) Hard financial (o) including ROA, ROE, Tobin's Q, and MVA ratios	208 Logistics managers from 208 for-profit companies in the US; that have mostly 5k to 50k employees.	Manufacturers in electronics, chemicals, retail, automotive parts, food, and paper
Zhang, et al. (2004). Learning organization (sic) in mainland China: empirical research on its application to Chinese state-owned enterprises.	Financial (p). Knowledge (p)	477 mid-level managers from 6 listed and non-listed Chinese companies.	Manufacturing and services
Power & Waddell (2004). The link between self-managed work teams and learning organizations using performance indicators.	Financial (p) Knowledge (p) Customer satisfaction (p) Employee turnover (p)	62 HR managers and assistants from 62 randomly selected large Australian companies.	Not specific
Kumar & Idris (2006). An examination of educational institutions' knowledge performance.	Knowledge (p) Institution commitment (p)	238 HR managers from 238 private colleges in Malaysia; size between 34 and 110 staff.	Education
Lien et al. (2006). Is the learning organization a valid concept in the Taiwanese context?	Financial (p). Knowledge (p)	679 respondents who held management or administrative positions, sales and technical positions, Taiwan.	Finance/Insurance, high-tech
Wang & Yang (2007). The culture of learning organizations in Chinese state-owned and privately-owned enterprises: An empirical study.	Financial (p) Job satisfaction (p)	919 employees in 9 companies in Guangdong, China.	State-owned enterprises and Privately-owned enterprises

Table 2.11 (Continued)

Usage of DLOQ With Various Performance Improvement Indicators

Author – Title	Performance indicators (p-perception or o-objective)	Sample description	Industry
Davis & Daley (2008). The learning organization and its dimensions as key factors in firms' performance.	Knowledge (p) Soft financial (p) Hard financial (o) including ROI, ROE, net income per employee, earning per share, sales percentage of new products	644 human resources and marketing heads from US public companies with annual revenue at least US$ 100 million.	Manufacturing and service
Song (2008). The effects of learning organization culture on the practices of human knowledge-creation: an empirical research study in Korea.	Knowledge creation process (p)	471 managers in 5 different subsidiary organizations under the same Korean conglomerate.	Various industries such as finance, IT, service, construction and heavy industry
Ju & Kim (2010). The relationship between perceived dimensions of the learning organization and workplace learner competencies of employees in large corporations.	Workplace learner competencies (p)	313 employees from 19 different corporations who work more than 1 year, South Korea.	Manufacturing, business consulting, energy, banking, aviation, steel, education etc.
Pantouvakis & Bouranta, (2013). The link between organizational learning culture and customer satisfaction: Confirming relationship and exploring moderating effect.	Employee Job Satisfaction (p) Customer Satisfaction (p)	463 front-line employees in 3 companies in Greece	Port, Automobile Service Repair, and Supermarket
Kim & Marsick (2013). Using the DLOQ to support learning in Republic of Korea SMEs.	Knowledge Creation (p): awareness of learning, Knowledge Creation (o): patents and utility models, new items and tips, number of trademark registration, Learning Capability (p):	334 respondents, 131 respondents and 57 respondents from participating SMEs in year 1 and 2 and 3 respectively and consecutively in South Korea.	SMEs

(Continued)

Table 2.11 (Continued)

Usage of DLOQ With Various Performance Improvement Indicators

Author – Title	Performance indicators (p-perception or o-objective)	Sample description	Industry
Islam et al. (2014). Organization learning culture and customer satisfaction: The mediating role of normative commitment	Customer Satisfaction (p) Normative Commitment (p)	297 customer care service employees in 4 major service companies in Western Malaysia	Service Industries
Kim et al. (2017). The impact of a learning organization on performance : Focusing on knowledge performance and financial performance.	Financial (p). Knowledge (p)	Secondary data set from US companies.	Not specified
Joo & McLean (2020). Learning organization culture and core job characteristics for knowledge workers in Korea.	Job characteristics (p): skill variety, task identity, task significance, autonomy, feedback	264 knowledge workers from four organizations in South Korea.	Manufacturing, constructions, telecommunication
Sheng et al. (2021). Examining schools as learning organizations: an integrative approach.	School performance (p): student satisfaction, parent involvement, response time Knowledge performance (p): knowledgeable employee, technology spending, individual learning	322 teachers and professional staffs in K-12 schools in the US.	School, Education

In Thailand, so far there have not been many studies using the DLOQ to study the relationship between learning organization culture and organizational performance. One study explores the mediating effect of job satisfaction on learning organization culture and turnover intention in non-profit organizations (Tuntivivat & Piriyakul, 2015). Another study has used the DLOQ to study the relationship between the organizational culture and learning organization for two R&D organizations under the Thai Ministry of Finance and Technology (Khunsoonthornkit & Panjakajornsak, 2018).

However, no empirical study has so far been carried out on learning organization culture and customer experience performance in the automotive industry using the DLOQ as a diagnostic tool. Therefore, this application of the DLOQ to study learning organizations in the automotive industry in Thailand is a first. This present study will also examine the impact of coaching interventions on customer experience enhancement in the CDS car dealership in Thailand.

2.5 Coaching

Although the first reference to coaching in the workplace dates back to 1937 (Grant , 2001), coaching as a separate discipline really started in the early 1980s (Brock, 2012; Passmore & Theeboom, 2016). Coaching is both a process and a profession (Boysen-Rotelli, 2018). Coaching as a profession has grown dramatically during the past decade. However, there has not been much academic research in this field since Kampa-Kokesch & Anderson's (2001) seminal review of coaching research (Passmore & Fillery-Travis, 2011), with empirical studies carried out mostly by postgraduate students (Passmore & Gibbes, 2007). Coaching is slowly growing as an academic discipline with a handful of active researchers (Schutte & Steyn, 2015),

but "Until recently, there has been little published systematic empirical research into business coaching" (Blackman et al., 2016, p. 459).

2.5.1 Definition of Coaching

Despite a systematic review, it is still difficult to pin down a workable definition of the concept of coaching. "Management development" and "leadership development" are two concepts associated with coaching and executive coaching. Out of 36 articles about coaching, I have identified 14 statements that met the criteria for a definition of coaching, as shown in Table 2.12 (Schutte & Steyn, 2015).
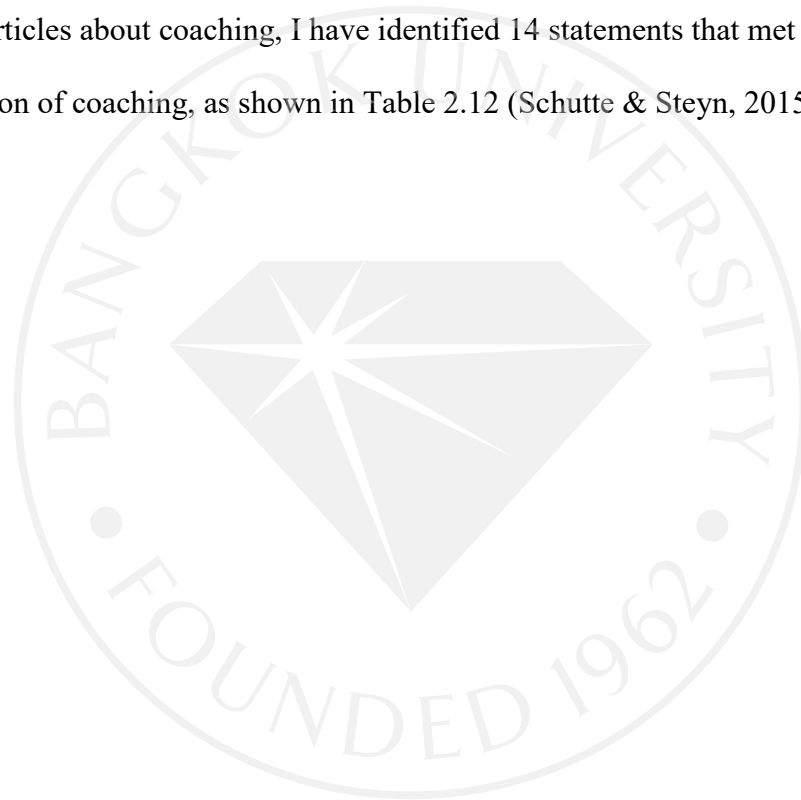
Table 2.12

Definitions of Coaching

Authors	Definitions
Kilburg (1996)	Executive coaching is defined as a helpful relationship. This relationship is formed between a client and a consultant. The client has managerial authority and responsibility in an organization. The consultant uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals. The aim is for the client to improve their professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement.
Cilliers (2005)	Coaching is defined as a form of consultation. It is a formal, ongoing relationship between an individual or team and a consultant. The consultant in this relationship has in-depth knowledge of various psychological paradigms and perspectives regarding behavioral change and organizational functioning. The consultant then provides learning opportunities for the development of self-esteem and self-awareness, as well as increased quality communication with colleagues, peers and subordinates. The consultation techniques give direct behaviorally based feedback and interpretations about the employee's impact on others. The business or organization will benefit because the behavioral change in the individual or team will lead to enhanced performance.
Joo (2005)	Coaching is defined as a process of a one-on-one relationship between a professional coach and a coachee for the purpose of enhancing the coachee's behavioral change through self-awareness and learning, and which ultimately contributes to the success of the individual and of the organization.
Blackman (2006)	Coaching is defined as a natural conversation that follows a predictable process and leads to superior performance, commitment to sustained improvement and positive relationships.
Bowles et al. (2007)	Coaching is an approach to leadership development.
Govindji & Linley (2007)	Coaching is the focus of building performance and enhancing well-being in non-clinical populations.
Stelter (2007)	Coaching is defined as the coach's participation in the development and learning process of the person in focus. It is a form of conversation.

(Continued)

Table 2.12 (Continued)

Definitions of Coaching

Authors	Definitions
Shelly (2008)	Coaching is defined as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
Onyemah (2009)	Coaching has been defined as a teaching technique for imparting facts and methods for accomplishing a task.
Averweg (2010)	Electronic coaching can be defined as coaching delivered via an electronic medium such as an intranet.
Baron et al. (2011)	Executive coaching is defined as the teaching of skills in the context of a personal relationship with a learner and the provision of feedback on the executive's interpersonal relations and skills.
Motsoaledi & Cilliers (2012)	Executive coaching is defined as formal, collaborative relationships between clients and consultants to improve their work performance and personal satisfaction, and thereby to improve organizational effectiveness.
Bond & Seneque (2013)	Coaching is a holistic process intended to build the capacity of people in organisations to work relationally, socially and organizationally.
Bozer et al. (2013)	Coaching is defined as a one-on-one relationship between a professional coach and an executive (coachee).
Maltbia et al. (2014)	Coaching is the practice of support to leaders who drive organizational goals.

Note. Adapted from "The Scientific Building Blocks for Business Coaching: A Literature Review," by F. Schutte and R. Steyn, 2015, *Journal of Human Resource Management, 13*(1), p. 10-11.

However, definitions of coaching are fluid, and many aspects of coaching overlap with teaching, counseling and mentoring: in fact, the terms "coaching", "mentoring" and "counseling" are often used interchangeably in the literature (D'Abate et al., 2003). Current definitions of coaching are also continually changing and spreading into new areas, geared towards specialist coaching models such as executive coaching, health coaching, life coaching, coaching psychology, career coaching, and parenting coaching (Passmore & Lai, 2019). These definitions are given in Table 2.13 below.

Table 2.13

Definitions of Specialist Coaching

Author, Year	Specialist coaching
Grant, 2012	Executive coaching is a targeted, purposeful intervention that helps executives develop and maintain positive change in their personal development and leadership behavior
Grant, 2014	Life coaching is a collaborative solution-focused, result-oriented and systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and/or professional life of normal, non-clinical clients.
Huffman & Miller, 2015	Health coaching is the use of evidence-based skillful conversation, clinical strategies, and interventions to actively and safely engage clients in health behavior change to better self-manage their health, health risk(s), and acute or chronic health conditions resulting in optimal wellness, improved health outcomes, lowered health risk, and decreased health care costs.
Passmore, 2016a	Coaching psychology is the scientific study of behavior, cognition and emotion within coaching practice to deepen our understanding and enhance our practice within coaching.
Jenson, 2016	Career coaching is a training process that has been used to equip emerging leaders with the right kind of knowledge for the workplace in such a manner that they will embrace any form of change.
Schwarz, n.d.	Parent coaching is a completely judgment-free, confidential support to help you parent at your best - even when things are at their worst.

Consequently, the search for a formal definition of "coaching" can still be considered an academic challenge, as Passmore & Lai (2019) comment: "While there has been broad agreement over these years, the focus and emphasis has varied reflecting the orientation and focus of different writers (e.g. Whitmore, 1992; Grant & Palmer, 2002; Passmore & Fillery-Travis, 2011)" (Passmore & Lai, 2019, p. 69). Hence, the definition of coaching is part of an ongoing debate within coaching practice and research.

The International Coaching Federation (ICF), the oldest and the most widely recognized professional coaching association, defines coaching as "partnering with clients in a thought-provoking and creative process that inspires the client to maximize their personal and professional potential" (International Coaching Federation, 2015). When comparing other definitions of coaching with that of the ICF, we find that the ICF's definition provides the maximum match with the core elements of good coaching (Passmore, 2016b). Moreover, the ICF is widely accepted among the professional coaching community worldwide: as of March 2021, there were 44, 035 coach members in 151 countries (International Coaching Federation, 2021). Therefore, it is logical to use ICF's definition of coaching for the present study.

2.5.2 Coaching Competency

In his famous book *Coaching for Performance* (Whitmore, 1992) which has sold over 800,000 copies in 25 languages since 1992 (Passmore, 2016b), Sir John Whitmore mentions the core coaching principles of awareness and responsibility. Passmore (2016b) later expanded Whitmore's two core coaching principles to eight principles of coaching, as shown in Figure 2.6 below.

Figure 2.6

Core Elements of Good Coaching

Note. Reprinted from *Excellence in Coaching: The Industry Guide* (3rd ed., p. 17), by J. Passmore, 2016b, Kogan Page.

The ICF has recently updated its core competency model to cover the following eight coaching principles, reduced from the eleven principles previously specified, as follows (International Coaching Federation, 2019):

    1. Demonstrates ethical practice

    2. Embodies a coaching mindset

    3. Establishes and maintains agreement

    4. Cultivates trust and safety

    5. Maintains presence

    6. Listens actively

    7. Evokes awareness

    8. Facilitates clients growth.

2.6. Coaching Intervention

Coaching has traditionally been compared to other kinds of helping interventions such as therapy or counselling or mentoring (Bachkirova, 2008) because of similar features and process (Passmore & Lai, 2019). Passmore and Lai (2019) summarize the similarities and differences between coaching, therapy or counselling, mentoring, and change agents based on the works of relevant authors such as Joo (2005), Gray (2006), Bachkirova (2008), McDowall and Mabey (2008) and Passmore et al. (2013), as shown in Table 2.14 below.
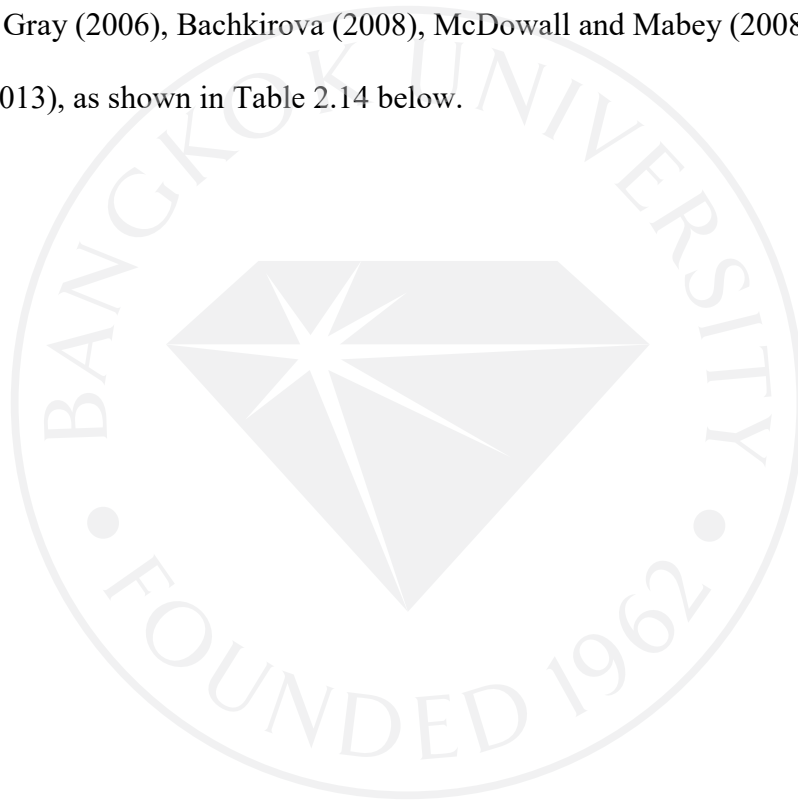
Table 2.14

Differences and Similarities Between Coaching and Other Similar Professional Helping Interventions

Aspects	Counselling/Therapy	Coaching	Mentoring	Change agent
Ultimate purpose and benefits.	Development and well-being of individual.	Development and well-being of individual (if sponsored, also of benefit to the sponsoring organisation).	Development and well-being of individual (if sponsored, also of benefit to the sponsoring organisation).	Development and organisational change.
Initial motivation.	Eliminating psychological problems and dysfunctions.	Enhancing life, improving performance.	Enhancing life, improving performance.	Enhancing life, improving performance at the workplace.
Context of interventions.	Open to any and potentially to all areas of client's life.	Specified by the contract according to the client's goals, the coach's area of expertise and the assignment of a sponsor if involved.	Specified by the contract according to the client's goals, the coach's area of expertise and the assignment of a sponsor if involved.	Specified by the contract according to the client's goals, the coach's area of expertise and the assignment of a sponsor if involved.
Client's expectations for change.	From high dissatisfaction to reasonable satisfaction	From relative satisfaction to much higher satisfaction.	From relative satisfaction to much higher satisfaction.	From relative satisfaction to much higher satisfaction.
Possible outcome.	Increased well-being, unexpected positive changes in various areas of life.	Attainment of goals, increased well-being and productivity.	Attainment of goals, increased well-being and productivity	Attainment of goals, increased well-being and productivity.
Theoretical foundation.	Psychology and philosophy.	May include psychology, education, sociology, philosophy, management, health and social care etc.	May include psychology, education, sociology, philosophy, management, health and social care etc.	May include psychology, education, sociology, philosophy, management and organisational change theories etc.

(Continued)

Table 2.14 (Continued)

Differences and Similarities Between Coaching and Other Similar Professional Helping Interventions

Aspects	Counselling/Therapy	Coaching	Mentoring	Change agent
Main professional skills.	Listening, questioning, feedback, use of tools and methods specific to particular approaches.	Listening, questioning, feedback, use of tools and methods specific to particular approaches.	Listening, questioning, feedback, use of tools and methods specific to particular approaches	Listening, questioning, feedback, use of tools and methods specific to particular approaches.
Importance of relationship in the process.	High.	High.	High.	High.
Importance of the client's commitment.	High.	High.	High.	High.
Role of the practitioner's self in the process.	Very important.	Very important.	High. Important.	Less important.
Degree of formality	High.	High.	Less formal.	High.
Frequency.	Variable, but usually several sessions needed based on client's individual situation.	Variable, but usually several sessions needed based on client's individual situation.	Variable, but usually several sessions needed based on client's individual situations.	Variable, usually based on the original contract with the organisation.
Ownership of data/feedback	Confidential data only shared between therapist and client.	Coach and individual, some data often shared with line manager, depending on the agreed contract.	Mentor and the mentee. Some data and information shared with the organisation based on initial agreement.	Most data and information shared with the organisation

Note. Reprinted from "Coaching Psychology: Exploring Definitions and Research Contribution to Practice," by J. Passmore & Y. L. Lai,

2019, *International Coaching Psychology Reviews*, *14*(2), p. 69–83.

2.6.1 The Impact of Coaching Intervention

Coaching has been used as one of many organizational intervention tools to improve organizational culture, leadership, employee engagement, performance improvement, talent management, and so on. Since coaching helps integrate the learning of individuals, teams, and organizations, it has become a significant part of organizational learning and change efforts within an organization to enhance performance, as prompted by Senge's concept of a learning organization (Crabb, 2011; Bond & Seneque, 2013).

However, there is always skepticism about the financial impact of coaching intervention especially on ROI. It is challenging and essentially impossible to accurately measure ROI in relation to investment in coaching interventions. Phillips (2007) came up with an ROI formula to prove the effectiveness of the coaching intervention program for the Nation Hotel Corporation. In addition, Schlosser et al. (2007) conducted a study measuring the impact value provided by executive coaching by focusing on four areas: 1) operating financial results; 2) business results; 3) strategic results; and 4) improvements in human capital development and organizational effectiveness. They suggest that the impact of coaching intervention can be measured through the desired metrics and outcomes as shown in Table 2.15 below.

Table 2.15

Improvement Areas and Metrics Targeted for Coaching Interventions

Improvement in capabilities and behaviors		Human capital and business outcome/metric items
■ Big-picture/Detail Balance	■ Job Satisfaction and Enjoyment	■ Alignment with Business Priorities
■ Building Enthusiasm		■ Avoidance of Termination/Separation
■ Building Relationships	■ Leading/Driving Change	
■ Building Team Morale	■ Listening Skills	■ Base of Committed Followers
■ Business Acumen/Knowledge	■ Managing Performance Issues	■ Client Retention/Growth
■ Business Results/Execution		■ Efficiency/Cost Reduction
■ Career Advancement	■ Meeting Facilitation	■ Employee Alignment
■ Client Focus/Service	■ Negotiation Skills	■ Employee Engagement
■ Collaboration/Teamwork	■ Partnering across Boundaries/Silos	■ Employee Satisfaction
■ Communication Skills		■ Employee/Team Retention
■ Conflict Management/Resolution	■ Personal Energy/Optimism	■ External Client Satisfaction/Relationships
■ Decision Making and Judgment	■ Productivity/Time Management	■ Increased Sales/Revenue
■ Delegation/Empowering Others		■ Intention to Remain with Organization
■ Developing Self	■ Project Management	
■ Developing/Coaching Employees	■ Quality of Work Product	■ Internal Client Satisfaction/Relationships
■ Diversity Considerations/Sensitivity	■ Self-Awareness/Self-Reflection	
■ Executive Presence	■ Self-Confidence	■ Merger Integration
■ External Visibility/Image	■ Sense of Urgency/Responsiveness	■ Process Improvement
■ Field Presence/Field Experience		■ Product/Service Development
■ Following Others	■ Setting Direction and Vision	■ Product/Service Launch
■ Fostering Innovation		■ Productivity
■ Global/International Perspective	■ Strategic Thinking	■ Profitability
■ Goal Setting	■ Stress Management	■ Promotability/Career Progression
■ Influence	■ Technical Skills Mastery	■ Quality Management
■ Internal Visibility/Image	■ Work/Life Balance	■ Reduce Loss/Business Decline
■ Interpersonal Skills		■ Risk/Liability Reduction
		■ Turnaround/Business Recovery

Note. Adapted from "The Coaching Impact Study: Measuring the Value of Executive Coaching With Commentary," by B. Schlosser, D. Steinbrenner, E. Kumata, & J. Hunt, 2007, *The International Journal of Coaching in Organizations*, *5*(1), p. 146.

2.6.2 Coaching Interventions at CDS dealers

CDS has been using coaching intervention to improve its customer experience at the dealership level in the US since 2011, later expanded to other regions and countries. Even though its customer experience management (CEM) program has been developed and designed by CDS headquarters in the US, in each country the implementation is done locally by an external coach. CDS's CEM program is also internationally accredited by the International Coach Federation (ICF). The CEM coach can use the working coach hours to upgrade their coaching credentials with ICF. This standardized CEM program comprises seven visits per year as shown in Figure 2.7 below.

Figure 2.7

CDS's Customer Experience Management Program
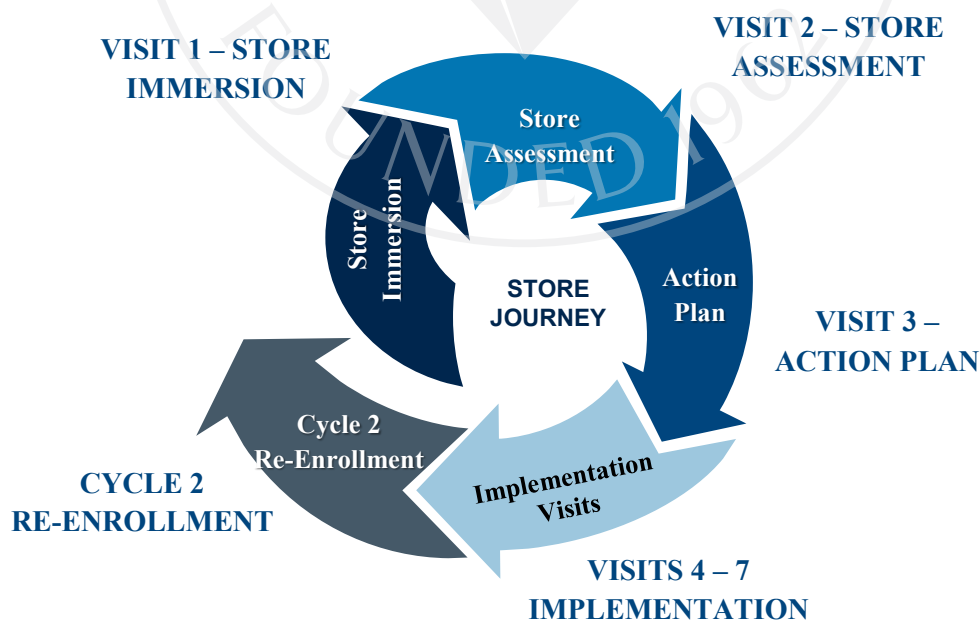
Note. Copyright 2021 by CDS.

Visit 1 is the immersion visit where the coach will meet with the owner and team leaders to explain the CEM program roadmap and content, including sharing expectations, setting goals, and agreeing on the desired outcomes for the year.

Visit 2 is the store assessment visit to measure the current gaps in areas of leadership, organizational culture, employee engagement, empowerment, and customer experience. CDS's standardized assessment survey for all employees needs to be completed prior to the second visit. During this visit, additional interviews or "huddles" for certain team leaders and members are conducted to gain insights based on the store assessment results.

Visit 3 is the action plan visit. Action plans for leadership development and store development are created to close the gaps identified by the assessment and huddles. Other action plans are also developed to align with the goals and desired outcomes set on Visit 1.

Visits 4 to 7 represent the implementation visits to ensure the progress of the action plan. These visits are ongoing, but the goals of each visit may be changed or re-prioritized based on the outcomes of the action plans. Ad hoc plans may also be created depending on urgent situations in the "stores" (dealers / showrooms), problems arising in relation to customer complaint issues, or CDS's new assignments.

The time interval between each visit varies, but in general it is between 2-4 weeks, depending on the situation and the availability of owners, managers and their employees. The CEM program is usually completed within 8-12 months.

2.6.3 Coaching Interventions at CDS dealers in Thailand

In 2014, CDS Thailand launched the CEM program in Thailand. Unlike other CDS programs, which are mandatory, the CEM program is a voluntary one.

Nevertheless, CDS Thailand needs to allocate a certain budget each year to subsidize the CEM program. Similarly, CDS dealers also have to partially invest from their own budgets in order to participate in the CEM program. Unfortunately, only a handful of dealers see the importance of this initiative and participate annually in a CEM program. Some CDS car dealers are cautious about spending their budget on organizational development while other dealers are doubtful about the results of the CEM program or the return on investment from it. As of February 14th, 2022, there were 148 authorized CDS dealers in Thailand, with only 32 of them having participated in a CEM program in 2019/2020. The CEM program was discontinued temporally in 2020/2021 due to the COVID 19 situation.

The CEM coaching interventions for CDS dealers include coaching, training and consulting, both at on-site locations and online. The CEM coach has to work closely with the car dealer's owners in setting out their corporate visions and rolling out a "culture of caring" as required by CDS. The CEM coach also needs to help the stores leaders identify problems and provide solutions that are related to the enhancement of the customer experience. The CEM coach closely monitors the progress of the action plan on each subsequent visit in order to meet with the target mutually set by the dealer principals and the CEM coach.

Most importantly, the CEM coach must customize the coaching interventions that are suitable for each car dealer and their different organizational cultures in order to deliver the best possible outcomes. Some examples of coaching interventions and activities are shown in Table 2.16 below.

Table 2.16

Examples of Coaching Interventions at CDS dealers

Coaching interventions	Target audience	Objectives
One on One Coaching	Dealer Principals (DP), General Manager (GM), Managers	Improve individual performance and change mindset
		Influence management to change working approach/styles to increase team cooperation
		Help management make better decisions especially regarding customer experience (CX) enhancement
		Unlock personal and mental issues blocking their development
Team/Group Coaching	CEM Team Leaders	Create motivation for a team and help them solve ongoing problems
		Build up teamwork and solve bottlenecks in operation
		Brainstorm new ideas to improve CX scores
Training Workshops	Managers, Supervisors, Frontline Staff, Back Office Staff	Increase the knowledge base needed especially in CX related issues
		Customize knowledge training for particular positions, i.e., how to talk to customers on the phone, how to handle customer complaints
		Follow the training roadmap from CEM programs, especially for new content
Store & Leadership Assessment	DP, GM, Managers, Team Leaders	Provide DP and Management with feedback from their staff
		Use the assessment report to coach the leaders
		Improve the employee engagement and leadership quality of each car dealer
Team Project Assignments	All Employees	Increase the collaboration between team members from different departments
		Improve the leadership skills of talents
		Unleash the creative potential of all staff

(Continued)

Table 2.16 (Continued)

Examples of Coaching Interventions at CDS dealers

Coaching interventions	Target audience	Objectives
Visions/Values Brainstorming	DP, CEM Team Leaders	Help the store define its corporate visions and values
		Promote desirable behaviors consistent with company's visions and values
Vison/Values Workshop	All Employees	Drive the culture of caring
		Create an awareness of the company's new vision and values
Mystery Shopping Assessment	CEM Team Leaders	Create a standard of operation (SOP) to help staff improve and sustain their service quality
		Identify areas of improvement from previous "mystery shopping audits".
Role Play	Sales Consultant (SC)/Service Advisors (SA)	Prepare all SCs and SAs to be alert and ready for mystery shopping audits at all times
		Ensure the stores pass the mystery shopping visit assessment
Key Performance Indicator (KPI)	DP, GM, Managers	Help management create a KPI for their team
		Promote the culture of performance-based incentives
		Teach managers how to give feedback to team members

2.6.4 Customer Experience Management Coach (CEM Coach)

CDS recruits local coaches in each country to execute its CEM program. These coaches are called "customer experience management" coaches or CEM coaches. In Thailand, CDS preferentially recruits local coaches that possess ICF's certified coaching credentials as the minimum qualification. The current researcher holds ICF professional certified coach (PCC) credentials and has more than 10 years' experience of coaching and training. As of March 2021, there were a total of 263 ICF certified coaches in Thailand with 93 of them are at PCC level (International Coaching Federation, 2021).

Since 2017, the researcher has been employed by CDS Thailand to work on a yearly contract basis as a CEM coach. As CEM coach, the researcher is assigned to implement coaching interventions at four to seven CDS dealership stores in each calendar year depending on the researcher's availability. The researcher also has a successful record in retaining the assigned CEM participating dealers in re-enrolling in the program on a yearly basis. This is the CEM coach's personal KPI as evaluated by CDS Thailand. The coach's yearly employment contract will only be renewed if the coach's performance meets the expectations of both CDS and the owners or dealership principals (DP) of the car dealers.

The CEM coach must therefore first ensure the dealership owners are satisfied, based on the progress of action plan and the achievement of their desired outcomes. These target achievements and the good relationship between the CEM coach and the car dealer's owners significantly influence the owners' decisions as to whether to re-enroll in the CEM program in the following calendar year or not.

2.7 The History and Importance of Customer Experience Management

"Offering products or services alone isn't enough these days: Organizations must provide their customers with satisfactory experience" (Berry et al., 2002, p. 85). According to a recent study in 2015 by Accenture and Forester, the leading company in customer experience management, corporate executives put customer experience as their top priority for the following 12 months. Many multinational companies such as KPMG, Amazon, and Google are creating job titles responsible for managing the customer experience, such as Chief Customer Experience Officer, Customer Experience Vice President or Manager (Lemon & Verhoef, 2016). In October 2018, CDS also created Chief Customer Experience Officer as a new title that had never before existed within the company. This highlights the importance of customer experience management, especially in the automotive industry.

The concept of customer experience (CX) originated in the mid 80s at the same time as the more popular literature on customer behavior. Customer experience attracted more attention from the researchers in the 1990s following the success of the book *The Experience Economy* (Pine & Gilmore, 1999). The authors of this book present the notion of "experience" as the additional "economic value" following the values of commodities, goods, and services respectively. As a result, a growing number of researchers have begun to focus on the impact of customer experience as a driver that can help create value for both customer and company (Gentile et al., 2007).

Verhoef et al. (2009, p. 32) argue that "The literature in marketing, retailing and service management historically has not considered customer experience as a separate construct. Instead researchers have focused on measuring customer satisfaction and service quality. However, it is not that customer experience has never

been considered". Lemon and Verhoef (2016) develop a timeline of the development

and evolution of the concept of customer experience dating back to the 1960s, as

shown in Table 2.17 below. They conclude that "The customer experience is a

multidimensional construct focusing on a customer's cognitive, emotional,

behavioral, sensorial and social responses to a firm's offering during the customer's

entire purchase journey" (Lemon & Verhoef, 2016, p. 71).

Table 2.17

The Roots of Customer Experience (CX) in Marketing

Timeframe	Marketing concepts	Details
1960s-1970s	Customer Buying Behavior Process Model	Understanding CX and customer decision making as a process
1970s	Customer Satisfaction and Loyalty	Assessing customer perceptions and attitudes about the experience
1980s	Service Quality	Improving CX elements in customer journey for each touch-point.
1990s	Relationship Marketing	Building long-term relationship with customer
2000s	Customer Relationship Management (CRM)	Linking CX elements to business outcomes
2000s-2010s	Customer Centricity and Customer Focus	Designing and managing CX as an individual customer
2010s	Customer Engagement	Involving customer's role in the buying experience and "beyond purchase"

Note. Adapted from "Understanding Customer Experience Throughout the Customer

Journey," by K. N. Lemon and P. C. Verhoef, 2016, *Journal of marketing*, *80*(6), p.

71.

2.7.1 Definition of Customer Experience

Gentile et al. (2007) provide a conceptual definition of the customer experience as the evolution of the relationship between the company and the customer. The customer experience originates from a set of interactions between a customer and a product, a company, or part of its organization, which provoke   a reaction. This experience is strictly personal and implies the customer's involvement at different levels – rational, emotional, sensorial, physical and spiritual. Its evaluation depends on the comparison between a customer's expectations and the stimuli coming from the interactions with the company and its offering in correspondence of the different moments of contact or touch-points (p. 397). Another definition from Meyer and Schwager (2007):

> Customer experience is the internal and subjective response customers have to any direct or indirect contact with a company. Direct contact generally occurs in the course of purchase, use, and service and is usually initiated by the customer. Indirect contact most often involves unplanned encounters with representations of a company's products, service or brands and takes the form of word-of-mouth recommendation or criticisms, advertising, news reports, reviews and so forth. (p. 117)

Verhoef et al. (2009) expand these definitions by defining CX as follows:

> The customer experience construct is holistic in nature and involves the customer's cognitive, affective, emotional, social and physical responses to the retailer. The experience is created not only by those elements which the retailer can control, (e.g., service interface, retail atmosphere, assortment, price), but also by elements that are outside of the retailer's control (e.g.,

influence of others, purpose of shopping). The customer experience encompasses the total experience, including the search, purchase, consumption, and after-sales phases of the experience and may involve multiple retail channels (p. 32).

In the present study, the definition of customer experience given by Verhoef et al. (2009) fits well with the retail nature of the research object. It can explain the total customer experience of a car buyer, which can be impacted by both the retail elements under the control of the CDS dealers and those outside their control.

2.7.2 Customer Experience Management

Schmitt (2003, p. 17) defines "customer experience management as the process of strategically managing a customers' entire experience with a product or company". Homburg et al. (2017, p. 384) understand customer experience management as "the cultural mindsets towards customer experiences, strategic directions for designing customer experiences, and firm capabilities for continually renewing customer experiences, with the goals of achieving and sustaining long-term customer loyalty". Customer experience management focuses heavily on the current experience of customers and emphasizes value creation. It differs from customer relationship management (CRM) which relies significantly on past purchasing data and data analytics to come up with CRM strategies and campaigns. CRM also focuses more on value extraction from the long term customer relationship (Verhoef et al., 2009).

According to Gartner's survey, "by 2016, 89% of companies expect to compete mostly on the basis of customer experience, versus 36% four years ago and by 2017, 50% of consumer product investments will be redirected to customer

experience innovations" (Sorofman, 2014). Therefore, customer experience management is a strategy to create additional value for both the customers and the company. It is also crucial to any company's future success.

For example, in the automotive industry, Mercedes-Benz announced its "Mercedes-Benz 2020: Best Customer Experience" as a sales and marketing initiative to offer customers tailored solutions through its "Mercedes Me" programs. Mercedes Me includes five campaigns: Mercedes connect me, Mercedes assist me, Mercedes finance me, Mercedes inspire me, and Mercedes move me, covering vehicle purchasing, financing, mobility service, and the maintenance of Mercedes-Benz customers' touch points (Scherpen et al., 2018).

2.8. Research Gap

Empirical evidence of the impact of coaching intervention on business performance in general, and on learning organization culture especially, are scarce in the literature (Athanasopoulou & Dopson, 2018; Bond & Seneque, 2013; Ely et al., 2010; Parker-Wilkins, 2006; Phillips, 2007). Cross referencing of available articles combining coaching intervention, learning organization culture, and customer experience in a number of databases of Bangkok University reveals only 4 articles (see Figure 2.8 below).

Figure 2.8

Preliminary Keyword Research of Three Constructs
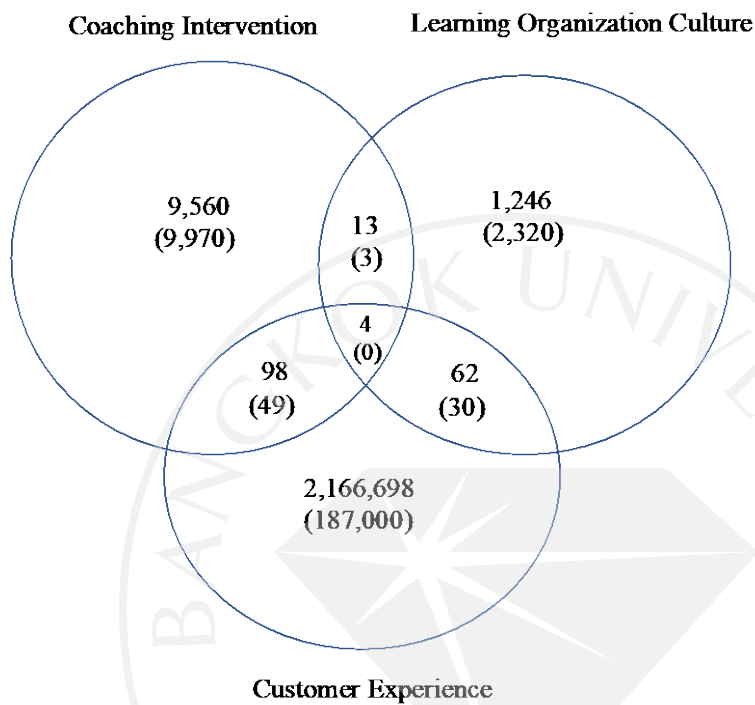
Note. The top numbers represent the numbers of articles obtained from Bangkok University's EBSCO databases and the numbers in brackets below represent the total numbers obtained from the Google Scholar database. The keyword research was updated on October 18th, 2021.

However, a careful reading of these 4 articles connecting the three concepts reveals that none of them really addresses the topic of this PhD: the influence of coaching intervention on learning organization culture and customer experience performance in a Thai car dealer selling international automobile brands. Therefore, there is clearly a gap in the literature, especially in the Thai context. Since cross

referencing identifies only a small number of articles, and since their contents are only peripherally relevant to the current research topic, articles connecting any two of the three concepts have also been considered. Some relevant references have been identified in the few empirical studies that have been carried out in Thailand. The literature review shows that it is possible to connect the three concepts in the Thai context.

2.9 Research Questions and Problematics

In a learning organization, an important source of individual learning and development is coaching and mentoring support from managers, specialists, and other experienced colleagues. High-quality coaching and mentoring can help reflective practice flourish. However, both involve skills that cannot be taken for granted and must be consciously developed in the organization (Serrat, 2017, pp. 60–61).

The demand for leaders to coach their employees is increasing as the benefits of coaching become more evident (Milner et al., 2018). Because an increasing amount of research has confirmed positive correlations of managerial coaching with employees' individual performance, employee satisfaction, and ultimately organizational goals (Kim, 2014; Kim et al., 2013; Milner et al., 2018; Pousa & Mathieu, 2014), companies also expect their managers to coach their employees (McCarthy & Milner, 2013). However, managerial coaching skills can be difficult for managers to acquire if they have not been coached before (Ladyshewsky, 2010). Therefore, most organizations, as a first step, rely on external coaches to coach their executives (McCarthy & Milner, 2013).

Since there are many different interpretations of coaching, the present study only emphasizes coaching in the organizational context as an intervention tool to help develop a learning organization culture. The impact of coaching interventions on customer experience performance is also studied here in the context of Thai car dealers selling foreign vehicles. This study focuses on only one brand (CDS) of foreign cars distributed in Thailand. The concepts of coaching intervention, learning organization culture and customer experience constitute the variables. The main goal of this empirical study is to measure the extent to which these variables are connected and to assess the impact of coaching interventions.

A few empirical studies measuring the influence of learning organization culture on customer satisfaction have demonstrated a direct positive impact in service organizations, including automobile repair service (Islam et al., 2014; Pantouvakis & Bouranta, 2013). Maleki (2016) also confirms the positive relation between learning organization culture and customer satisfaction in the insurance industry.

From an operational point of view, the depth of the impact of coaching interventions on organizational performance depends on the learning organization culture of each dealership, which acts as a filter. The culture of the specific learning organization also moderates the effects of leadership style and learning approaches which significantly affect the learning outcomes (Froehlich et al., 2014), and thus the use of coaching in organizational interventions can in turn gradually change the organizational culture. (Kołodziejczak, 2015)

While there are several studies confirming the effectiveness of coaching interventions in improving skills, core competencies, and the performance of both executives and employees (Olivero et al., 1997; Bond & Seneque, 2013; Liske &

Holladay, 2016), company leaders often find it difficult to justify the costs based on the return on investment of these interventions (Smith & Tosey, 1999). The use of a qualitative approach to evaluate coaching effectiveness may not satisfy the demands of cost-conscious executives and shareholders. Dembkowski & Eldridge (2003) proposed a number of factors to be used in calculating the ROI from coaching programs, such as increased sales, increased team productivity, improved personal productivity, increased product quality, improved customer relationships, reduced customer complaints, and reduction in delivery times: these factors are directly related to customer experience. Phillips (2007) measured the ROI of coaching interventions in the hospitality industry. His study showed that coaching interventions help bring many intangible benefits to the organization, including improvements in customer service. Therefore, the impact of coaching intervention and its contribution to enhancing customer experience is essential to this research.

The coaching interventions examined in this study have been organized by one international automotive company, CDS, for car dealers spread across different cities in Thailand. The implementation of these coaching interventions focusing on customer experience enhancement started more than three years ago. Four of the car dealers included in the survey have participated in coaching interventions for at least three years while the other three car dealers have not experienced coaching interventions.

The main problematic is this: how significantly do CDS's customized coaching interventions contribute to the improvement of both learning organization culture and customer experience performance?

Since the impact of coaching interventions is filtered by the learning organization culture, this study investigates the relationships between coaching interventions, the learning organization culture, and customer experience performance, as well as testing the role of the learning organization culture as mediator in the impact of coaching interventions and customer experience performance. The study also investigates the relationship between learning organization culture and knowledge performance.

To answer the main problematic, additional research questions are needed since the learning organization culture framework mobilized (Watkins & Marsick, 1993) encompasses seven dimensions and the concepts mobilized involve multiple relationships.

The four research questions below are designed to answer the main problematic and the research gap identified in the literature review.

Research Question 1. To what extent do coaching interventions help enhance each of the seven dimensions of learning organization culture and customer experience performance?

Each dealer has a different organizational culture, and thus this study investigates the impact of coaching interventions at multiple levels of learning organization culture rather than as a single dimension of learning organization culture. Only a few previous studies have explored the connection between coaching interventions and customer satisfaction (Phillips, 2007; Pousa & Mathieu, 2014; White, 2008), or between coaching interventions and customer experience, something which is more current and relevant in today's business context. Therefore, the findings from this research question will help guide future coaching interventions to

optimize results for customer experience performance. Moreover, the positive connection between these three variables can help justify the importance of the coaching as a crucial organizational intervention tool that can help any organization enhance their customer experience performance and build their learning organization culture as a long term goal.

Research Question 2. Is the impact of coaching interventions on customer experience performance mediated by the learning organization culture?

Previous research only shows a mediating role for learning organization culture between trust and organizational commitment (Song et al., 2009). Since this paper is the first to connect coaching interventions, the learning organization culture, and customer experience performance, the answer to this research question will help us better understand the extent to which the impact of the coaching interventions on customer experience performance depends on the progress of the learning organization culture. It will also help managers to adopt the best adapted practices to achieve sustainable customer experience performance through the progressive development of the learning organization culture using on-going coaching interventions.

Research Question 3. To what extent does learning organization culture impact both knowledge performance and customer experience performance?

Watkins and Marsick (1993)'s learning organization model given in Figure 2.2 specifies the relationships between the dimensions of learning organization culture and performance outcomes. Learning organization culture brings about changes in knowledge and financial performance (Yang et al., 2004). McHargue (2003) found that learning organization culture correlates with knowledge performance, which then

correlates with financial performance. The present research adopts a nomological network proposed by Yang et al. (2004) as shown in Figure 2.3, but replacing "financial performance" with "customer experience performance". This additional dimension of customer experience performance is customized for the context of the car dealers only. Moreover, customer satisfaction is part of the knowledge performance in the original DLOQ. Consequently, the existence of a relationship between knowledge performance and customer experience performance is to be expected. Thus, this research question investigates how learning organization culture correlates with knowledge performance and customer experience performance.

Research Question 4. To what extent does each of the dimensions of learning organization culture have an impact on both knowledge performance and customer experience performance?

Each of the 7 dimensions of Watkins & Marsick's (1993) LO framework varies according to cultural and industrial contexts (Kim et al., 2015). This leads to different levels of improvement in knowledge performance and customer experience performance outcomes for each car dealer. The findings from this research question will provide new information for the LO framework as applied to car dealers in Thailand as a reference point. Moreover, knowing the impact of learning organization culture in each dimension on their performance outcomes, both for knowledge performance and customer experience performance, will increase the confidence and commitment of management and stakeholders in building their learning organization culture as a long term strategy. Future interventions focusing on certain dimensions of learning organization culture to maximize its impact can be prioritized.

In summary, as suggested by Smith and Tosey (1999, p, 70), "Evidence is even harder to come by of organizations linking learning to ROI and to the kinds of results that might convince 'hard-headed business people' to risk their money on a learning organization journey" or to commit sufficient resources to implement strategies consistent with the learning organization concept. Therefore, the research findings should provide strong evidence to convince business owners and management leaders in making decisions to employ coaching intervention as a long term strategy to drive customer experience performance. Moreover, the insights from this research can help both HR managers and coaches design their future coaching interventions to improve learning organization culture which may eventually deliver better performance outcomes for both short- and long-term goal

CHAPTER 3

METHODOLOGY

3.1 Ontology

In philosophy, the ontology determines the nature of reality (Hudson & Ozanne, 1988). Ontological assumptions are concerned with what constitutes reality or whether social phenomena or entities are perceived as objective or subjective (Bryman, 2008). "Researchers need to take a position regarding their perceptions of how things really are and how things really work" (Scotland, 2012, p. 9). Several assumptions about reality have been proposed through different philosophical perspectives (Table 3.1). Depending on the nature of the phenomenon under scrutiny and the context in which that phenomenon operates, ontological assumptions would differ.

Table 3.1

Different Ontological Assumptions

Ontology	Assumptions
Positivism	Reality unequivocally pre-exists and operates independently of the knower or researcher. Only one reality exists and encompasses universal laws pre-exists.
Constructivism / Social constructionism	Multiple differing realities exist based on individual perceptions.
Critical Realism	Reality pre-exists and operates independently of the knower or researcher. Reality is also multivalent and shifting. Beneath the flux, causal powers constitute commonalities explaining the observed contingent events and experiences.
Pragmatism	Reality is framed through action and experience. Reality can be understood through experimentation.

Note. Adapted from *Management and Business Research* (5th ed.) by M. Easterby-Smith, R.Thorpe and P. R. Jackson, 2018, SAGE.

The goal of the present study is to measure the organizational perception of the impact of the CEM program on the level of learning organization culture and customer experience performance achieved. This measurement is instantaneous at the moment of the survey. Even if the reality of this progress is perceptual and variable according to the organization, this perception exists independently of the knower or researcher. Moreover, this perception is unique at a specific instant. Therefore, this research adopts an objectivist ontology in a positivist perspective. This ontological view presupposes that social reality exists autonomously outside the knower or the

researcher (Bell & Bryman 2007; Eriksson & Kovalainen, 2008). This ontological position implies that social phenomenon is regarded as a '*fait accompli'*, and that those external facts are beyond our reach and therefore influence. A typical example is that of an organization. The organization can be regarded as a "persona" having rules and regulations. The organization is a system with a hierarchy, and from the outside looking in, organizational members regularly need to adapt and align their routines with the vision and the mission of the organization for it to survive. The result of these adjustments exists within the organization independently of the knower or researcher.

Objectivism is the ontological positioning adopted in positivism according to Marsh and Furlong (2002). The positivist is inclined to "take a realist position and assume that a single, objective reality exists independently of what individuals believes" (Hudson & Ozanne, 1988, p. 509) or "assume that reality is not mediated by our senses" (Scotland, 2012, p. 10). This positivist stance or worldview reduces bias in data analysis by considering each organizational perception as unique and constituting a single instantaneous reality. A positivist perspective allows to overcome the fact that the researcher is affecting the progress of some of the participating organizations towards becoming learning organizations since he coaches car dealers participating in the CEM coaching intervention program. Indeed, the measurement does not concern the process but the impact of the CEM program.

3.2. Epistemology

The epistemology is the relationship between the researcher and the reality or how this reality is captured or known (Carson et al., 2001). Epistemological

assumptions varies corresponding to their respective ontological philosophies as shown in Table 3.2.

Table 3.2

Different Epistemological Assumptions

Epistemology	Assumptions
Positivism	Knowledge is real and objective, obtainable via measurement and statistics
Constructivism / Social constructionism	Knowledge is subjective/socially constructed reality / co-constructed reality.
Critical Realism	Knowledge is obtained by observing and interpreting meaning to explain the elements of reality which exist prior to the events and experiences that occurred.
Pragmatism	Knowledge is centered around the action.

Note. Adapted from *Research Methods for Business Students* (8th ed., p.144–145) by M. N. K., Saunders, P., Lewis and A. Thornhill, 2019, Pearson.

The positivist epistemology is one of objectivism. Positivists look at the world impartially and discover absolute knowledge about an objective reality. The researcher and the researched objects are independent and separate entities. Therefore, the aim of the researcher is to obtain the meaning which only resides in objects, not in the researcher's conscience (Scotland, 2012).

Positivist methodology is aimed at explaining relationships as positivists want to identify causes which influence outcomes (Creswell, 2014). Therefore, positivists

prefer quantitative methodology as research tools because this methodology is objective and uses deductive reasoning to link theory and research in order to explain social phenomena (Bryman, 2008) and discover universal scientific laws.

A constructivist perspective would imply to take the perceptual divergences into account and to accept the multiple realities expressed which is not the goal of the study. A critical realist perspective would have sought the generative mechanisms explaining the impact of the CEM program on the learning organization which is, again, not the objective of this study. Since the present study involves participatory action research, a pragmatist perspective would have been adapted. Indeed, the philosophy of action research is based on a fundamental pragmatism about what can and must be done (Reason, et al., 2001). However, the goal of the study is objective and involves the test of the connections between variables at the moment of the survey. Therefore, a positivist perspective using a quantitative analysis is better adapted to reach the goal of this study.

The positivist researchers use quantitative methods such as structured questionnaires, social surveys and official statistics. Statistical data is crucial to positivist research in social sciences as it is more difficult to make comparisons and uncover social trends with qualitative data (Thompson, 2015). Two primary research designs for conducting quantitative research are surveys and experiments (Creswell, 2014). This study adopts the quantitative survey using structured questionnaires to make a comparison between the coached dealers and non-coached dealers. In this context, the positivism epistemology allows the researcher to look for causal relationships in the data to explain and predict the behaviors of the learning organization. Data collection is used to evaluate the hypotheses relating to an existing

theory; Watkin & Marsick's Learning Organization Model (1993, 1996). A deductive inference is applied: "when the premises are true, the conclusion must also be true" (Saunders et al., 2019, p. 153). Therefore, the chosen epistemology is appropriated for the logic of this study in discovering observable and measurable facts under the studied phenomena.

3.3. Axiology

Axiology refers to the role of values and ethics of the researcher in the choice of data to collect, and during the process of data collection and interpretation. The researcher needs to decide how to manage his own values and those of the people participating as his research subjects. It is quite inevitable that the researcher will incorporate his own values during the research process. Therefore, he must explicitly recognize and reflect on these values as on each step when conducting the research. (Saunders, et al., 2019).

There are different fundamental goals or axiological assumptions underlying each of different worldviews, management philosophies or ontologies as shown in Table 3.3 below.

Table 3.3

Different Axiological Assumptions

Worldviews/ Philosophies/ Ontologies	Axiology
Positivism	• Value-free research • Researcher is detached, neutral and independent of what is researched • Researcher maintains objective stance
Critical Realism.	• Value-laden research • Researcher acknowledges bias by world views, cultural experience and upbringing • Researcher tries to minimize bias and errors • Researcher is as objective as possible
Constructivism / Interpretivism	• Value-bound research • Researchers are part of what is researched, subjective • Researcher interpretations key to contribution Researcher reflexive
Pragmatism	• Value-driven research • Research initiated and sustained by researcher's doubts and beliefs • Researcher reflexive

Note. Adapted from *Research Methods for Business Students* (8th ed., p. 144–145) by M. N. K., Saunders, P., Lewis and A. Thornhill, 2019, Pearson.

However, world views "differ not so much in the presence or absence of a specific goal, but in the relative weighting of a goal and in what counts as fulfilling the goal." (Hudson & Ozanne, 1988, p. 510). Positivists rely heavily on objectivity.

They dismiss the subjective experiences and values of research participants and see them as unimportant. The positivist researchers have to stay objective and do not interact with participants during data collection. It is more challenging to apply positivism in social science research due to the researchers' biases during the research process (Park et al., 2020).

Therefore, to prevent the bias in this study, such objectivity is implemented using an anonymous data collection process. The participants only know that it is a survey about their organization's performance in various dimensions as a learning organization. They are not aware that the questionnaire is measuring the impact of the CEM coaching program on the learning organization culture and customer experience performance. This process avoid the generation of result biases due to the relationship between the CEM coach and certain respondents. The participants are also not aware of the chosen criteria of participating car dealers in this survey. Furthermore, the questionnaire is distributed via a Google Survey link through the human resource department of each car dealer. Therefore, the survey do not reveal both the respondents and the researcher's identity. It was also done voluntarily and autonomously. This process allows the researcher to set asides his values and to draw conclusions from the data only. Finally, the respondents can answer the questionnaire freely based on each individual perception.

The process chosen disconnects completely the participation of the researcher as a coach in some of the studied car dealers from the data collected and the participants providing this data.

3.4 Theoretical Framework

The learning organization concept as defined by Watkins and Marsick (1993, 1996) is aligned with the assumptions of this present research. However, the original theoretical framework has been adjusted to focus on the impact of coaching interventions on learning organization culture and the customer experience performance, as well as investigating the relationship between the learning organization culture and their non-financial performance outcomes of knowledge performance and customer experience performance. The modified DLOQ questions mentioned above align with the framework proposed here, as depicted in Figure 3.1, devised to suit the purposes of the present study.

Figure 3.3 below depicts the relationship between coaching interventions, the seven dimensions of learning organization culture, and the perceived performance outcomes (KP and CEP); the grey bold boxes define the parts of the original framework taken from Watkins & Marsick (1993, 1996).

Figure 3.1

Model of Theoretical Framework Adapted From the DLOQ
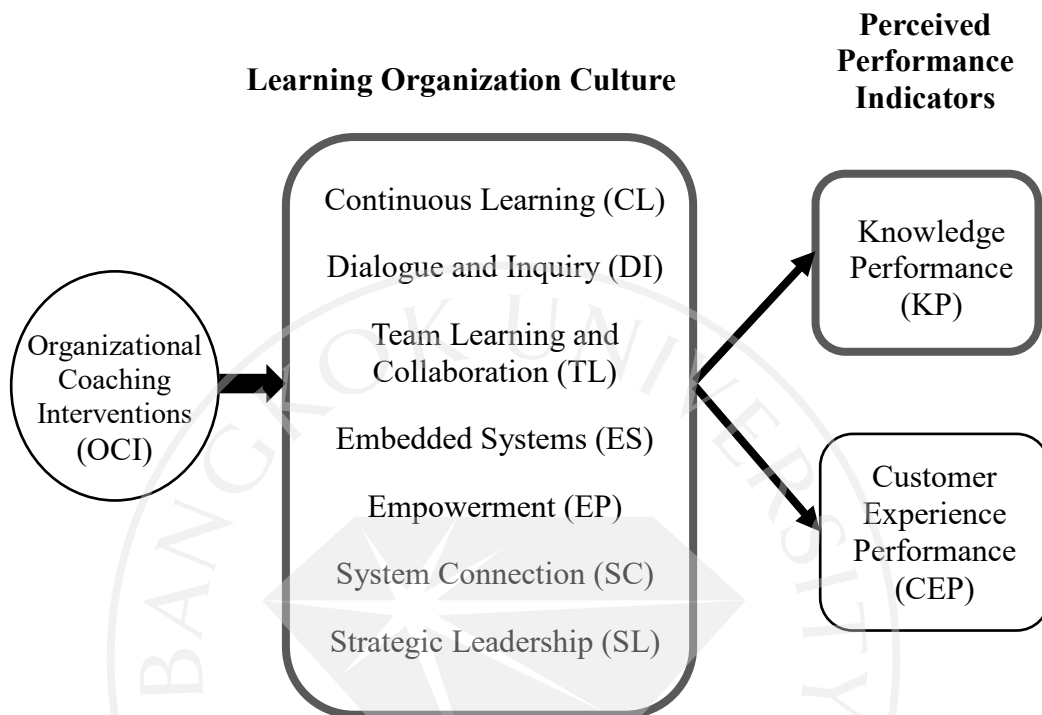
The knowledge performance section from original theoretical framework is also included since there is a connection between KP and CEP through customer satisfaction (Marsick & Watkins 2003). Even though customized CEM coaching interventions are aimed at directly improving customer experience performance, their impacts are felt throughout the seven dimensions of the learning organization culture, and may or not lead to changes in the performance of both knowledge and customer experience.

3.5 Research Design

This study applies a quantitative approach using a positivist (Dudovskiy, n.d.) survey research model in order to study the relationship, as perceived by employees,

between coaching intervention, learning organization culture and an organization's performance. The use of survey research has several advantages (Singleton et al., 1999). First, because of its flexibility, as a cost-efficient way to collect large samples within a short period of time, survey research can be adapted to suit a wide range of issues and purposes. By using both probabilistic and non-probabilistic sampling techniques, survey research can deal with a much larger number of participants than qualitative studies, and its findings can also be reasonably generalized to a larger population. Furthermore, survey research allows researchers to investigate the relationships between multiple variables, and thus is suitable for the study of a complex phenomenon such as learning organizations (Lin, 2006).

Survey research can be classified into two methods according to the time period involved: 1) longitudinal, and 2) cross-sectional. Longitudinal survey research is based on data collected over a *period* of time, while a cross-sectional survey research focuses on a particular *point* in time in order to make inferences about a population of interest (Lavrakas, 2008). However, in contrast to experimental research, the primary limitation of a cross-sectional survey study is the difficulty of inferring cause-and-effect relationships between variables. This approach also lacks the flexibility to modify the research procedure once the survey instrument has been administered in the field. As a result, it can present a problem of systematic measurement errors, such as those stemming from participants' perceptions of social desirability when responding to survey questions. (Singleton et al., 1999).

For this study, a questionnaire (modified DLOQ) was used as the primary instrument to collect data from employees of car dealers at a single point in time. Given the difficulties caused by the COVID-19 situation from 2020 until present, it

proved difficult to conduct such experimental research as had initially been planned in the form of an "action learning study" which would have enabled the inference of casual relationships between the coaching interventions and dependent variables, such as the dimensions of the learning organization culture and their perceived performance outcomes in the car dealership. Therefore, the current survey research method has been chosen because it provided the most feasible way to collect data from organizations under these extraordinary conditions. The research design of this study is summarized in Table 3.4.
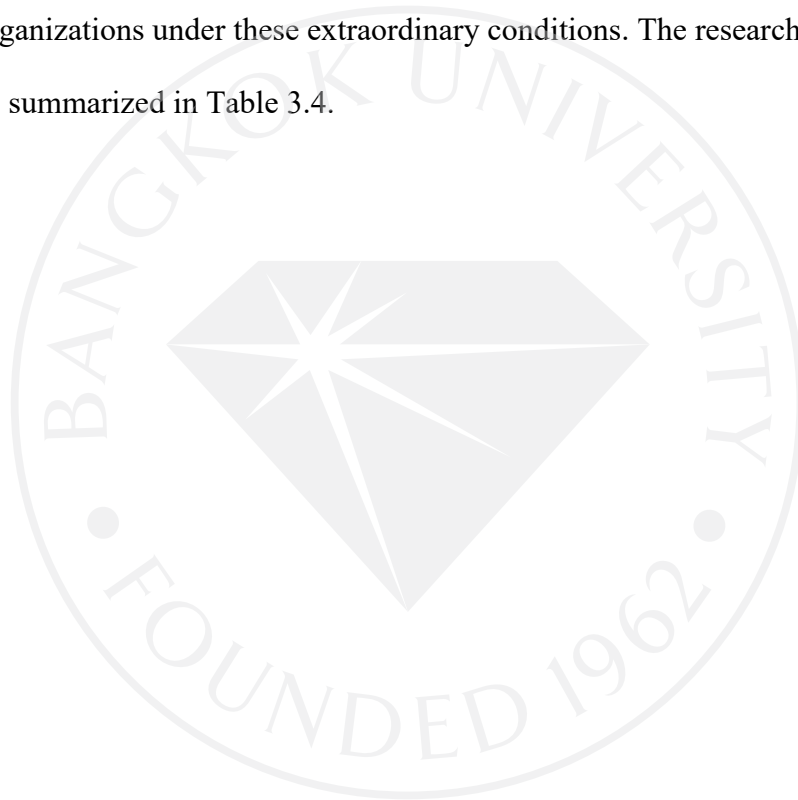
Table 3.4

Research Design

Ontology	Epistemology	Theoretical Framework	Methodology	Method
Positivism	Positivism	Adapted from the Learning Organization Model from Watkins and Marsick (1993).	Survey Research	Questionnaire: DLOQ
Axiomatic • The world is external • There is a single objective reality to any research phenomenon or situation regardless of the researcher's perspective or belief (Carson et al., 2001; Hudson & Ozanne, 1988).	Axiomatic • Explanation via subsumption under general law, prediction (focus on generalization and abstraction) • Possible to obtain hard, secure objective knowledge • Thought governed by hypotheses and stated theories (Hudson & Ozanne, 1988; Saunders et al., 2019)	Research Questions "The theory becomes a framework for the entire study, an organizing model for the research questions or hypotheses and procedure for data collection procedure." (Creswell, 2014, p. 59).	Deductive Approach Researchers test or verify a theory by examining research questions or hypotheses derived from the theory. These research questions or hypotheses contains variables that need to be defined, and then develop the instrument to measure/ observe behaviors or attitudes of the respondent in a study" (Bahari, 2010, p.21).	

3.6 Data Collection and Sample Selection

Since the major purpose of this study is to understand the influence of coaching interventions on the customer experience of car dealerships, the researcher first obtained permission from car dealership owners – also known as dealership principals - before setting out to collect a sample and conduct the research. In the automotive industry, the term "dealership principal" (DP) usually refers to the owner of a dealership or the top management position at a dealer organization. The target population for the present study was employees of car dealers who had either received or had not received coaching interventions.

A total of seven CDS car dealers were recruited to participate in this study. Four of them had received customized coaching interventions focusing on customer experience enhancement from the researcher, who had also acted as their external customer experience management (CEM) coach for at least three years between 2017 and 2020. The other three dealers had not received any formal coaching interventions from an external coach focusing on customer experience, but may have received the standard training regularly provided by CDS Thailand to meet their customer service quality standard. The four coached dealers were located in Nakhon Pathom, Chonburi, Sakon Nakhon, and Songkhla, while the three non-coached dealers were in Bangkok, Pathum Thani, and Udon Thani. As shown in Figure 3.2, these dealers thus represent almost all the geographical areas of Thailand except the North.

Figure 3.2

The Location of CDS Dealers Participating in this Research
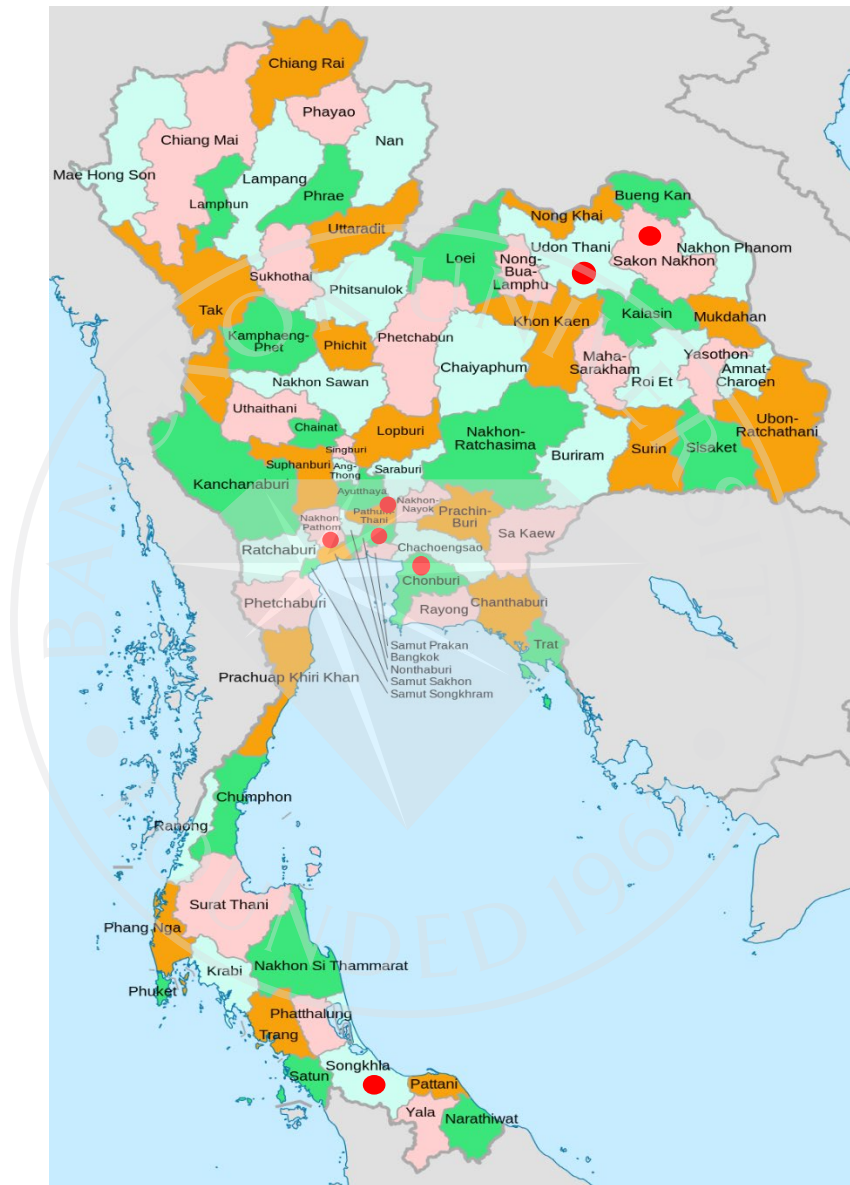
Note. Red dots are placed at participating car dealers' locations. This work is under

the license of a creative common by user: Original by NordNordWestModifications

by Paul_012, CC BY-SA 3.0 <https://creativecommons.org/licenses/by-sa/3.0>, via

Wikimedia Commons

The total number of their employees who were available for the survey is shown in Table 3.5

Table 3.5

Total Number of Employees per Location

Dealers Location	Chonburi	Sakon Nakhon	Nakhon Pathom	Songkhla	Pathum Thani	Bangkok	Udon Thani	Total
Number of Employees	73	45	51	43	120	45	59	436
Number of Respondents	51	43	49	41	40	30	46	300

3.7 Research Instrument: the DLOQ

The present research uses Watkins and Marsick's DLOQ instrument as the single instrument for this study (Watkins and Marsick, 1996). The DLOQ is the most empirically tested diagnostic tool available, and has been used to measure changes in learning organizations in many different cultural contexts and industries since the late 1990s (Ellinger et al., 2002; Song et al., 2009; Yang et al., 2004; Watkins & Dirani, 2013). This DLOQ instrument has been internationally tested and validated over a period of years (Kim et al., 2015; Voolaid & Ehrlich, 2017). In the last decade, learning organization scholars such as Kim and Marsick (2013), Pimapunsri (2014), Kim et al. (2017), and Joo and McLean (2020) have specifically used Watkins and Marsick's questionnaire in their research. The measurements obtained through the DLOQ can also be compared to results from other organizations across the industry in order to measure learning dynamics and progress in organizational performance.

Moreover, the DLOQ is a structured questionnaire that fits well with P. Senge's theory of the learning organization (Voolaid & Ehrlich, 2017).

According to Table 2.11, the use of the DLOQ with various performance improvement indicators is common, which shows the flexibility of the DLOQ framework. In its original form, the DLOQ was used to measure the culture of learning organizations against two perceived types of performance in knowledge and financial terms (Figure 2.3). However, later LO scholars have modified the original framework based on their own research interests and proposed a variety of frameworks and models. Figure 2.5 is such an example.

An advantage of the DLOQ is that it provides an adequate degree of generalization of the different dimensions of the learning organization. Based on the survey results, it enables a practitioner such as a coach, consultant or trainer on the one hand, or leaders on the other hand, to emphasize certain aspects of learning organization culture that serve as a basis for the organization's activity to maximize organizational performance. Therefore, the DLOQ is applied in the present research to measure the impact of coaching interventions in a quantitative way. It allows the researcher to confirm or disconfirm quantitatively the qualitative impact of coaching interventions on organizational performance through the dimensions of learning organization culture. In this study, the scope of the DLOQ has been extended not only to investigate the relationship between learning organization culture and knowledge performance, but also the relationship of both of these to customer experience performance. Moreover, the impact of coaching interventions on the dimensions of the learning organization culture, and on the customer experience performance, is compared for both coached car dealers and non-coached car dealers.

The DLOQ instrument is used to solicit employees' opinions about learning organization culture on three levels: individual, team and organizational. The DLOQ for this study uses the shorter 21 question version (Appendix A) adapted from the original 43-item DLOQ. This shorter version of the DLOQ is recommended because of its extensive reliability and validity testing using confirmatory factor analysis (CFA) and model generating (MG) method verification (Marsick & Watkins, 2003; Yang et al. 2004; Kim et al, 2015).

3.7.1 DLOQ's Modification Methodology and Measurement

The Watkins and Marsick (1993) model of learning organizations on which the DLOQ is based focuses on three aspects: 1) the importance of systems level continuous learning; 2) the creation and management of knowledge outcomes; and 3) the improvement of the organization's performance and its value in terms of both financial and non-financial intellectual capital. System-level learning focuses on the continuous learning of individuals, teams and the organization leading to the enhanced learning capacity of an organization as an integrated system. (Marsick & Watkins, 1999).

However, under the knowledge performance section in the original DLOQ proposed by Marsick and Watkins (2003), there is only one question measuring customer satisfaction. In order to be able to properly measure the impact of CEM coaching interventions on customer experience performance, the present study: 1) created a new section on customer experience and; 2) enhanced the measurement of customer experience performance by adding to the questionnaire eight additional questions relevant to car dealerships. The financial performance section from Watkins and Marsick's (2003) original DLOQ is omitted here because of its lack of relevance

to the current research (Figure 3.2). The customer experience section was derived by modifying CDS's existing customer experience survey and incorporating it into the DLOQ, enabling the modified DLOQ to measure the impact of coaching interventions on customer experience performance. The modified DLOQ questionnaire was formulated by combining the 21 short version of the DLOQ, plus the six knowledge performance questions from the original long version of the DLOQ, supplemented by eight new customer experience questions, giving 35 questions in all (see Figure 3.3 below).

Figure 3.3

Summary of the Modifications Applied to the DLOQ
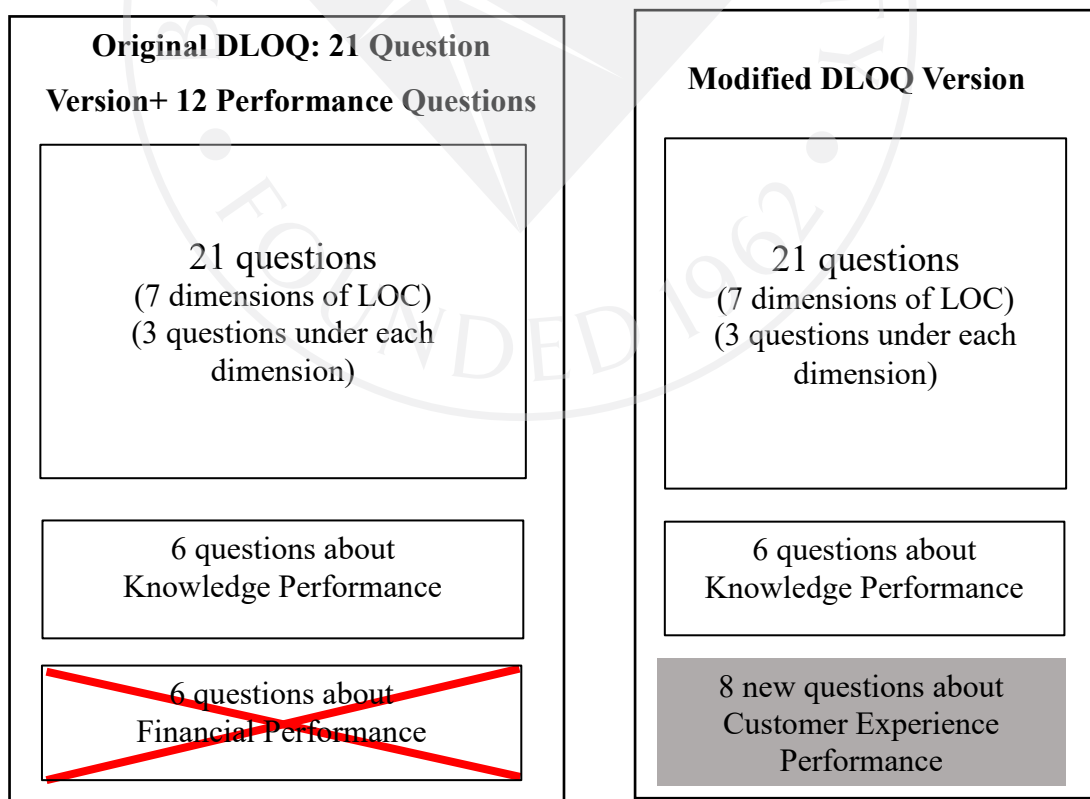
There are four main constructs relevant to the present study: organizational coaching interventions (OCI); the dimensions of the learning organization culture (LOC); knowledge performance (KP); and customer experience performance (CEP). The constructs, abbreviations and questions used to measure each construct are listed in Table 3.6 below.

Table 3.6

Lists of Constructs and Items Information in the Modified DLOQ

Construct	Items		
	Section	Question No.	Abbreviation
Learning Organization Culture	A	1-21	LOC1–LOC21
Knowledge Performance	B	22-27	KP1–KP6
Customer Experience Performance	B	28-35	CEP1–CEP8

In this modified DLOQ, there are two performance dimensions: knowledge performance and customer experience performance. A six-point Likert scale was used for this questionnaire, but interpreted differently for each section.

For questions 1–21 (LOC1–LOC21), the employees were asked to indicate what they thought about the questionnaire statements using a six-point Likert scale, where 1 means "almost never" and 6 means "almost always". For questions 22–35, relating to the different aspects of knowledge performance (KP1–KP6) and customer experience performance (CEP1–CEP8), and using the same six-point Likert scale, the employees were asked to respond whether they agree or disagree with the performance statement comparing current performance with that of last year.

However, in these performance-related questions, by contrast, choosing 1 means that the respondents "strongly disagree" that organizational performance improved over the last year, while 6 means that they "strongly agree" that organizational performance improved over the last year.

The questionnaire retains all 6 questions about knowledge performance from Watkins & Marsick's original DLOQ instrument (questions 22–27: KP1–KP6) in which only one question under knowledge performance (question 22 or KP1) relates to customer experience; "In my organization, customer satisfaction is greater than last year" (Marsick & Watkins, 2003). This single question on customer satisfaction, too broad and not context-specific to car dealerships, was not felt to be sufficient to assess the impact of CEM coaching interventions on customer experience for this study, and thus eight additional customer experience questions were included in the instrument. These additional questions are aligned with CDS's standardized customer experience survey as used to directly question a CDS dealer's customers online or by mobile, where CDS customers are asked to rate a "salesperson's overall performance" or a "service advisor's overall performance" on a 5-point scale in which 1= "Poor", 2 = "Fair", 3= "Good", 4 = "Very Good", 5= "Excellent". The results of this survey are calculated automatically online to show the customer experience index (CEI) for each car dealer, and car dealers can access CDS's customer experience web portal to see their CEI score every day. For the current research, these original customer experience questions are modified to take the form comparative statements in order to match the format of the questions in the knowledge performance section, as shown in Table 3.7 below.

Table 3.7

Customer Experience Performance Questions

No.	Statement
CEP1	In my organization, the overall performance of sales consultants is better than last year
CEP2	In my organization, the overall experience of financing/leasing or paying for a customer's new vehicle is better than last year
CEP3	In my organization, the overall experience of taking delivery of customer's new vehicle is better than last year
CEP4	My organization is following through on a sales commitment made to customers better than last year
CEP5	In my organization, the overall performance of service advisors is better than last year
CEP6	In my organization, the overall quality of the service performed is better than last year
CEP7	In my organization, the overall process of picking up customer's vehicle is better than last year.
CEP8	My organization is following through on a service commitment made to customers better than last year.

As shown clearly in in these modified CEP questions, performance is evaluated by comparison with the previous year's performance, unlike the original CDS customer experience survey which evaluated the experience at the time of purchase or of using the service. Sales and service performance are also being

evaluated here by employees rather than by of actual customers. Nevertheless, even with different rating scales and respondents, the CEP scores from both customers and employees are still comparable, and can still be considered as a customer experience snapshot of the car dealer's current performance.

However, current performance outcomes are usually the consequence of previous activities or interventions, and similarly, improvements in knowledge performance and customer experience in this study can also be understood as reflecting the impact of earlier coaching interventions. Since the four dealers selected for this present study have already been enrolled in a CEM coaching intervention program for at least 3 executive years, the CEP score from the modified DLOQ would presumably be the result of previous CEM coaching interventions in the area of customer experience improvement. Hence, the normal limitation of a one-time administered survey, which is usually only able to provide a snapshot of the organization at the time the data is collected, do not apply to this research. And by comparison with the coached dealers, the CEP scores from the three non-coached dealers will be a better reflection of the perceptions of the employees at that particular dealers at that particular time.

The researcher has also adjusted the demographic questions of respondents from the original DLOQ to suit car dealer organizations by including such questions as department location and position. The detailed modified version of the DLOQ is given in Appendix A.

Table 3.8 also clarifies all types of the variables that have been included in the theoretical framework to aid the further analysis and interpretation of the survey data.

Table 3.8

Constructs and Information Variables in the Modified DLOQ

Variables	Types of Variables	Values.
Organization Coaching Interventions (OCI)	Boolean	0,1
Learning Organization Culture (LOC1-LOC21)	Scale	1-6
Knowledge Performance (KP1-KP6)	Scale	1-6
Customer Experience Performance (CEP1-CEP8)	Scale	1-6

3.7.2 Translation

Because Thai is the official and most commonly-used language in Thailand, and the majority of respondents are naturally more proficient in their mother tongue than in English, the present study employed a Thai language version of the survey. The researcher adopted the Thai version of the 21 question DLOQ used in Pimapunsri (2008, 2014)'s study of learning organizations in a Thai context, obtained from Dr. Punnee Pimapunsri in October 2020.

The extra knowledge performance questions (questions 22-27, KP1–KP6) were translated from English to Thai by the researcher. The customer experience questions (28-35, CEP1–CEP8) were adapted from the relevant Thai version used by CDS Thailand. A back translation of the whole questionnaire was also undertaken by a native Thai teacher of English as a second language in order to ensure the accuracy of the translation.

3.8 Research Questions, Hypotheses and Statistical Test

3.8.1 Research Question 1

In order to answer **research question 1** (RQ1) – To what extent do coaching interventions help enhance each of the seven dimensions of the learning organization culture and customer experience? – rather than focus on the overall learning organization culture as a single dimension, I investigate the positive impact of coaching interventions on each of the seven dimensions of the learning organization culture. Investigation at the dimensional level provides insights which can assist the customization of future coaching interventions for greater effectiveness, rather than simply confirming improvements in the learning organization culture resulting from previous coaching interventions.

A hypothesis is then formulated on the basis of the research question. As noted by Mourougan and Sethuraman (2017, p. 34), "a good hypothesis must be based on a good research question: it should be simple, specific and stated in advance". It must have explanatory power and state the expected relationship between variables. It should also be stated as simply and concisely as possible and be consistent with the existing body of knowledge. Most importantly, a hypothesis must be testable, which means it must be quantitative. Quantitative hypotheses are predictions the researcher makes about the expected outcomes of relationships between an independent and dependent variable (Creswell, 2014). The current researcher proposes the following eight alternative hypotheses to be tested in order to answer RQ1, each of which has a "negative" and a "positive" variant.

H1: Organizational coaching interventions (OCI) have a positive influence on the continuous learning (CL) dimension of learning organization culture (LOC).

H_{01}: OCI have no influence on the CL dimension of LOC.

H2: Organizational coaching interventions (OCI) have a positive influence on the dialog and inquiry (DI) dimension of learning organization culture (LOC)

H_{02}: OCI have no influence on the DI of LOC.

H3: Organizational coaching interventions (OCI) have a positive influence on the team learning and collaboration (TL) dimension of learning organization culture (LOC)

H_{03}: OCI have no influence on the of TL dimension of LOC.

H4: Organizational coaching interventions (OCI) have a positive influence on the embedded system (ES) dimension of learning organization culture (LOC)

H_{04}: OCI have no influence on the ES dimension of LOC.

H5: Organizational coaching interventions (OCI) have a positive influence on the empowerment (EP) dimension of learning organization culture (LOC)

H_{05}: OCI have no influence on the EP dimension of LOC.

H6: Organizational coaching interventions (OCI) have a positive influence on the system connection (SC) dimension of learning organization culture (LOC).

H_{06}: OCI have no influence on the SC dimension of LOC.

H7: Organizational coaching interventions (OCI) have a positive influence on the strategic leadership (SL) dimension of learning organization culture (LOC).

H_{07}: OCI have no influence on the SL dimension of LOC.

H8: Organizational coaching interventions (OCI) have a positive influence on the customer experience performance (CEP) as perceived by the employees.

H_{08}: OCI have no influence on the CEP as perceived by the employees.

For the sake of clarity, these eight hypotheses are displayed visually in Figure 3.4 below, which depicts the relationship between OCI and each dimension of LOC, as well as the relationship between OCI and CEP. Since the OCI for this study focuses specially on enhancing customer experience performance, and not on knowledge performance improvement, the impact of OCI on CEP enhancement is only hypothesized to compare the results of those dealers who implemented coaching interventions and those dealers who didn't. These hypotheses will be tested using an independent samples t-test. For the sake of giving an overview of the data analysis, knowledge performance data will also be provided in Chapter 4.

Figure 3.4

The Impact of Coaching Interventions on the Dimensions of Learning Organization Culture and on Customer Experience Performance
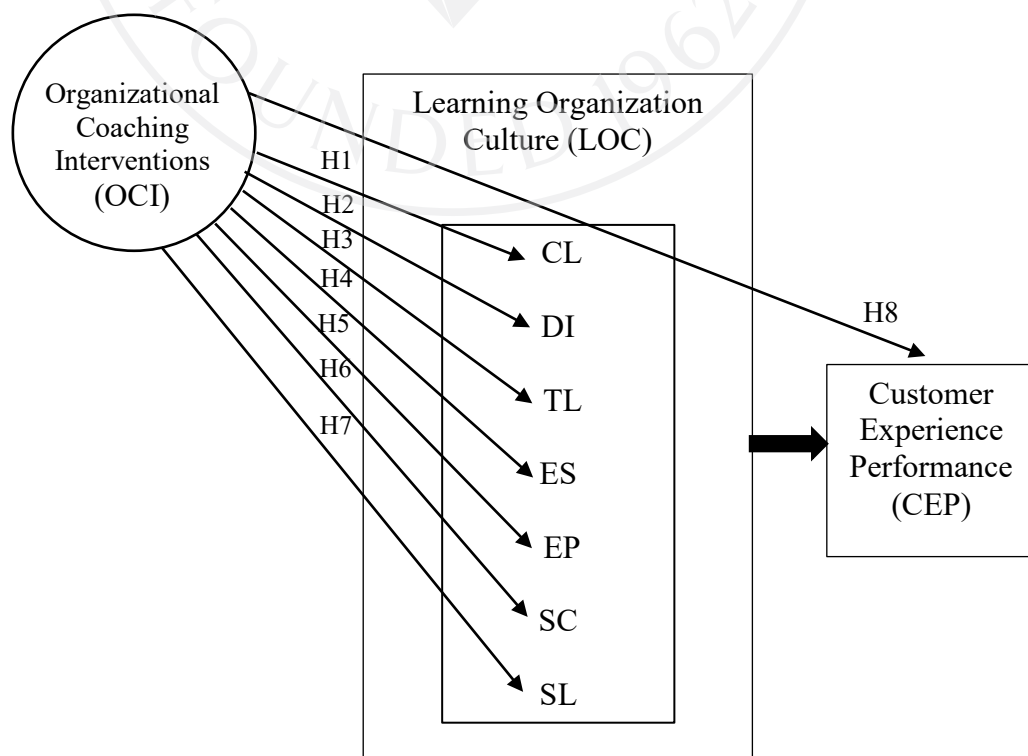
The independent samples t-test is an inferential statistical test used to compare the means of two independent groups to determine whether there is a statistically significant difference between them (*SPSS tutorials: Independent samples t-test,* n.d.). In this study the two independent groups are the coached dealers and non-coached dealers. Therefore, the independent samples t-test is used to test whether the impact of organizational coaching interventions on the seven dimensions of learning organization culture and on customer experience performance is significant or not between these two groups.

When comparing the mean scores of the seven dimensions of learning organization culture and customer experience between coached dealers and non-coached dealers, in analyzing the independent samples t-test, the coaching interventions construct will be treated as a dummy variable. A one-tailed test was applied because we were testing for the possibility of the relationship in one direction and disregarding the possibility of a relationship in the other direction. In order to compare the effect size (Fritz et al., 2012) or the impact magnitude of organizational coaching interventions on each dimension of learning organization culture and customer experience performance, Cohen's *d* was calculated. Cohen's *d* or standardized mean difference, is one of the most common ways of measuring effect size, in other words, how large an effect is, with larger values representing greater differentiation between the two groups on any given variable.

3.8.2 Research Question 2

To answer **research question 2** (RQ2) – Is the impact of organizational coaching interventions on customer experience performance mediated by the learning organization culture? – this can be investigated by looking at the mediator effect of

the learning organization culture on the relationship between organizational coaching

interventions and customer experience performance, in line with Hypothesis 9 as

represented visually in Figure 3.5.

Figure 3.5

The Mediating Effect of the Learning Organization Culture
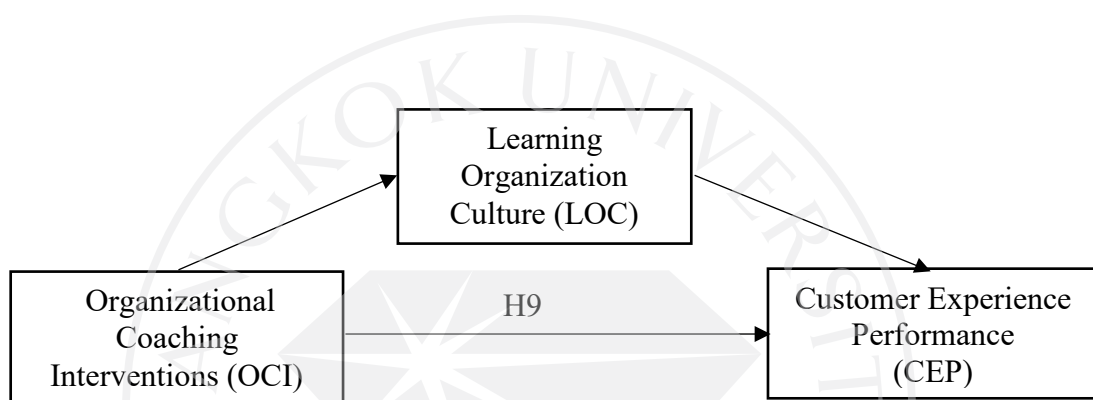
H9: The learning organization culture (LOC) mediates the impact of organizational

coaching interventions (OCI) on customer experience performance (CEP).

H$_{09}$: The LOC has no mediating effect on the impact of OCI on CEP.

"The mediation processes are framed in terms of intermediate variables

between an independent variable and a dependent variable, with a minimum of three

variables required in total: *X*, *M*, and *Y*, where *X* is the independent variable (IV), *Y* is

the dependent variable (DV), and *M* is the (hypothesized) mediator variable that is

supposed to transmit the causal effect of *X* to *Y* " (Agler & De Boeck, 2017, p. 1).

A mediator variable explains the mediating effect on the relationship between

the DV and the IV. If the mediator variable causes complete intervention in the

relationship between these two, it is defined as complete mediation, which results in the IV no longer affecting the outcome variable or DV; otherwise it is defined as partial intervention (Mediator variable, n.d.)

No previous studies have examined the mediating role of the learning organization culture on the relationship between coaching interventions and customer experience performance. This present study seeks to understand the influence of the learning organization culture as a mediator in order to further customize future CEM coaching interventions and so maximize their impact on customer experience performance.

3.8.3 Research Question 3

To answer **research question 3** (RQ3) – "To what extent does learning organization culture impact both knowledge performance and customer experience performance?" – the following two hypotheses investigate the impact of the learning organization culture as a whole on knowledge performance and customer experience performance.

H10: The learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{010}: The LOC which undergoes OCI has no influence on KP as perceived by the employees

H11: The learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{011}: The LOC which undergoes OCI has no influence on CEP as perceived by the employees.

Previous studies have confirmed the connections between LOC and KP (Ellinger et al., 2002; McHargue, 2003) and between LOC and CEP ((Islam et al., 2014; Maleki, 2016; Pantouvakis & Bouranta, 2013). Hypotheses 10 and 11 will further validate these connections. However, the present study also aims to investigate whether there is a connection between LO as an independent variable with the two dependent variables of KP and CEP using multivariate regression. Understanding how these three constructs are interrelated will fill the gap left by previous studies which have only statistically tested the relationship between LO and KP, and that between LO and CEP, separately (see Figure 3.6 below).

Figure 3.6

The Impact of Learning Organization Culture on Performance Outcomes
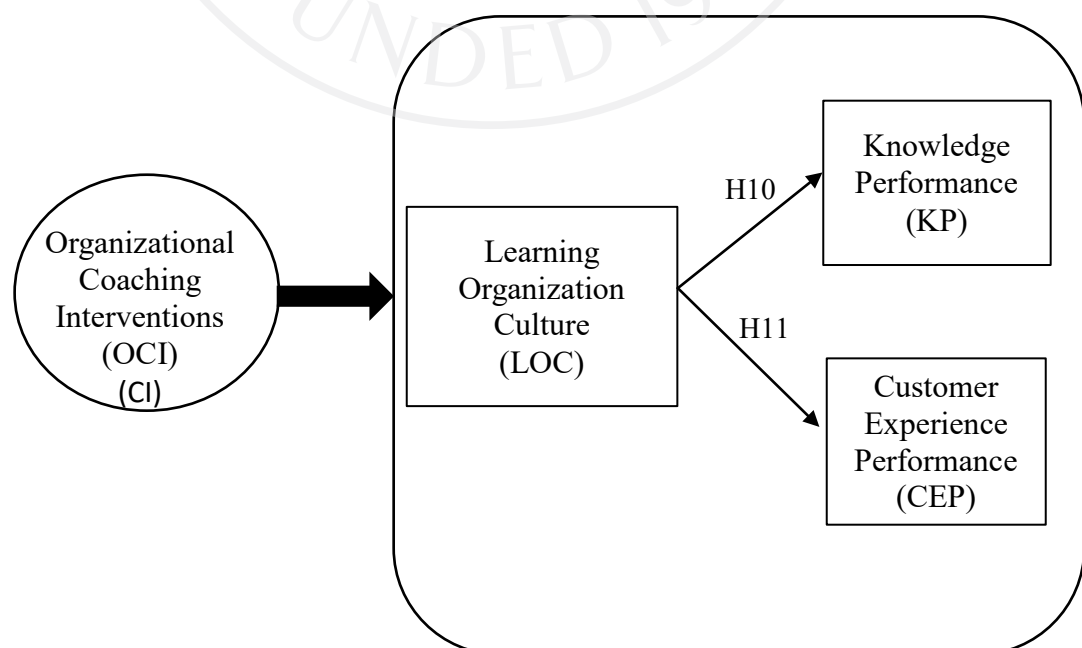
The theoretical framework given in Figure 3.6 is similar to the seven dimensional framework presented earlier in Figure 3.3 except that the LOC as a whole is treated as a single dimensional construct. As a result, the main focus here is on the relationship between LOC and both perceived performance outcomes: KP and CEP. At the same time, coaching interventions remain the inherent catalyst in LOC improvement.

An approach similar to RQ3 has also been adopted for Research Question 4 (RQ4). Since each of the seven dimensions of Watkins and Marsick's (1993) LO framework varies according to cultural and industrial contexts (Kim et al, 2015), and these multiple connections in RQ3 will be further investigated at the multi-dimensional level of LOC for RQ4. The results will provide a clear picture of the predictor-outcome relationships of the totality of the seven dimensions of LOC with knowledge performance and customer experience performance.

3.8.4 Research Question 4

To answer **research question 4** (RQ4) – "To what extent does each of the dimensions of learning organization culture impact on both knowledge performance and customer experience performance?" – in order to investigate the relationship between the seven dimensions of the learning organization culture and both knowledge performance and customer experience performance, the following 14 hypotheses are needed.

H12: The continuous learning (CL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{012}: The CL dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H13: The continuous learning (CL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{013}: The CL dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H14: The dialog and inquiry (DI) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{014}: The DI dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H15: The dialog and inquiry (DI) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{015}: The DI dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H16: The team learning and collaboration (TL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{016}: The TL dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H17: The team learning and collaboration (TL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

> H_{017}: The TL dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H18: The embedded system (ES) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

> H_{018}: The ES dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H19: The embedded system (ES) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

> H_{019}: The ES dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H20: The empowerment (EP) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

> H_{020}: The EP dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H21: The empowerment (EP) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{021}: The EP dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H22: The system connection (SC) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{022}: The SC dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H23: The system connection (SC) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{023}: The SC dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H24: The strategic leadership (SL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{024}: The SL dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H25: The strategic leadership (SL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{25}: The SL dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

These 14 hypotheses are shown in Figure 3.7 which demonstrates the relationship between the seven dimensions of LOC on the one hand, with knowledge performance and customer performance on the other. These relationships between LOC and each performance outcome (both KP and CEP) will be investigated in the hypotheses below (H12–H25).

Figure 3.7

The Impact of Dimensions of Learning Organization Culture on Performance Outcomes
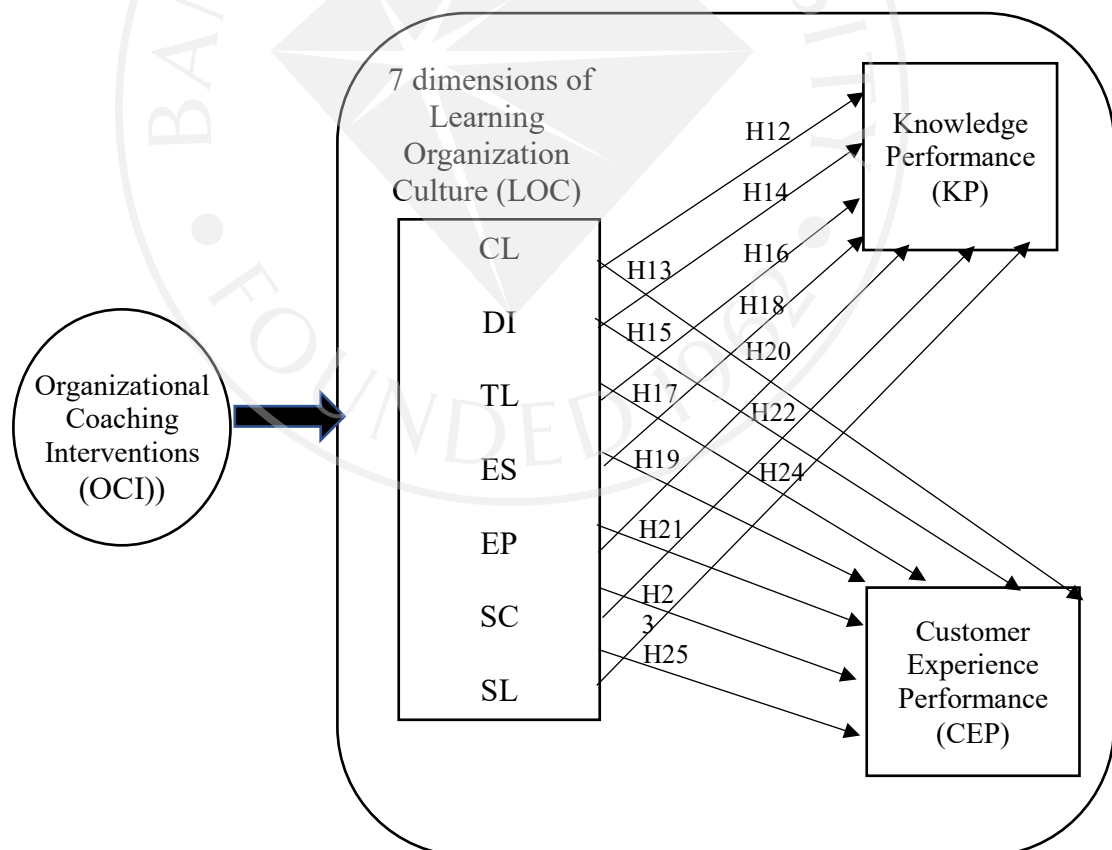
3.8.5 Regression Analysis

Not only does this study set out to compare the impact of organizational coaching interventions on learning organization culture and customer experience performance as investigated in RQ1 using an independent samples t test, it also explores the relationship *between* these three constructs. RQ2 also examines the mediating role of LOC in the impact of OCI on CEP; while RQ3 and RQ4 further investigate the relationship between LOC as an independent variable and the dependent variables of the two performance outcomes of KP & CEP. The research goal here is to confirm whether there exists a mediating effect of the LOC on the relationship between OCI and CEP (RQ2), as well as determine whether conceptualizing learning organization culture either as a unidimensional construct (RQ3) or as multidimensional construct (RQ4) can best predict performance outcomes for both knowledge and customer experience. Hence, regression analysis is applied to determine the outcomes of these relationships.

Regression analysis is a reliable method of identifying which variables have an impact on the subject under investigation. Performing a regression analysis can help determine the complex relationships between two or more variables: which factors matter most, which factors can be ignored, and how these factors influence each other (*What is regression analysis and why should I use it?*, n.a.). Regression analysis is often used to show how one variable changes when another changes, and to predict future conditions, trends, or values.

There are three types of regression analysis that have been used to test the 17 hypotheses deriving from research questions RQ2-4: 1) linear regression (RQ2); 2) multivariate linear regression (RQ3); and 3) multivariate multiple regression (RQ4).

Firstly, simple linear regression is a model whereby a single regressor x has a relationship with a response y in a straight line (Montgomery et al, 2021). In the present study, simple linear regression has been used to test the relationships between OCI and CEP, and between OCI and LOC. Multiple regression between OCI and LOC; as two independent variables, and CEP were also tested in order to confirm the mediating effect of LOC on the relationship between OCI and CEP (RQ2) for Hypothesis 9.

Secondly, multivariate regression is a technique used to estimate outcomes for a single regression model with more than one outcome variable (Afifi et al., 2003). This is different from multiple linear regression which is traditionally utilized in order to predict a single continuous, dependent variable using two or more continuous independent variables (Grimm & Yarnold, 2002). In Hypotheses 10–11, there is one independent variable, learning organization culture, and two dependent variables, knowledge performance and customer experience performance. Therefore, multivariate regression is more suitable here, and has been used as the regression model for Hypotheses 10–11.

However, this study also aims to further test the relationships between the seven dimensions of learning organization culture and the two dependent variables of knowledge performance and customer experience performance. When there is more than one predictor variable in a multivariate regression model, the model is known as multivariate multiple regression (Afifi et al., 2003). Therefore, a third regression model, multivariate multiple regression analysis (MMRA), has been applied to test Hypotheses 12–25.

3.9 Validity and Reliability of the Research Instrument

3.9.1. Construct Validity

"Researchers typically establish construct validity by presenting correlations between a measure of a construct and a number of other measures that should, theoretically, be associated with it (convergent validity) or vary independently of it (discriminant validity)" (Westen & Rosenthal, 2003, p. 608). The construct validation of a measure in a nomological network (Yang et al, 2004 – see Figure 2.3) is aimed at establishing its relation to other variables with which it should, theoretically, be associated, whether positively, negatively, or practically not at all (Cronbach & Meehl, 1955).

Yang et al. (2004) confirmed that "learning organization" is a multidimensional construct and recommend the DLOQ for use in organizational studies. They demonstrate the validity of the instrument obtained from best model-data fit among alternative measurement models and nomological networking among learning organization dimensions and organizational performance outcomes. Confirmatory factor analysis (CFA) of the seven learning organizational dimensions in the DLOQ produces results ranging between .88 to .93 (Yang et al., 2004), and 30 confirmatory factor analyses (CFA) were carried out between 1998–2012 (Kim et al., 2015). Lin (2006) notes that "the initial validity of the instrument is supported by that fact that all of the learning organization dimensions contained within the instrument can be corroborated in at least two or more other learning organization models highlighted in the literature review" (p. 105). Moreover, "several stages of empirical research have assessed the psychometric properties of the DLOQ" (Pimapunsri, 2008, p.37). Several authors have also applied the DLOQ to study learning organizations in Thailand in both non-profit and profit contexts, including government agencies.

(Khunsoonthornkit & Panjakajornsak, 2018; Pimapunsri, 2008, 2014; Tuntivivat & Piriyakul, 2015)). Therefore, we can assume that the DLOQ is valid for use in a Thai context.

3.9.2 Instrument Reliability

The Cronbach coefficient alpha is used to test the internal reliability of the DLOQ. The value of Cronbach's alpha for the seven dimensions of the DLOQ ranges from .80 to .87, while the internal reliability for knowledge performance is at .77 (Yang et al., 2004). Even though the internal reliability of the DLOQ was established by previous DLOQ studies (Ellinger et al., 2002; McHargue, 1999; Selden, 1998; Yang et al., 2004), pilot testing with the car dealer sample was carried out to ensure that the respondents properly understood the questions in Thai, so as to reinforce the baseline reliability for the survey.

This study uses an abbreviated form of the DLOQ that includes 21 measurement items, three for each of the seven dimensions (Yang, 2003). The overall reliability estimate for the 21-item scale was originally found to be .93. As noted above, the present researcher used the 21-item DLOQ in the Thai version used by Pimapunsri (2008, 2014): the reliability estimate found for her study was .88 (Pimapunsri, 2008), confirming that the DLOQ is reliable in a Thai context.

Table 3.9 below presents the reliability estimates for the DLOQ dimensions used for this study compared to the research findings from Yang et al. (2004). As can be seen from the table, the values of Cronbach's alpha range from .88 to .98 for each of the seven learning dimensions and the two performance dimensions. The correlations between all variables are above .70 which is considered an acceptable degree of reliability (Nunnally, 1978). Many scholars to refer to Nunnally (1978) in

relation to the .70 cutoff criterion for reliability: e.g., Cortina (1993) reaffirms that

reliability of .70 and higher is generally accepted as adequate, and Lance et al. (2006)

regard it as acceptable for research purposes. In fact, Nunnally (1978) does not

actually identify .70 as the satisfactory level of reliability, but states that it depends on

how the measure is being used: it can come out higher, at .80 or even .90, depending

on the setting in which it is bring applied and the standard error of measurement

involved in that setting.

Table 3.9

DLOQ Survey Dimensions and Comparison of Reliability Results

The Adapted DLOQ Dimensions	Cronbach's α (Yang et al., 2004)	Cronbach's α (current study)
Continuous Learning (CI)	.81	.88
Dialog and Inquiry (DI)	.87	.93
Team and Collaboration (TL)	.86	.94
Embedded System (ES)	.81	.94
Empowerment (EP)	.84	.93
System Connection (SC)	.80	.94
Strategic Leadership (SL)	.87	.96
Knowledge Performance (KP)	.77	.96
Customer Experience Performance (CEP)	–*	.98

Note. α is Coefficient Alpha and –* means there has been no study on the reliability of

a CEP variable

Therefore, with the values of Cronbach's alpha all above .70, the adapted Thai version of the DLOQ instrument can also be considered reliable to be used as a measurement tool for the present study.

3.10 Data Preparation

3.10.1 Survey Research Process

The researcher first contacted the dealership principals or top management at each dealership by phone to explain the research objectives and the nature of cooperation needed from their employees. The researcher then asked the principals for their approval of the employees' participation in the research survey.

A Google Form-based questionnaire link was sent to the dealership principals and top executives at each car dealer to approve the questionnaire content. Once it was greenlighted by management, the questionnaire link was distributed to the HR manager for internal distribution to all employees online. The survey link was distributed through each dealers' existing "LINE" official group chat, since LINE group chat is commonly used by car dealers in Thailand for all internal communications with their employees.

With the questionnaire link, a consent notice was also included to explain the objectives, format and confidentiality of this research; and well as the researcher's contact information.

The survey period was limited to within two weeks from the date the link was sent out. The time limitation on accepting responses was indicated on the Google Form. 80% of the total respondents returned the survey within the first week after the link was distributed. While the survey was totally voluntary for employees, the

researcher contacted the HR managers to update the total number of respondents in the first week, to encourage more responses in the second week.

Survey data were saved from Google Form survey in a .csv format. The survey data were then translated into English and saved into a Microsoft Excel 2016 spreadsheet program (.xls) for better data arrangement and further calculation. Errors and missing values in data entry were checked and corrected. The survey data was then saved as an open document spreadsheet (.ods) using the Microsoft Excel program for easy exporting of the survey data into the statistical program, IBM's SPSS/Windows.

3.10.2 Google Form

The present research utilized a web-based Google Form survey, instead of traditional paper survey format or other commercial online platforms, for several reasons. First, it reduced potential bias from respondents who when answering the survey paper might feel insecure about the exposure of their survey answers to other team members or to the researcher. In the case of respondents with whom the researcher had already worked as a coach, the need to return a survey paper directly to the researcher might also have affected the quality of their answers because of the existing relationship between them. Second, the online platform is cost-efficient, convenient and effective for reaching respondents located in different parts of Thailand. Respondents could fill in the survey according to their own availability, and so would have time to think about the research questions. Online survey data collection was also safe and hygienic during the COVID-19 epidemic because of the lack of human contact during the survey process. Third, Google Form was chosen over other online platforms because of its user-friendliness, mobile device

compatibility, reliability, and lack of cost. Google Form is also very common and familiar to the respondents because car dealers often use Google Form to solicit customer feedback. This can help reduce technical issues when answering the survey and collecting the data.

3.10.3 IBM's SPSS Software

IBM's SPSS/Windows Version 10 was used for all statistical tests for the present study. Assumption testing, descriptive statistics, independent sample t-tests, regression analysis and research tests' assumptions were all run on IBM's SPSS software to answer the four research questions of this present study.

The IBM's SPSS software was chosen because of its high ratings of reliability among researchers, and because it included all the statistical tests required for this study, whereas other software such as PSPP does not have such as multivariate multiple linear regression. The multivariate linear regression syntax in SPSS as shown in the command below is also a powerful tool.

```
GLM Y1 Y2 WITH X1 X2 X3
/PRINT PARAMETERS
/LMATRIX 'Multivariate test of entire model'
X1 1; X2 1; X3 1.
```

The output from this syntax alone can provide the statistical results needed to test all hypotheses for RQ3 and RQ4: including multivariate tests for each predictor, omnibus univariate tests, R^2 and adjusted R^2 values for each dependent variable, and individual univariate tests for each predictor for each dependent (*Multivariate linear regression in SPSS,* n.d.). Most importantly, this syntax produces a multivariate test for the entire regression and parameter estimates for each regression which are needed for testing Hypothesis 10–25

CHAPTER 4

FINDINGS

4.1 Introduction

The organizational coaching interventions (OCI) at CDS dealers have always been focused on enhancing customer experience. Nevertheless, the purpose of this research was expanded to not only investigate the impact of these coaching interventions on customer experience performance but also on the learning organization culture. This study adopts the learning organization approach and the DLOQ measurement instrument developed by Watkins and Marsick (1993, 1996) with a modification to answer the following research questions (RQ).

RQ1. To what extent do coaching interventions help enhance each of the seven dimensions of the learning organization culture and customer experience performance?

RQ2. Is the impact of coaching interventions on customer experience performance mediated by the learning organization culture?

RQ3. To what extent does learning organization culture impact both knowledge performance and customer experience performance?

RQ4. To what extent does each of the dimensions of the learning organization culture have an impact on both the knowledge performance and customer experience performance?

This chapter presents the results of the statistical analysis of the survey with a sample of seven CDS car dealers located in different parts of Thailand. Statistical demographic information of these samples are provided in the first part of the analysis. This includes respondent rates, respondents per company, number of

employees, job functions, departments, education, work experience, age and gender. The second part of this chapter presents the results of the statistical tests associated with each of the four research questions and their 25 corresponding research hypotheses proposed in Chapter 3. The hypothesis testing results together with the research models and the final research model are summarized in the third part. Conclusions are discussed at the end of the chapter, whereas the assumption testing for the chosen statistical tools are reported first to ensure the that the conclusions from the data analysis are correct.

4.2 Statistical Tests' Assumptions

When performing statistical analysis, the assumptions of the data for the parametric tests have to be met before obtaining significant results. "For example, when using the student's t-test with small sample sizes, data typically are required to be approximately normally distributed" (Garren & Osborne, 2021, p. 103). However, "scholars do not bother much about the assumptions involved in using different statistical techniques in their research. Due to this reason, the results of the study become less reliable" (Verma & Abdel-Salam, 2019, p. ix).

Table 4.1 lists the assumptions required and tested for the independent samples t-test and multivariate regression analysis. All of the assumptions of the chosen statistical tests being used in this study were tested and met.

Table 4.1

Assumptions of Independent Samples T-Test and Multivariate Regression

Independent Samples T-Test	Test	Multivariate Regression	Test
1. Continuous dependent variable	✓	1. Continuous dependent variable	✓
2. Two categorical, independent groups of independent variables	✓	2. A linear relationship between the dependent variables and the independent variables	✓
3. Independence of observation	✓	3. No Multicollinearity	✓
4. No significant outliers	✓	4. No significant outliers	✓
5. Normal distribution of dependent variables for each group of independent variables	✓	5. Normality of Residuals	✓
6. Homogeneity of Variance	✓	6. Homoscedasticity	✓

Note. ✓ means that the assumptions of the tests are met.

Details of the key assumption tests to ensure the validity of the results are described in the following section.

4.2.1 Normality Testing

One of the conditions required for the independent samples t-test, item #5 in Table 4.1, is the normal distribution of dependent variables, which is the most important type of probability distribution because it fits many natural phenomena (Frost, n.d.). It is frequently used in the social sciences for representation of real-valued random variables having distributions that are unknown (Atangana & Gómez-

Aguilar, 2017). "Researchers use a combination of statistical tests, visual assessments, and knowledge of descriptive statistics to decide whether or not normality should be assumed" (Garren & Osborne, 2021, p. 103). In the present study, a combination of skewness, kurtosis, and histogram (Appendix B) was used to arrive at a characterization of normal distribution.

Skewness is a measure of the asymmetry of the distribution of a variable (Kim, 2013). Normal distribution or symmetric distribution can be implied if the skew value is equal to zero. Kurtosis is a measure of distribution height. The original kurtosis value is different from the kurtosis in most of the statistical software, for example SPSS, which provides "excess" kurtosis obtained by subtracting 3 from the original kurtosis. For a perfectly normal distribution, excess kurtosis should be zero. Distributions with negative excess kurtosis are called "platykurtic distribution", referring to a flat-topped curve (Kim, 2013). However, Lei and Lomax (2005) classify the skewness (γ_1) and kurtosis (γ_2) values that are less than 1.0 as slight non-normality.

Skewness and kurtosis tests were applied to check if the distribution was normal or not since the t-test can only be applied if the distribution is normal. Table 4.2 shows the skewness (γ_1) and kurtosis (γ_2) values of all variables.

Table 4.2

Means, Standard Deviations, Cronbach's Alpha, Skewness and Kurtosis of Scores for the Study Variables

Variables	*M*	*SD*	*α*	Skewness		Kurtosis	
				Statistic	*SE*	Statistic	*SE*
CL	4.03	1.16	.882	-0.08	0.14	-0.82	0.28
DI	3.97	1.23	.933	-0.02	0.14	-0.97	0.28
TL	4.00	1.21	.939	0.07	0.14	-1.01	0.28
ES	4.04	1.21	.938	-0.03	0.14	-0.97	0.28
EP	4.05	1.21	.933	-0.07	0.14	-0.79	0.28
SC	3.93	1.25	.936	-0.02	0.14	-0.93	0.28
SL	4.12	1.25	.956	-0.15	0.14	-0.95	0.28
KP	4.00	1.15	.960	0.02	0.14	-0.90	0.28
CEP	4.09	1.14	.976	-0.05	0.14	-0.93	0.28

Skewness scores range from -0.15 to 0.07. With a standard error of 0.14, these skewness values are nearly at zero. As a result, the data for this research can be assumed to be normally distributed. Additionally, the kurtosis values range between -1.01 and -0.79 with a standard deviation of 0.28. This negative kurtosis or platykurtic distribution shows that the data has lighter tails than normal distribution. Negative kurtosis also means that the outlier is less extreme than expected if the data show a normal distribution (McLeod, 2019). However, George and Mallery (2010) consider kurtosis between -2 and +2 as acceptable in order to prove normal univariate distribution.

Furthermore, "the independent samples t-test is described as a robust test with respect to the assumption of normality. This means that some deviation away from normality does not have a large influence on Type I error rates" (*Independent t-test for two samples,* n.d.). A Type I error in statistics is a false positive conclusion, which occurs when a null hypothesis that is actually true in the population is rejected (Banerjee et al., 2009). Therefore, considering both the skewness and kurtosis values, the normal distribution of the research data for this study can be assumed, hence reducing the possibility of a potential Type I error for the independent samples t-test (Srivastava, 1958).

These results allow the researcher to apply an independent samples t-test to measure the impact of coaching interventions on each dimension of the learning organization culture and customer experience performance.

4.2.2 Pearson's Correlation

In this study, the Pearson's correlation coefficient is used to demonstrate the intercorrelations between the dimensions of the learning organizations and the two performance indicators of knowledge performance and customer experience performance.

As shown in Table 4.1, item #2, a linear relationship between the dependent and independent variables is required for multivariate regression analysis. In multivariate regression analysis, correlations are first identified to establish the interrelationships between the independent and dependent variables.

Pearson's correlation test is a univariate statistical test designed to measure the magnitude of correlation between two numerical variables. The bivariate Pearson correlation produces a sample correlation coefficient, r, which measures the strength

and direction of the linear relationships between pairs of continuous variables. By extension, the Pearson correlation evaluates whether there is statistical evidence for a linear relationship among the same pairs of variables in the population, represented by a population correlation coefficient, ρ ("rho") (*SPSS tutorials: Pearson correlation*, n.d.).

The correlation matrix for the seven dimensions and two performance variables is shown in Table 4.3.

Table 4.3

Pearson's Correlations Among the Seven Dimensions of the DLOQ and the Performance Indicators

Variables	1	2	3	4	5	6	7	8	9
1. CL	—								
2. DI	.881**	—							
3. TL	.867**	.886**	—						
4. ES	.880**	.863**	.907**	—					
5. EP	.860**	.847**	.870**	.910**	—				
6. SC	.842**	.845**	.879**	.897**	.928**	—			
7. SL	.841**	.841**	.879**	.894**	.902**	.900**	—		
8. KP	.807**	.774**	.812**	.828**	.829**	.810**	.845**	—	
9. CEP	.770**	.762**	.788**	.802**	.796**	.805**	.816**	.922**	—

Note. Sample size (N) = 300 for all analyses; all dimensions are measured by 6-point Likert scales; Correlation is significant at the .01 level (2-tailed). ** $p < .001$

Table 4.3 presents the bivariate correlations among the dimensions of learning organization culture and the perceived performance indicators, at a confidence level of .01. The correlations between the seven dimensions range between .841 and .928. This range is wider than the correlations between the seven dimensions and the two performance variables, which range between .762 and .875. Likewise, the correlations between the two performance variables are also very high at .922.

The highest levels of correlation among dimensions are between empowerment and system connection (.928), followed by empowerment and embedded system (.910). Strategic leadership correlates most strongly with system connection, empowerment, and embedded system (.900, .902, and .894, respectively). However, the highest level of correlation is between the dimensions of knowledge performance and customer experience performance (.922); while the lowest level of correlation is that between the performance dimensions and the seven dimensions of the DLOQ. The dialog and inquiry dimension shows the weakest correlation with the dimensions of both knowledge performance and customer experience performance (.774, .762).

In summary, the correlation coefficients between the proposed dimensions of learning organization culture and the two performance outcomes are positively high, ranging between .770 and .928, and are statistically significant at $p < .001$ levels for all variables.

Consequently, these results allow the researcher to apply multivariate regression analysis to measure the relationship between the learning organization culture, as both single dimensional and seven dimensional levels, and performance

outcomes in terms of both knowledge performance and customer experience performance.

Although correlation coefficients from .80 and above are considered very strong, they can also be interpreted as over-correlation, which violates the assumption of multicollinearity (Asitok & Ekpenyong, 2019). Therefore, multicollinearity issues need to be checked before running all of the regression tests.

4.2.3 Multicollinearity

As shown in Table 4.1, item #3, there must be no multicollinearity before running the multivariate regression test. The phenomenon of multicollinearity generates serious difficulties in regression analysis (Neter et al., 1989). Multicollinearity occurs when two or more predictors in the model are correlated and provide redundant information about the response. The presence of one or more large bivariate correlations at the commonly used cutoff of 0.8 and 0.9 suggests that collinearity may be a problem (Mason & Perreault, 1991).

The Cronbach's coefficient alphas for the present study are reasonably high, ranging from .88 to .98 (see Table 3.4). The Pearson's correlation coefficients are also high, ranging from .762 to .922. Therefore, a multicollinearity test was conducted to ensure that assumption item #3 was not broken (see Table 4.1) before using a multivariate regression test.

Multicollinearity for this present study is measured by variance inflation factors (VIF) and tolerance, using SPSS software. Tolerance is the reciprocal of VIF and can be calculated by 1/VIF or vice versa. Table 4.4 shows the tolerance and VIF scores, which can both be used to determine the issue of multicollinearity.

Table 4.4

Collinearity Statistics

Variables	Collinearity statistics	
	Tolerance	VIF
CL	0.160	6.249
DI	0.158	6.343
TL	0.122	8.181
ES	0.104	9.651
EP	0.098	10.187
SC	0.108	9.279
SL	0.134	7.459

In Table 4.4, the tolerance scores range from 0.098 to 0.160, and the VIF scores are from 6.249 to 10.187. Marquaridt (1970) considers a maximum VIF greater than 10 as adequate reason to be concerned. "The closer the tolerance value is to zero and if VIF exceeds 10, the greater is the degree of multicollinearity" (Kumari, 2008, p. 93). Exactly how large a VIF must be before it causes problems for analysis is a subject of debate. What is known is that the more the VIF increases, the less reliable the regression results are likely to be (Glen, 2015).

Therefore, in the present study, if we round the values of VIF to whole numbers, the VIF of each of the predictor variables is still considered within the acceptable range of collinearity. Only the empowerment dimension (EP), at 10, reaches the limits of multicollinearity concerns. Since the present study aims to investigate the impact of organization culture at the dimension level, the high VIF of

some dimensions will be considered when interpreting the results of the hypothesis testing through multivariate regression analysis.

The abovementioned results for correlations and multicollinearity provide assurance to the researcher when applying multivariate regression analysis to measure the relationships between each dimension of the learning organization culture and the performance outcomes of knowledge performance and customer experience performance.

Moreover, other results of the assumptions testing as shown in Table 4.1, such as no significant outliers (item #4), normal distribution (item # 5), homogeneity of variance (item #6), normality of residuals (item #5), and homoscedasticity (item #6) are provided in the Appendices. The histograms in Appendix B show the normal distribution for all dependent variables, which include the seven dimensions of LOC, plus KP and CEP. Appendix C exhibits the Q-Q plot to confirm that there are no significant outliers for all nine dependent variables. The P-P plot and scatter plot confirm the normality of residuals and homoscedasticity, as depicted in Appendices D and E, respectively. Running an independent samples t-test on SPSS also provides Levene's test for equality of variances to check the homogeneity of the variance of the two groups of data: coached and non-coached stores (Appendix F).

4.3 Descriptive Statistics

The scope of this research is to investigate the impact of coaching interventions among CDS car dealers in Thailand. Therefore, both the CDS dealers who had received the customer experience management (CEM) coaching interventions (coached dealers) and the dealers who did not receive the coaching interventions (non-coached dealers) were selected for comparison purposes. There are

a total of seven CDS dealers who agreed to participate in this study. Four coached dealers have received the CEM coaching interventions for at least three calendar years from the researcher, who worked as their external CEM coach during 2017-2020. The other three non-coached dealers do not participate in the CEM coaching program from CDS Thailand.

4.3.1 Sample Description

A total of 300 surveys or 69% of the total employees of these seven car dealers were returned with 61%, or 184 respondents, being from the coached dealers and 39%, or 116 samples, being from the non-coached dealers, as seen in Figure 4.1.

Figure 4.1

Sample Size Proportion
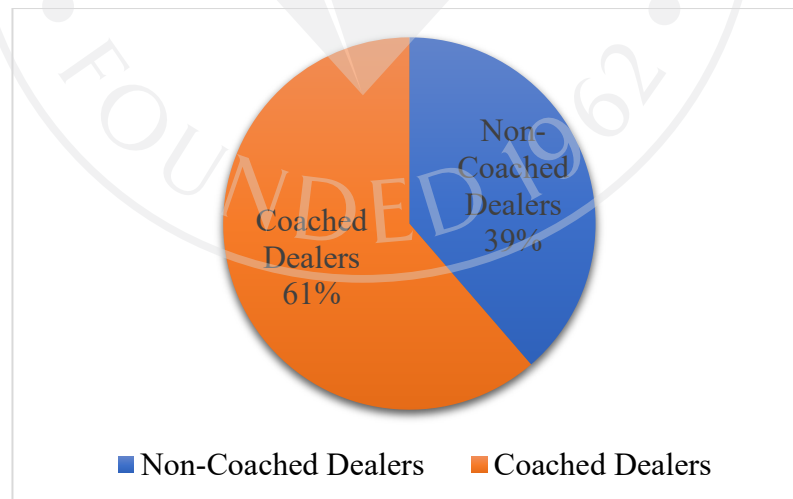
The response rate is high for both coached dealers and non-coached dealers at 87% and 69%, respectively, as shown in Table 4.5.

Table 4.5

Target Population and Response Number

Target respondent	Total employees	Returned surveys	Response rate %
Coached Dealers (CD)			
CD-A: Chonburi	73	51	70
CD-B: Sakon Nakhon	45	43	96
CD-C: Nakhon Pathom	51	49	96
CD-D: Songkhla	43	41	95
Total	212	184	87
Non-Coached Dealers (NCD)			
NCD-E: Pathum Thani	120	40	33
NCD-F: Bangkok	45	30	67
NCD-G: Udon Thani	59	46	78
Total	224	116	52
Total Samples	436	300	69

The high response rate of 70–96% among the coached dealers is due to the strong relationship between the dealership owners and the coach. However, it was not a requirement or an obligation for their employees to respond to this survey.

Nevertheless, there was an almost 100% response rate for three of the coached dealers: Nakhon Pathom, Sakon Nakhon and Songkhla, as seen in Figure 4.2. Chonburi had the lowest response rate among the coached dealers at 70% because they have a large percentage of part-time sales consultants. The Pathum Thani dealer shows the lowest response rate at 33% because their total employees includes the high number of their headquarters' accounting department team, which is also responsible for other car showrooms within their group of companies.

Figure 4.2

Response Rate of Each Car Dealer
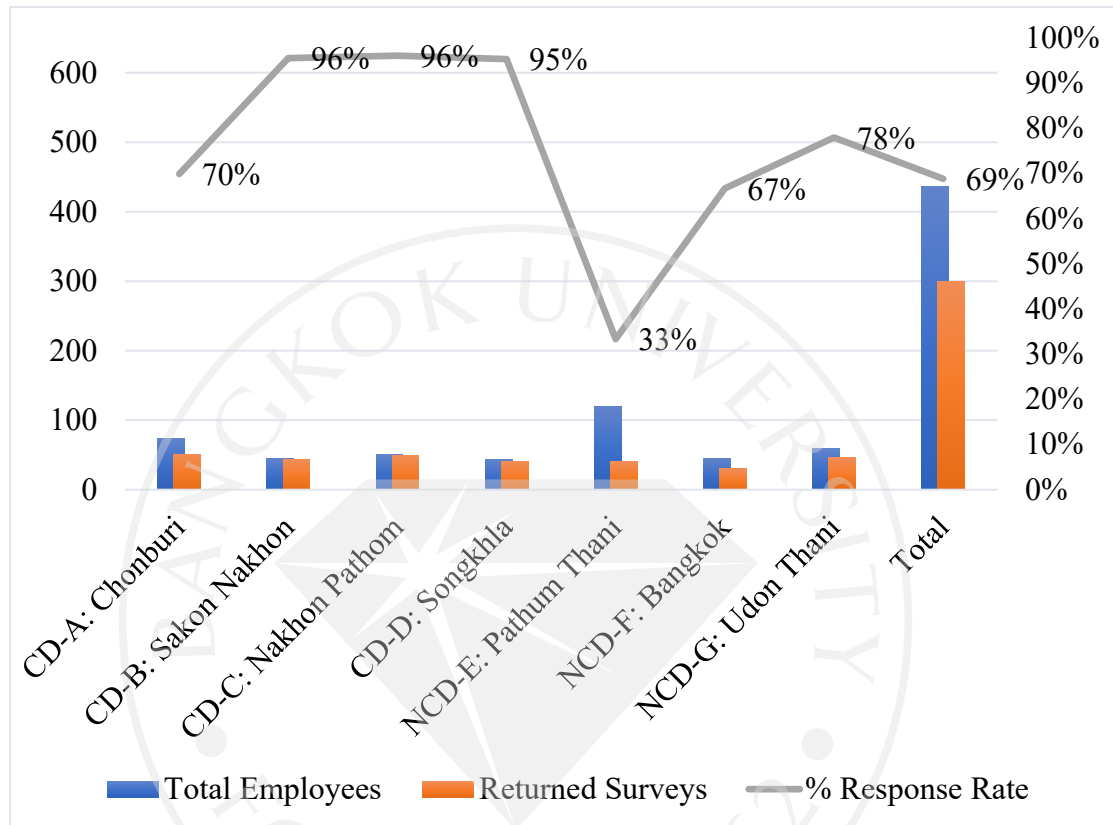
The demographics of the respondents are summarized in Table 4.6.

Table 4.6

Demographic Characteristics of the Respondents

Demographic data	Coaching interventions				Total respondents		Demographic data	Coaching interventions				Total respondents	
	with (*n*=184)		without (*n*=116)		(*N*=300)			with (*n*=184)		without (*n*=116)		(*N*=300)	
	n	%	*n*	%	*N*	%		*n*	%	*n*	%	*N*	%
Job Role							**Education**						
Back office/admin	47	26	27	23	74	25	Junior/high school	25	14	10	9	35	11
Frontline	54	29	46	40	100	33	Vocational	82	44	37	32	119	40
Specialist/technician	48	26	15	13	63	21	Bachelor's	73	40	68	58	141	47
Team leader/supervisor	26	14	19	16	45	15	Master's/higher	2	1	1	1	3	1
Senior/section manager	8	4	5	4	13	4	Others	2	1	–	–	2	1
Owner/top management	1	1	4	4	5	2	**Work experience**						
Department							Less than 1 year	35	19	19	16	54	18
Back office	4	2	1	1	5	2	1-2 years	43	23	24	21	67	22
Customer relations	11	6	1	1	12	4	3-5 years	58	32	45	39	103	35
Finance/accounting	27	15	19	16	46	15	6-10 years	25	14	19	16	44	15
HR & IT	3	2	2	2	5	2	11-15 years	13	7	3	3	16	5
Management	4	2	6	5	10	3	Above 15 years	10	5	6	5	16	5
Marketing	9	5	1	1	10	3	**Age**						
Parts	8	4	3	2	11	4	18-25 years	30	16	13	11	43	14
Body paint	–	–	16	14	16	5	26-35 years	99	54	43	37	142	48
Sales	54	29	52	45	106	36	36-45 years	37	20	45	39	82	27
Service	23	13	13	11	36	12	46-55 years	15	8	14	12	29	10
Technician	41	22	2	2	43	14	Above 55 years	3	2	1	1	4	1
							Gender						
							Male	85	46	56	48	141	47
							Female	99	54	60	52	159	53

The demographic details of each category in Table 4.6 are also visually depicted in Figures 4.3–4.8, respectively.

The percentage distribution of respondents for each demographic category is different between the coached dealers and non-coached dealers. However, the number of respondents for each of the demographic categories is nearly the same for both coached and non-coached stores in terms of the percentage ranking of the respondents, except for the education and age categories. For example, frontline, back office and technicians are the top three respondents for job role for both coached and non-coached dealers as per Figure 4.3.

Figure 4.3

Respondent Percentage by Job Role
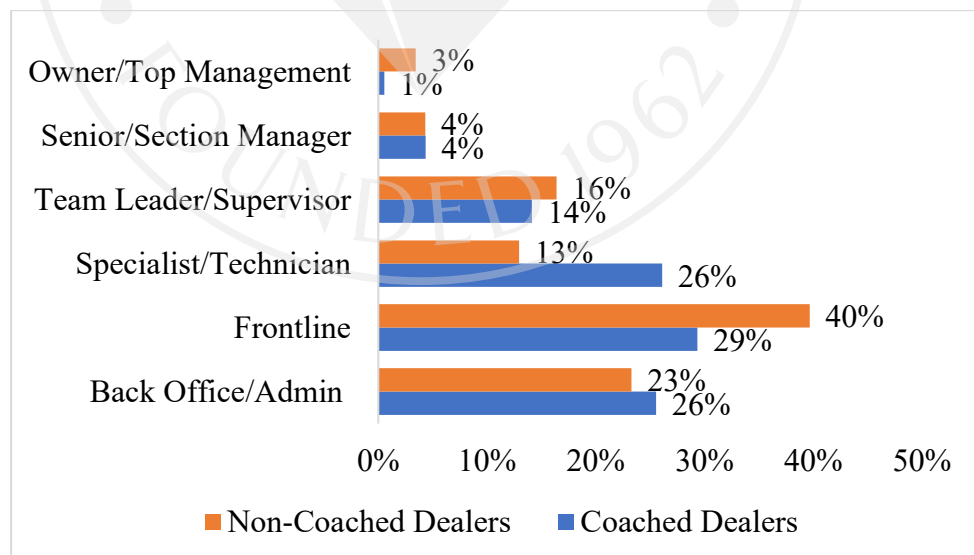
Since the number of persons answering the questionnaire is not the same in each job category in Figure 4.3, the answers cannot have the same level of

representability for each job category. The answers are mostly representative of the team leaders, supervisors, specialists, technicians, frontline, and back office and administration. The answers are less representative of the senior manager, top management and owners. However, this representation is in line with the organizational structure of the whole population in the car dealerships.

Each dealer has a different organizational structure, which results in different department and section names. Consequently, some respondents may have mistakenly filled in information as per their company's organizational structure. Therefore, this study attempts to verify and calibrate the differences by using the general department names in Figure 4.4 and cross-checking with the job role data as per Figure 4.3.

Figure 4.4

Respondent Percentage by Department
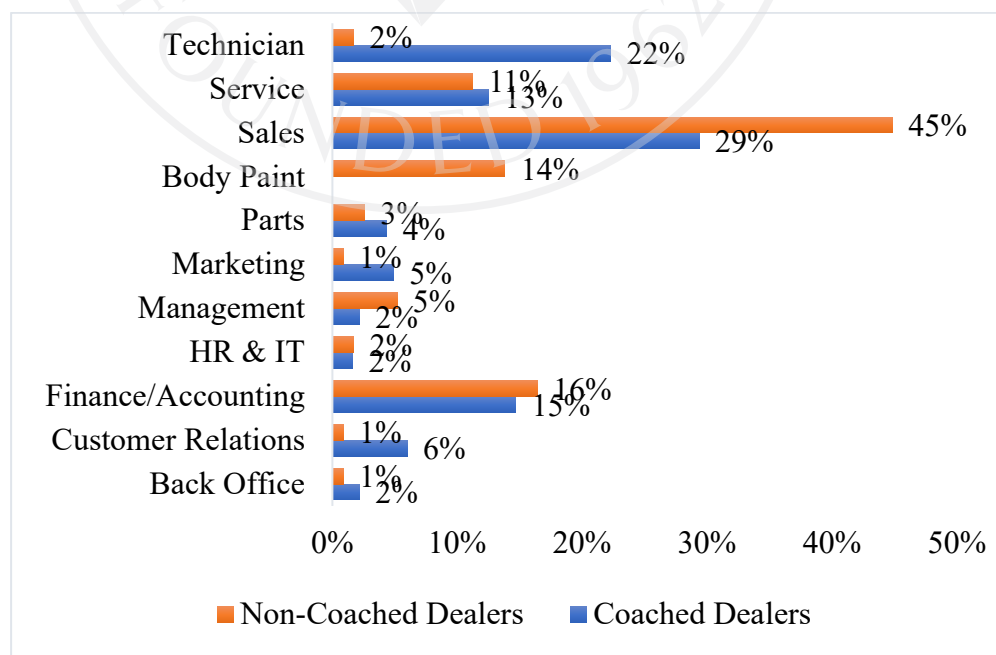
Based on the department categories in Figure 4.4, the sales team accounts for the highest level of representability for both coached stores and non-coached stores, followed by the technician, service and finance/accounting departments, which is normal for a car dealership's organizational structure. However, the level of department representability for the non-coached stores is not proportionately aligned with the employee/department ratio in a general dealer's organizational structure. For example, the sales departments of non-coached stores account for almost half of the all respondents answering the questionnaire. Nevertheless, this is still possible for some dealers who might employ a large salesforce team for both full-time and part-time sales consultants.

Moreover, there are no samples under the body paint department of the coached stores. These coached stores are using out-sourced suppliers for their body paint services. Also, the low ratio of 2% of the technician department for non-coached stores is quite unusual. As mentioned earlier, this may be an error resulting from respondents checking the wrong department names. Some technician respondents may indicate that their department is either under the "service" department or under the "body paint" department instead. However, if we combine the figures from the "body paint" department, which mainly includes technicians, and the figures from the "technician" department ratio, the level of representability of technicians is now second after the sales department and followed by the service department. This combined representability is now also aligned with the department representation of the coached stores. Therefore, the samples of the population in this study are quite similar to the whole population ratio in terms of department representability.

If the figures under the education category for both coached and non-coached dealers are combined, the majority of the car dealers' employees have a bachelor's degree, followed by a vocational degree, and junior/high school. Master's degree employees are very rare, while almost all technicians have a vocational degree. This overall sample can represent the real population in the car dealerships (Figure 4.5).

Figure 4.5

Respondent Percentage by Education
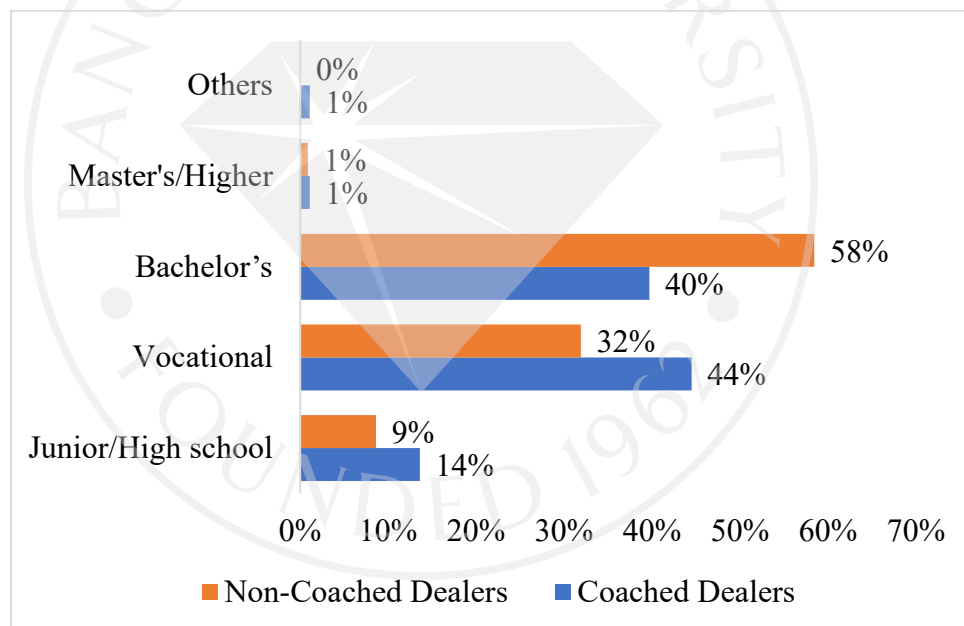
Even though the coached dealers have the highest percentage of employees with vocational degrees, the percentage does not differ much from that of the bachelor's degree holders. This may be because there are more technicians in the sample of the coached dealers compared to that of the non-coached dealers.

About the same percentage of the respondents have work experience of less than 5 years from both the coached stores and non-coached stores at 74% and 76%, respectively. The non-coached stores have more respondents with work experience from 3–10 years compared with the coached stores (Figure 4.6). This may be because of the large number of sales consultants in the sample of non-coached dealers.

Figure 4.6

Respondent Percentage by Work Experience
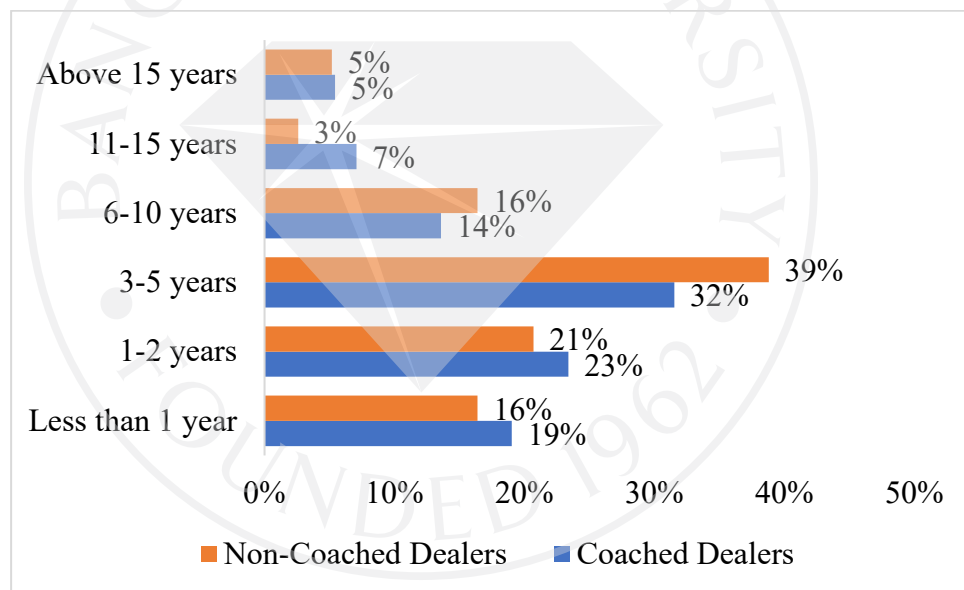
The coached stores have the younger workforce in terms of the respondents when compared to the non-coached stores. Approximately 70% of the respondents from the coached stores were aged between 18–35 years old compared to about 48% of the respondents from the non-coached stores (Figure 4.7).

Figure 4.7

Respondent Percentage by Age
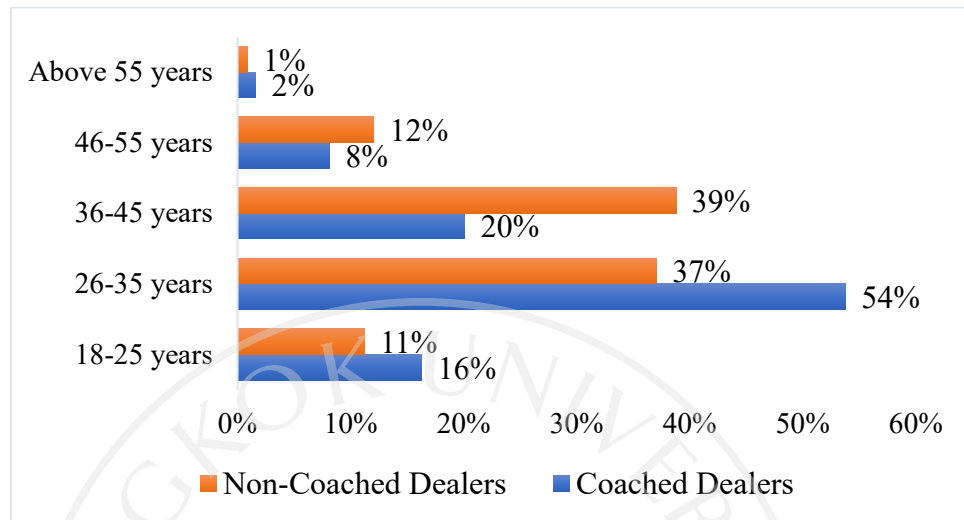
Moreover, the respondents' gender proportion is quite similar between coached and non-coached dealers, percentage-wise. The female sample is slightly higher than the male sample by 4–6 percentage points for non-coached stores (Figure 4.8).

Figure 4.8

Respondent Percentage by Gender
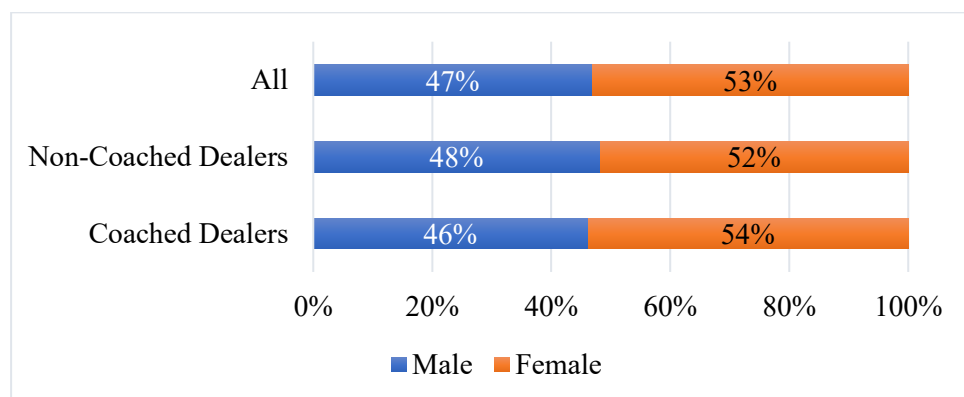
4.3.2 Mean Scores of LOC and Performance Outcomes

        The mean scores of the seven dimensions of learning organization culture (LOC), customer experience performance and knowledge performance between coached dealers and non-coached dealers are compared in Figure 4.9.

Figure 4.9

Means Comparison Between Coached Dealers and Non-Coached Dealers
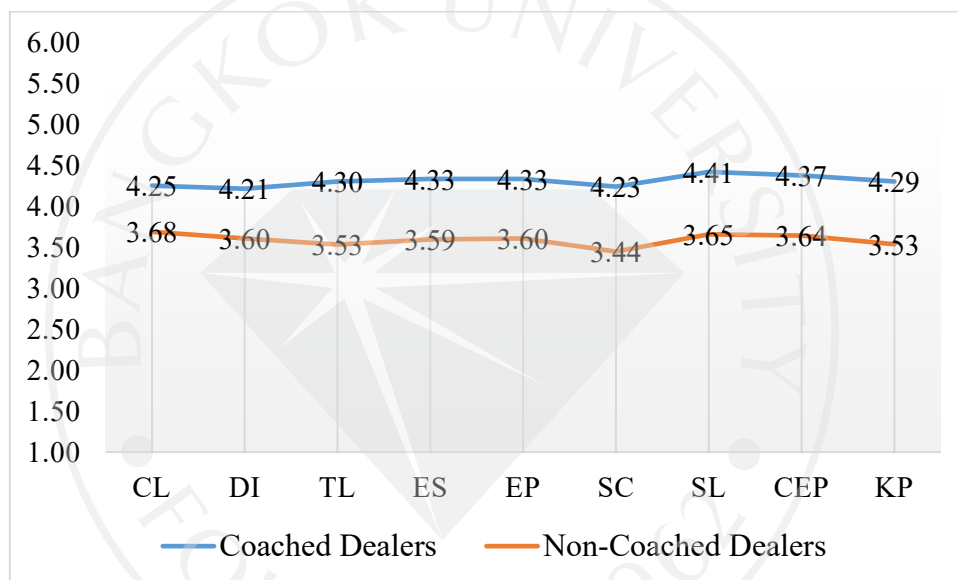
Note. CL = Continuous Learning, DI = Dialog and Inquiry, TL = Team Learning and Collaboration, ES = Embedded System, SC = System Connection, SL = Strategic Leadership, CEP = Customer Experience Performance, KP = Knowledge Performance

        Figure 4.9 illustrates that the mean scores for coached stores are higher than those of the non-coached stores for all seven dimensions and both organizational performances: CEP and KP. The top three highest means of the seven dimensions of

LOC for coached stores are SL, followed by ES and EP, which are both at 4.33. The top three highest means of the seven dimensions of LOC for non-coached stores are CL, followed by SL, and then DI and EP, which are both at 3.60. The lowest mean for coached stores is DI, while the lowest mean for non-coached stores is SC. If considering CEP altogether with the seven dimensions, the CEP mean ranked second behind SL for coached dealers and third behind CL and SL for non-coached dealers.

Moreover, the mean differences for each dimension of LOC between coached dealers and non-coached dealers are between 15.29–22.98%. CL has the minimum difference between coached and non-coached dealers at 15.29%, while SC has the maximum difference at 22.98% between coached and non-coached dealers. On average, the coached dealers perform 20% better than the non-coached dealers for the ninth variable means, including customer experience performance. The impacts of CEM coaching interventions on these dimensions of learning organization culture and customer experience performance are further statistically tested by the independent samples t-test to support the conclusions in the next section. The knowledge performance is not statistically tested by independent samples t-test because it is not the focus of CEM coaching interventions program.

4.4 Inferential Statistics

In this research, there are three main analyses applied to the four research questions to investigate the impact of coaching interventions on learning organization culture and customer experience performance: 1) means comparison using an independent samples t-test, 2) mediation analysis using linear regression, and 3) predictor-outcome relationships using multivariate regression.

These analyses were used for the hypothesis testing as summarized in Table 4.7. All statistical tests were conducted using IBM's SPSS software program to provide the statistical test results to aid the analysis.

Table 4.7

Summary of the Parametric Statistics used for Hypothesis Testing

Research question	Analysis type	Parametric tests	Hypothesis testing
RQ1	Means Comparison	Independent Samples T-Test	H1–H8
	Effect Size	Cohen's d	
RQ2	Mediation Analysis	Linear Regression	H9
RQ3	Predictor-Outcome Relationships at the construct level	Multivariate Regression	H10–H11
RQ4	Predictor-Outcome Relationships at the dimensional level of a construct	Multivariate Multiple Regression Analysis (MMRA)	H12–H25

4.4.1 Independent Samples T-Test

The present study aims to test the impact of CEM coaching interventions on the learning organization culture at its dimensional level and on customer experience performance by comparing the means between two groups of samples: car dealers who had received CEM coaching interventions (coached dealers) and car dealers who did not receive CEM coaching interventions (non-coached dealers).

Research Question 1 (RQ1): To what extent do coaching interventions help enhance each of the seven dimensions of the learning organization culture and customer experience performance?

The following eight directional hypotheses (H1–H8) are provided, including the corresponding null hypotheses for hypothesis testing.

H1: Organizational coaching interventions (OCI) have a positive influence on the continuous learning (CL) dimension of learning organization culture (LOC).

H_{01}: OCI have no influence on the CL dimension of LOC.

H2: Organizational coaching interventions (OCI) have a positive influence on the dialog and inquiry (DI) dimension of learning organization culture (LOC).

H_{02}: OCI have no influence on the DI of LOC.

H3: Organizational coaching interventions (OCI) have a positive influence on the team learning and collaboration (TL) dimension of learning organization culture (LOC).

H_{03}: OCI have no influence on the TL dimension of LOC.

H4: Organizational coaching interventions (OCI) have a positive influence on the embedded system (ES) dimension of learning organization culture (LOC).

H_{04}: OCI have no influence on the ES dimension of LOC.

H5: Organizational coaching interventions (OCI) have a positive influence on the empowerment (EP) dimension of learning organization culture (LOC).

H_{05}: OCI have no influence on the EP dimension of LOC.

H6: Organizational coaching interventions (OCI) have a positive influence on the system connection (SC) dimension of learning organization culture (LOC).

H_{06}: OCI have no influence on the SC dimension of LOC.

H7: Organizational coaching interventions (OCI) have a positive influence on the strategic leadership (SL) dimension of learning organization culture (LOC).

H_{07}: OCI have no influence on the SL dimension of LOC.

H8: OCI have a positive influence on the customer experience performance (CEP) as perceived by the employees.

H_{08}: OCI have no influence on the CEP as perceived by the employees.

The independent samples t-test, or student's t-test, compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different *(SPSS tutorials: Independent samples t-test,* n.d.). Therefore, the independent samples t-test results were chosen to test the above hypotheses. Additionally, Cohen's *d*, or the standardized means difference, was calculated to measure the effect size of the impact of OCI on all seven dimensions of LOC and CEP.

Table 4.8

*Means, Standard Deviations and T-Test Comparison Between the Coached Dealers
and Non-Coached Dealers*

Dealers	Coached		Non-Coached					
Variables	*M*	*SD*	*M*	*SD*	*t*	*p**	*df*	*d*
CL	4.25	1.16	3.68	1.07	4.22	<.001	298.00	0.50
DI	4.21	1.27	3.60	1.06	4.48	<.001	276.19	0.51
TL	4.30	1.22	3.53	1.03	5.84	<.001	274.09	0.67
ES	4.33	1.20	3.59	1.08	5.39	<.001	298.00	0.64
EP	4.33	1.20	3.60	1.10	5.35	<.001	261.16	0.62
SC	4.23	1.23	3.44	1.11	5.62	<.001	298.00	0.67
SL	4.41	1.25	3.65	1.11	5.51	<.001	266.65	0.64
CEP	4.37	1.15	3.64	0.96	5.94	<.001	275.34	0.68
KP	4.29	1.15	3.53	0.98	6.12	<.001	272.41	0.70

Note. KP is not included in the hypothesis testing for RQ1 as mentioned earlier.

*One-tailed *t*-test results

The results from Table 4.8 are summarized below for the hypothesis testing
results for RQ1: H1–H8.

H1. There is a significant positive difference in the CL mean scores of
coached dealers (M = 4.25, SD = 1.16) and non-coached dealers (M = 3.68, SD =
1.07) at the specified $p < .05$ level, $t(298) = 4.22$, $p < .001$, $d = 0.50$, 95% *CI* [0.26,
0.74]. Therefore, the null hypothesis that OCI have no influence on the CL dimension

of LOC is rejected. The impact of organizational coaching interventions on the continuous learning dimension of the learning organization culture is significant and is not random.

H2. There is a significant positive difference in the DI mean scores of coached dealers ($M = 4.21$, $SD = 1.27$) and non-coached dealers ($M = 3.60$, $SD = 1.06$) at the specified $p < .05$ level, $t(276.19) = 4.48$, $p < .001$, $d = 0.51$, 95% CI [0.27, 0.75]. Therefore, the null hypothesis that OCI have no influence on the DI dimension of LOC is rejected. The impact of organizational coaching interventions on the dialog and inquiry dimension of the learning organization culture is significant and is not random.

H3. There is a significant positive difference in the TL mean scores of coached dealers ($M = 4.30$, $SD = 1.22$) and non-coached dealers ($M = 3.53$, $SD = 1.03$) at the specified $p < .05$ level, $t(274.09) = 5.84$, $p < .001$, $d = 0.67$, 95% CI [0.43, 0.90]. Therefore, the null hypothesis that OCI have no influence on the TL dimension of LOC is rejected. The impact of organizational coaching interventions on the team learning and collaboration dimension of the learning organization culture is significant and is not random.

H4. There is a significant positive difference in the ES mean scores of coached dealers ($M = 4.33$, $SD = 1.20$) and non-coached dealers ($M = 3.59$, $SD = 1.08$) at the specified $p < .05$ level, $t(298) = 5.39$, $p < .001$, $d = 0.64$, 95% CI [0.40, 0.88]. Therefore, the null hypothesis that OCI have no influence on the ES dimension of LOC is rejected. The impact of organizational coaching interventions on the embedded system dimension of the learning organization culture is significant and is not random.

H5. There is a significant positive difference in the EP mean scores of coached dealers (M = 4.33, SD = 1.20) and non-coached dealers (M = 3.60, SD = 1.10) at the specified p < .05 level, t(261.16) = 5.35, p < .001, d = 0.62, 95% CI [0.38, 0.86]. Therefore, the null hypothesis that OCI have no influence on the EP dimension of LOC is rejected. The impact of organizational coaching interventions on the empowerment dimension of the learning organization culture is significant and is not random.

H6. There is a significant positive difference in the SC mean scores of coached dealers (M = 4.22, SD = 1.23) and non-coached dealers (M = 3.44, SD = 1.11) at the specified p < .05 level, t(298) = 5.62, p < .001, d = 0.67, 95% CI [0.43, 0.90]. Therefore, the null hypothesis that OCI have no influence on the SC dimension of LOC is rejected. The impact of organizational coaching interventions on the system connection dimension of the learning organization culture is significant and is not random.

H7. There is a significant positive difference in the SL mean scores of coached dealers (M = 4.41, SD = 1.25) and non-coached dealers (M = 3.65, SD = 1.11) at the specified p < .05 level, t(266.65) = 5.51, p < .001, d = 0.64, 95% CI [0.40, 0.87]. Therefore, the null hypothesis that OCI have no influence on the SL dimension of LOC is rejected. The impact of organizational coaching interventions on the strategic leadership dimension of the learning organization culture is significant and is not random.

H8. There is a significant positive difference in the CEP mean scores of coached dealers (M = 4.37, SD = 1.15) and non-coached dealers (M = 3.64, SD = 0.96) at the specified p < .05 level, t(275.34) = 5.94, p < .001, d = 0.68, 95% CI [0.44,

0.92]. Therefore, the null hypothesis that OCI have no influence on the CEP as perceived by the employees is rejected. The impact of organizational coaching interventions on the customer experience performance is significant and is not random.

The hypothesis testing results are summarized in Table 4.9.

Table 4.9

Hypothesis Testing Results Summary for Research Question 1

Hypotheses	Testing results
H1: OCI have a positive influence on the CL dimension of LOC.	Accepted
H2: OCI have a positive influence on the DI dimension of LOC.	Accepted
H3: OCI have a positive influence on the TL dimension of LOC.	Accepted
H4: OCI have a positive influence on the ES dimension of LOC.	Accepted
H5: OCI have a positive influence on the EP dimension of LOC.	Accepted
H6: OCI have a positive influence on the SC dimension of LOC.	Accepted
H7: OCI have a positive influence on the SL dimension of LOC.	Accepted
H8: OCI have a positive influence on the CEP as perceived by the employees.	Accepted

In summary, the independent samples t-test was conducted in order to test the impact of CEM coaching interventions at CDS car dealers on the seven dimensions of learning organization culture and customer experience performance. The test results show significant positive relationships between CEM coaching interventions and all

dimensions of learning organization culture and customer experience. Considering the Cohen's *d* values, the impact of coaching interventions is strongest with customer experience performance, followed by team learning and collaboration along with system connection, and then, the strategic leadership and embedded system dimensions of LOC. Therefore, the organizational coaching interventions at CDS car dealers focusing on customer experience enhancement are positively impactful.

4.4.2 Linear Regression

Linear regression was used to investigate RQ2 and to test Hypothesis 9.

Research Question 2 (RQ2): Is the impact of organizational coaching interventions on customer experience performance mediated by the learning organization culture?

H9: The learning organization culture (LOC) mediates the impact of organizational coaching interventions (OCI) on customer experience performance (CEP).

H_{09}: The LOC has no mediating effect on the impact of OCI on CEP.

A series of regression analyses (1. OCI → CEP, 2. OCI → LOC, and 3. OCI + LOC → CEP) were carried out to perform a mediation analysis according to the causal step approach (Baron & Kenny, 1986). The regression results are depicted in Table 4.10.

Table 4.10

Regression Analysis for Mediation of Learning Organization Culture Between

Organizational Coaching Interventions and Customer Experience Performance

Variables	B	SE	t	p	95% CI	R²
Step 1: OCI → CEP	.73	.13	5.71	< .001	[0.48, 0.98]	.10
Step 2: OCI → LOC	.71	.13	5.42	< .001	[0.45, 0.96]	.09
Step 3:						
LOC → CEP	.81	.03	24.69	< .001	[0.74, 0.87]	.70
OCI → CEP	.16	.08	2.09	= .037	[0.01, 0.31]	

Table 4.10 shows that the OCI has a significant positive impact on CEP (total

effect), $B = .73$, $p < .001$. The OCI also has a significant positive impact on the LOC ,

$B = .71$, $p < .001$ and the LOC, in turn, has a significant positive impact on CEP, B

$= .81$, $p < .001$. The direct effect (c') of OCI to CEP is significant at $B = .16$, p

$= .037$.

To further investigate the mediator, the Sobel test was utilized to examine if

learning organization culture significantly mediates the relationship between

organizational coaching interventions and customer experience performance. The

product of coefficients method was also applied to calculate the indirect effect and

test for significance. The results reveal that the indirect effect of the impact of OCI on

CEP through the LOC is $B = .57$, $p < .001$. Therefore, the null hypothesis that the

LOC has no mediating effect on the impact of OCI on CEP is rejected. As a result, the

learning organization culture significantly mediates the impact of organizational

coaching interventions on customer experience performance, and it is not caused by chance. Since the direct effect of OCI on CEP is not zero but is statistically significant ($B = .16$, $p = .037$), the LOC partially mediates the impact of OCI on CEP (incomplete mediating effect).

4.4.3 Multivariate Linear Regression

The relationships between the learning organization culture and the knowledge performance and customer experience performance were investigated in order to answer Research Questions 3 and 4. Multivariate regression analysis was used to clearly demonstrate the predictor-response relationships between the learning organization culture and the performance outcomes.

Research Question 3 (RQ3): To what extent does the learning organization culture impact both the knowledge performance and customer experience performance?

The following directional hypotheses investigate the relationships between the overall learning organization culture and both the knowledge and customer experience performance outcomes.

H10: The learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{010}: The LOC which undergoes OCI has no influence on KP as perceived by the employees.

H11: The learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{011}: The LOC which undergoes OCI has no influence on CEP as perceived by the employees.

The researcher used the general linear model (GLM) function/syntax in the IBM SPSS to test the above hypotheses. The GLM multivariate procedure provides regression analysis and analysis of variance for multiple dependent variables by one or more factor variables or covariates. The factor variables divide the population into groups. Using this general linear model procedure, the null hypotheses involving the effects of factor variables on the means of various groupings of a joint distribution of dependent variables (DV) can be tested.

The multivariate regression results are summarized in Table 4.11.

Table 4.11

Multivariate Regression Test Results for Research Question 3

Multivariate Test Results					
Effects	Value	F	Hypothesis df	Error df	p
Pillai's trace	0.81	391.99	2.00	181.00	<.001
Wilks' lambda	0.19	391.99	2.00	181.00	<.001
Hotelling's trace	4.33	391.99	2.00	181.00	<.001
Roy's largest root	4.33	391.99	2.00	181.00	<.001

Note. Only coached dealer's samples were included in this test (N = 184).

Table 4.11 presents the *F*-ratios and *p*-values for four multivariate criteria, Wilks' lambda, Hotelling's trace, Pillai's trace, and Roy's largest root, to explain the

effect of LOC on two DVs (KP and CEP). All four multivariate tests were significant (p < .001).

Pillai's trace test is considered as the most robust of the multivariate tests (Olson, 1974), and its value is used to test both the main and the interactive effects for the overall model of multivariate regression. The results indicated that there is a statistically significant influence of the learning organization culture on both knowledge performance and customer experience performance, as Pillai's trace = .81, $F(2, 181) = 391.99$, $p = < .001$. Therefore, a significant multivariate positive effect was found. The learning organization culture which undergoes organizational coaching interventions has a significative and positive influence on both knowledge performance and customer experience performance.

Furthermore, the GLM multivariate regression provides the parameter estimates as seen in Table 4.12. These estimates show the predictor-outcome relationships between the learning organization culture (LOC) and knowledge performance, and between LOC and customer experience performance from the multivariate regression. The p values from Table 4.12 are used for testing Hypotheses 10 and 11.

Table 4.12

Parameter Estimates From Multivariate Regression Analysis for Research Question 3

Dependent variables	Parameters	*B*	*SE*	*t*	*p*	95% *CI*	
						LL	*UL*
KP	Intercept	0.47	0.15	3.26	< .001	0.19	0.76
	LOC	0.89	0.03	27.17	< .001	0.83	0.95
CEP	Intercept	0.65	0.16	4.11	< .001	0.34	0.97
	LOC	0.87	0.04	24.26	< .001	0.80	0.94

Note. N = 184

H10 testing result: The learning organization culture significantly predicts the knowledge performance, $B = 0.89$, $t(182) = 27.17$, $p < .001$, 95% *CI* [0.83, 0.95]. Therefore, the null hypothesis that the learning organization culture which undergoes the OCI has no influence on KP as perceived by the employees is rejected. As a result, a significant positive influence on knowledge performance was found in the learning organization culture which undergoes OCI, and it is not caused by chance.

H11 testing result: The learning organization culture significantly predicts the customer experience performance, $B = 0.87$, $t(182) = 24.26$, $p < .001$, 95% *CI* [0.80, 0.94]. Therefore, the null hypothesis that the learning organization culture which undergoes the OCI has no influence on customer experience performance as perceived by the employees is rejected. As a result, a significant positive influence on customer experience performance was found in the learning organization culture which undergoes OCI, and it is not caused by chance.

In summary, there is a significant positive influence of the learning organization culture on both knowledge performance and customer performance for

dealers who have received CEM coaching interventions. Moreover, the learning organization culture which undergoes organizational coaching interventions statistically has a 2 % higher correlation with knowledge performance than it does with customer experience performance.

4.4.4 Multivariate Multiple Regression

Multivariate multiple regression (MMR) is used to model the linear relationships between more than one independent variable (IV) and more than one dependent variable (DV). MMR is multiple because there is more than one IV, and MMR is multivariate because there is more than one DV. One of the advantages of using MMR is that the tests of the coefficients can be conducted across different outcome variables. In Research Question 4 (RQ4), there are seven dimensions of learning organization culture and two outcome variables of knowledge performance and customer experience performance to be investigated. Therefore, the MMR is an appropriate test for the above hypotheses testing. The multivariate tests were performed using SPSS's GLM syntax for the below hypotheses testing similar to RQ3 but with seven IVs rather than one IV.

Research Question 4 (RQ4): To what extent does each of the LOC dimensions have an impact on both knowledge performance and customer experience performance? The following hypotheses investigate the relationships between the seven dimensions of learning organization culture and both the knowledge performance and customer experience performance.

H12: The continuous learning (CL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{012}: The CI dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H13: The continuous learning (CL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{013}: The CL dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H14: The dialog and inquiry (DI) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{014}: The DI dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H15: The dialog and inquiry (DI) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{015}: The DI dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H16: The team learning and collaboration (TL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{016}: The TL dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H17: The team learning and collaboration (TL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{017}: The TL dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H18: The embedded system (ES) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{018}: The ES dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H19: The embedded system (ES) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{019}: The ES dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H20: The empowerment (EP) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{020}: The EP dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H21: The empowerment (EP) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{021}: The EP dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H22: The system connection (SC) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{022}: The SC dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H23: The system connection (SC) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{023}: The SC dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

H24: The strategic leadership (SL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on knowledge performance (KP) as perceived by the employees.

H_{024}: The SL dimension of the LOC which undergoes OCI has no influence on KP as perceived by the employees.

H25: The strategic leadership (SL) dimension of the learning organization culture (LOC) which undergoes organizational coaching interventions (OCI) has a positive influence on customer experience performance (CEP) as perceived by the employees.

H_{25}: The SL dimension of the LOC which undergoes OCI has no influence on CEP as perceived by the employees.

The multivariate test results are shown in Table 4.13. All four multivariate tests are significant (p < .001) for the interactive effects of all seven IVs (LOC's seven dimensions) and the two DVs (KP and CEP).

Table 4.13

Multivariate Multiple Regression Results for Research Question 4

	Multivariate Test Results				
Effects	Value	*F*	Hypothesis df	Error df	*p*
Pillai's trace	0.89	20.02	14.00	352.00	< .001
Wilks' lambda	0.16	37.45	14.00	350.00	< .001
Hotelling's trace	4.95	61.48	14.00	348.00	< .001
Roy's largest root	4.89	122.86	7.00	176.00	< .001

Note. Only coached dealer's samples were included in this test (N = 184).

The significant multivariate effects show that the seven dimensions (CL, DI, TL, ES, EP, SC, SL) of learning organization culture positively influence both knowledge performance and customer experience performance, as Pillai's trace = .89, $F(14, 352) = 20.02$, $p < .001$. Therefore, all seven dimensions of the LOC which undergo the OCI have a significative and positive influence on both KP and CEP as perceived by the employees.

Additionally, the multivariate tests also provide parameter estimates of the seven dimensions of learning organization culture on each of the performance outcomes as shown in Table 4.14.

Table 4.14

Parameter Estimates From Multivariate Multiple Regression Analysis for Research Question 4

Dependent variables	Parameters	*B*	*SE*	*t*	*p*	95% *CI*	
						LL	*UL*
KP	Intercept	0.40	0.14	2.79	0.01	0.12	0.68
	CL	0.26	0.08	3.18	0.00[a]	0.10	0.41
	DI	-0.02	0.07	-0.21	0.83	-0.16	0.13
	TL	0.02	0.09	0.27	0.79	-0.15	0.20
	ES	-0.02	0.10	-0.15	0.88	-0.21	0.18
	EP	0.18	0.11	1.73	0.08	-0.03	0.39
	SC	0.04	0.10	0.39	0.70	-0.16	0.24
	SL	0.43	0.08	5.29	0.00	0.27	0.58
CEP	Intercept	0.67	0.16	4.13	0.00	0.35	0.98
	CL	0.09	0.09	0.95	0.34	-0.09	0.26
	DI	0.09	0.08	1.12	0.26	-0.07	0.26
	TL	0.06	0.10	0.63	0.53	-0.14	0.26
	ES	-0.04	0.11	-0.31	0.75	-0.26	0.19
	EP	0.10	0.12	0.82	0.41	-0.14	0.33
	SC	0.18	0.11	1.59	0.11	-0.04	0.40
	SL	0.37	0.09	4.12	0.00	0.19	0.55

Note. N = 184

[a] *p* = 0.002

The results in Table 4.14 can help determine which dimensions of learning organization culture are significant to the relationship model between learning organization culture and the two performance outcomes as per the testing of the following 14 hypotheses.

H12 testing result: There is a significant positive influence of the CL dimension of the learning organization culture on the knowledge performance, $B = 0.26$, $t(176) = 3.18$, $p = .002$, 95% CI [0.10, 0.41]. Therefore, the null hypothesis that the CL dimension of the LOC which undergoes the OCI has no influence on the KP as perceived by the employees is rejected.

H13 testing result: There is no significant positive influence of the CL dimension of the learning organization culture on the customer experience performance, $B = 0.09$, $t(176) = 0.95$, $p = .34$, 95% CI [-0.09, 0.26]. Therefore, the null hypothesis that the CL dimension of the LOC which undergoes the OCI has no influence on the CEP as perceived by the employees is accepted.

H14 testing result: There is no significant positive influence of the DI dimension of the learning organization culture on the knowledge performance, $B = -0.02$, $t(176) = -0.21$, $p = .83$, 95% CI [-0.16, 0.13]. Therefore, the null hypothesis that the DI dimension of the LOC which undergoes the OCI has no influence on the KP as perceived by the employees is accepted.

H15 testing result: There is no significant positive influence of the DI dimension of the learning organization culture on the customer experience performance, $B = 0.09$, $t(176) = 1.12$, $p = .26$, 95% CI [-0.07, 0.26]. Therefore, the null hypothesis that the DI dimension of the LOC which undergoes the OCI has no influence on the CEP as perceived by the employees is accepted.

H16 testing result: There is no significant positive influence of the TL dimension of the learning organization culture on the knowledge performance, $B = 0.02$, $t(176) = 0.27$, $p = .79$, 95% CI [-0.15, 0.20]. Therefore, the hypothesis that the TL dimension of the LOC which undergoes the OCI has no influence on the KP as perceived by the employees is accepted.

H17 testing result: There is no significant positive influence of the TL dimension of the learning organization culture on customer experience performance, $B = 0.06$, $t(176) = 0.63$, $p = .53$, 95% CI [-0.14, 0.26]. Therefore, the hypothesis that the TL dimension of the LOC which undergoes the OCI has no influence on the CEP as perceived by the employees is accepted.

H18 testing result: There is a no significant positive influence of the ES dimension of the learning organization culture on knowledge performance, $B = -0.02$, $t(176) = -0.15$, $p = .88$, 95% CI [-0.21, 0.18]. Therefore, the null hypothesis that the ES dimension of the LOC which undergoes the OCI has no influence on the KP as perceived by the employees is accepted.

H19 testing result: There is no significant positive influence of the ES dimension of the learning organization culture on the customer experience performance, $B = -0.04$, $t(176) = -0.31$, p = .75, 95% CI [-0.26, 0.19]. Therefore, the null hypothesis that the ES dimension of the LOC which undergoes the OCI has no influence on the CEP as perceived by the employees is accepted.

H20 testing result: There is no significant positive influence of the EP dimension of the learning organization culture on the knowledge performance, $B = 0.18$, $t(176) = 1.73$, $p = .08$, 95% CI [-0.03, 0.39]. Therefore, the null hypothesis that

the EP dimension of the LOC which undergoes the OCI has no influence on the KP as perceived by the employees is accepted.

H21 testing result: There is no significant positive influence of the EP dimension of the learning organization culture on customer experience performance, $B = 0.10$, $t(176) = 0.82$, p = .41, 95% CI [-0.14, 0.33]. Therefore, the null hypothesis that the EP dimension of the LOC which undergoes the OCI has no influence on the CEP as perceived by the employees is accepted.

H22 testing result: There is no significant positive influence of the SC dimension of the learning organization culture on the knowledge performance, $B = 0.04$, $t(176) = 0.39$, $p = .70$, 95% CI [-0.16, 0.24]. Therefore, the null hypothesis that the SC dimension of the LOC which undergoes the OCI has no influence on the KP as perceived by the employees is accepted.

H23 testing result: There is no significant positive influence of the SC dimension of the learning organization culture on the customer experience performance, $B = 0.18$, $t(176) = 1.59$, $p = .11$, 95% CI [-0.04, 0.40]. Therefore, the null hypothesis that the SC dimension of the LOC which undergoes the OCI has no influence on the CEP as perceived by the employees is accepted.

H24 testing result: There is a significant positive influence of the SL dimension of the learning organization culture on the knowledge performance, $B = 0.43$, $t(176) = 5.29$, $p = < .001$, 95% CI [0.27, 0.58]. Therefore, the null hypothesis that the SL dimension of the LOC which undergoes the OCI has no influence on the KP as perceived by the employees is rejected.

H25 testing result: There is a significant positive influence of the SL dimension of the learning organization culture on the customer experience

performance, $B = 0.37$, $t(176) = 4.12$, $p = < .001$, 95% CI [0.19, 0.55]. Therefore, the

null hypothesis that the SL dimension of the LOC which undergoes the OCI has no

influence on the CEP as perceived by the employees is rejected.

Table 4.15 summarizes the 16 hypotheses testing results under Research

Questions 3 and 4.

Table 4.15

The Multivariate Regression Analysis Results of Hypotheses Testing (H10–H25)

Hypotheses	Testing results
Research Question 3	
H10: The LOC which undergoes OCI has a positive influence on KP as perceived by the employees.	Accepted
H11: The LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Accepted
Research Question 4	
H12: The CL dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.	Accepted
H13: The CL dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Failed to Accept
H14: The DI dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.	Failed to Accept
H15: The DI dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Failed to Accept
H16: The TL dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.	Failed to Accept
H17: The TL dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Failed to Accept
H18: The ES dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees	Failed to Accept

(Continued)

Table 4.15 (Continued)

The Multivariate Regression Analysis Results of Hypotheses Testing (H10–H25)

Hypotheses	Testing results
H19: The ES dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Failed to Accept
H20: The EP dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.	Failed to Accept
H21: The EP dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Failed to Accept
H22: The SC dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.	Failed to Accept
H23: The SC dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Failed to Accept
H24: The SL dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.	Accepted
H25: The SL dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.	Accepted

4.5 Summary of the Research Models

This section visually summarizes all research models from the 25 hypotheses that were tested with multiple statistical tools.

First, the independent samples t-test shows that the CEM coaching interventions have a significant positive influence on all seven dimensions of the learning organization culture and the customer experience performance as per H1–H8. The Cohen's *d* effect size is also displayed in Figure 4.10 below. The effect size indicates how strong the differences of the impact of coaching interventions on all

seven dimensions of the LOC and the CEP between the coached dealers and non-

coached dealers are.

Figure 4.10

Research Model for Research Question 1
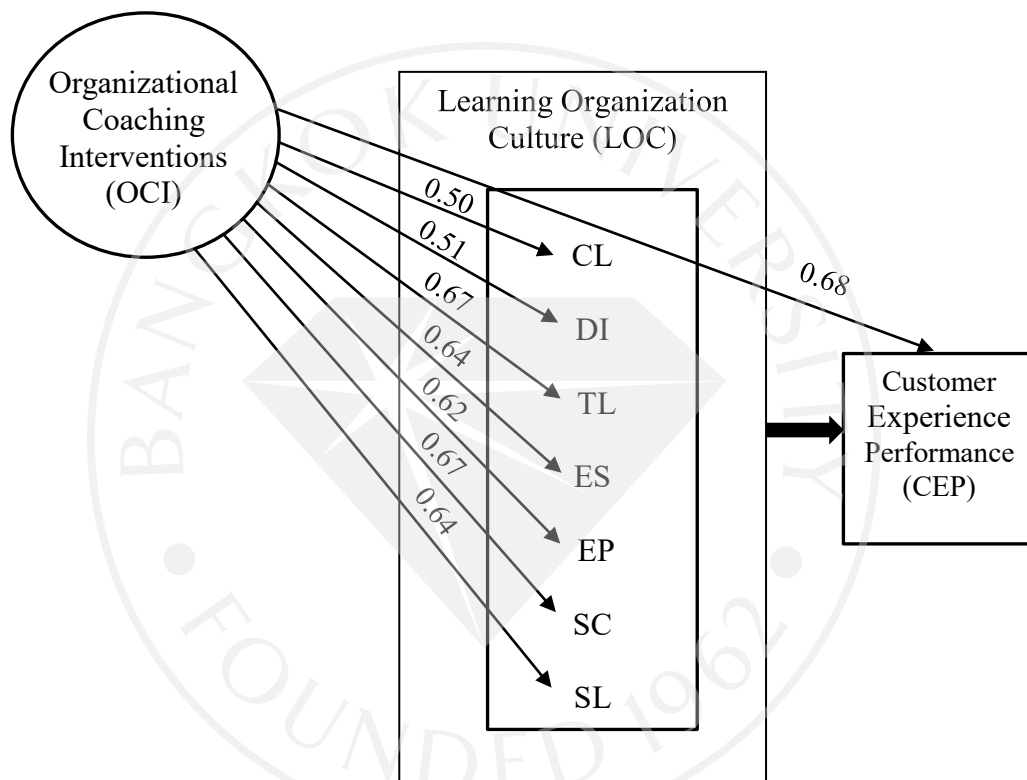
Note. The Cohen's *d* effect size values are shown above each arrow.

Figure 4.11 below exhibits the mediating effect of the learning organization

culture on the relationships between the organizational coaching interventions and the

customer experience performance. Since c' is significant, the impact of the CEM

coaching interventions on the customer experience performance is partially mediated

by the learning organization culture, but not fully mediated, as per H9.

Figure 4.11

Research Model for Research Question 2
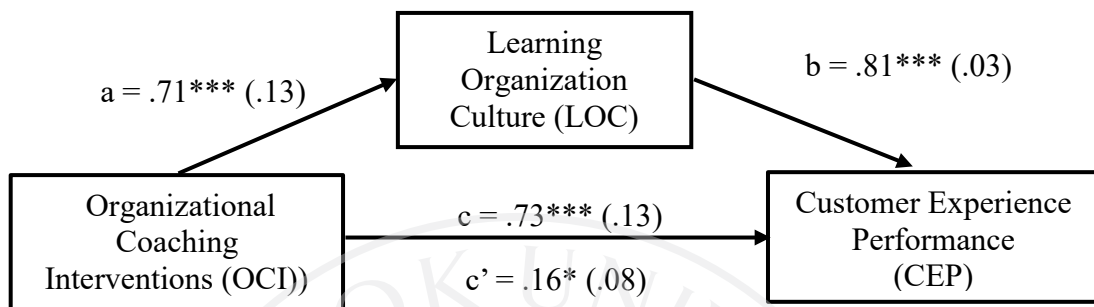
Note. a, b, c and c' are path coefficients representing unstandardized regression weights and standard errors (in parentheses). The c path coefficient refers to the total effect of the OCI on the CEP. The c-prime path coefficient represents the direct effect of the OCI on the CEP. All analyzed paths are significant.

$*p < .05$, $***p < 0.001$.

The multivariate tests also confirm that the learning organization culture which undergoes organizational coaching interventions has a significant positive outcome on both the knowledge performance and the customer experience performance as supported by H10 and H11, respectively, and depicted in Figure 4.12.

Figure 4.12

Research Model for Research Question 3
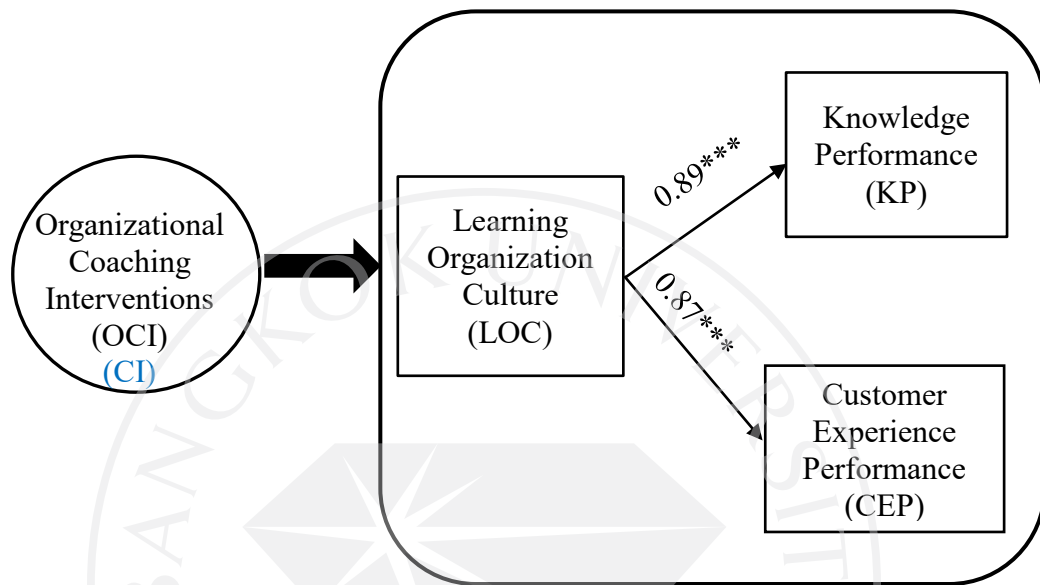
Note. ***p < .001.

However, if looking at the dimensional level of the learning organization

culture, only two dimensions of learning organization culture, CL and SL, have a

significant positive influence on the performance outcomes, as depicted with *B* value

and *p* value in Figure 4.13. The CL has a significant positive impact only on the

knowledge performance as per H12. SL has a significant positive influence on both

performances as supported by H24 and H25, respectively. The null hypotheses with *p*

values exceeding .05 cannot be rejected and are therefore removed from the model for

clarity.

Figure 4.13

Research Model for Research Question 4
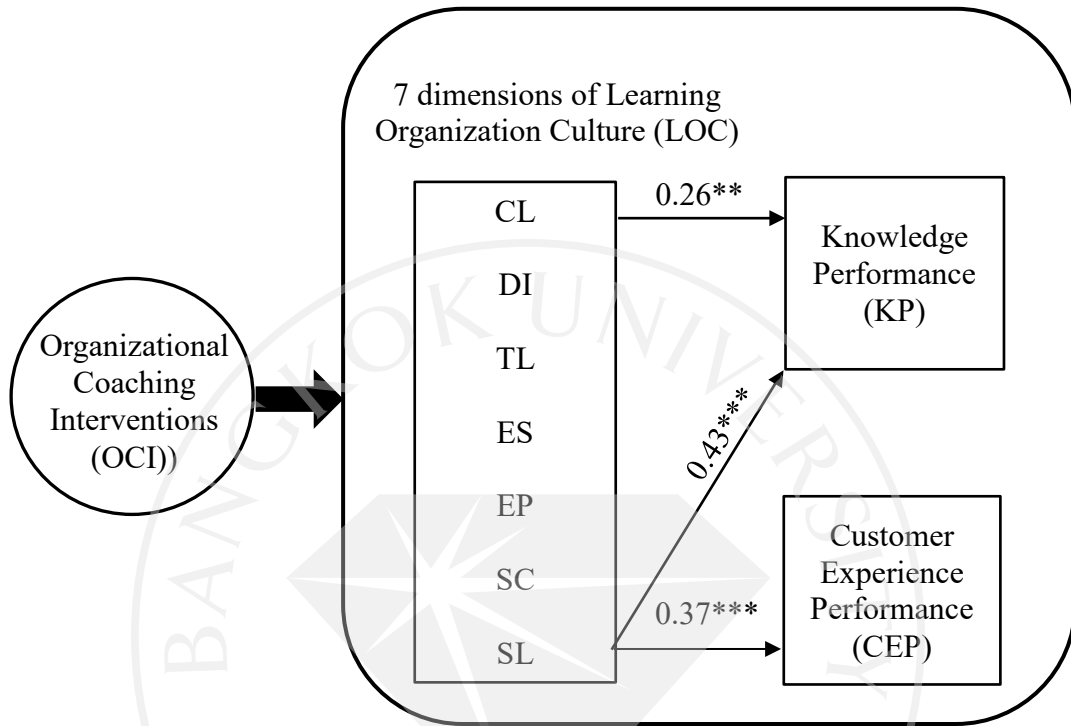
Note. **p < .01, ***p < .001

Connecting all of the hypothesis testing results from the four research

questions and four research models leads to the final research model as per Figure

4.14.

Figure 4.14

Final Research Model
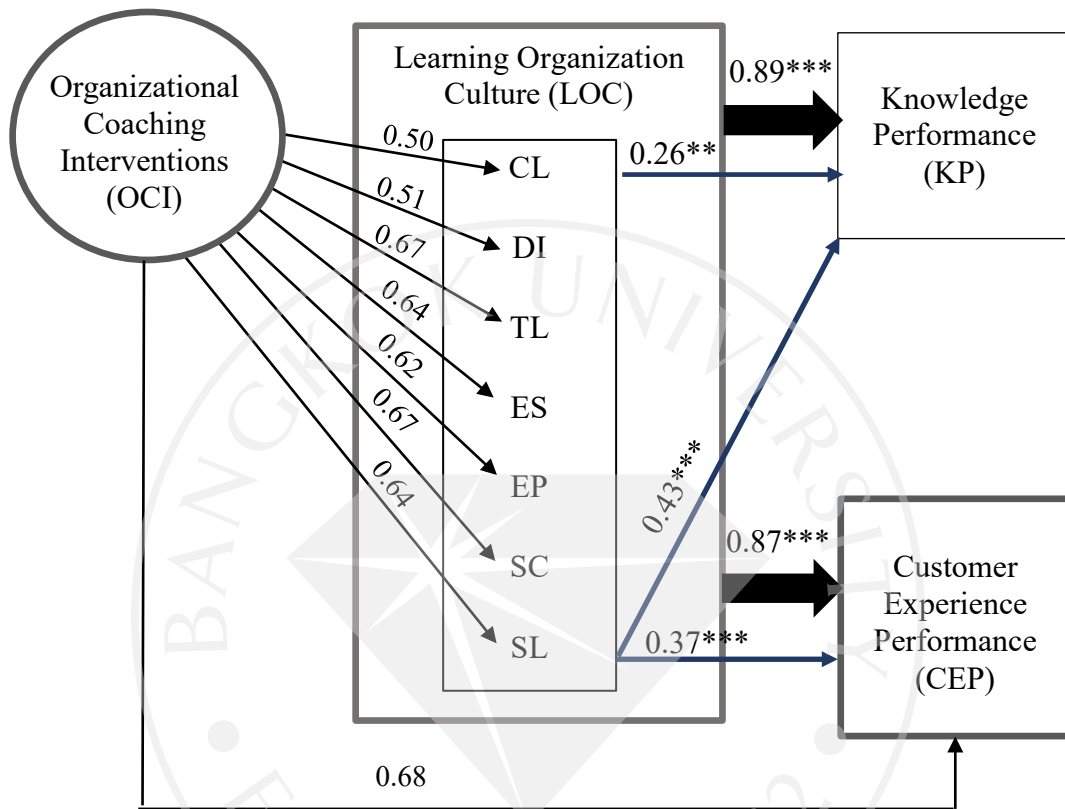
Note. The bold box depicts the mediating effect of learning organization culture on

the impacts of coaching interventions on customer experience performance.

The numbers without *p* value are Cohen's *d*, while the rest are regression coefficients

or beta.

**p < .01, ***p < .001

4.6 Conclusions

RQ1: It was found that the CEM coaching interventions at CDS dealers have a significant positive impact on all seven dimensions of learning organization culture and the customer experience performance.

RQ2: It was found that the impact of the CEM coaching interventions on the customer experience performance is partially mediated by learning organization culture.

RQ3: It was found that the learning organization culture which undergoes the CEM coaching interventions has a significant positive influence on both knowledge performance (KP) and customer experience performance (CEP).

RQ4: It was found that only two dimensions significantly impact the performance outcomes as detailed below:

1. The continuous learning (CL) dimension of the learning organization culture (LOC) which undergoes the CEM coaching interventions has a significant positive influence on the knowledge performance (KP).

2. The strategic leadership (SL) dimension of the learning organization culture (LOC) which undergoes the CEM coaching interventions has a significant positive influence on the knowledge performance (KP).

3. The strategic leadership dimension (SL) of the learning organization culture (LOC) which undergoes the CEM coaching interventions has a significant positive influence on the customer experience performance (CEP).

CHAPTER 5

DISCUSSION

This chapter first provides a brief review of the problem that motivated this study and the research questions as well as an analysis of the findings reported in the previous chapter. Following this, the discussion, limitations and recommendations will be addressed.

5.1 Research Summary

"Creating superior customer experience seems to be one of the central objectives in today's retailing environments. Retailers around the globe have embraced the concept of customer experience management, with many incorporating the notion into their mission statements" (Verhoef et al., 2009, p. 31). Car dealership is no exception (Scherpen et al., 2018). Among the stiff competition in technology and product design, customer experience has become a critical element to differentiate car dealers' services in order to survive in today's competitive business environment (Scherpen et al., 2018). Consequently, coaching interventions have been applied by CDS worldwide to improve customer experience performance in their car dealerships since 2011. The customer experience management (CEM) coaching program employs a local coach as a key intervention tool in each market. All external coaches receive training from CDS annually to update the training materials and the coaching themes to be implemented each year.

The CEM coaching program started in 2014 in Thailand. After a few years, the coached dealers appeared to outperform the non-coached dealers in all measurements including profitability, customer satisfaction and customer loyalty (CDS, 2019). However, CDS dealership owners and management leaders in Thailand

are still reluctant or not convinced about the results of coaching interventions in terms of the return on their investments. This is due to various reasons such as budget constraints or perceived costs (Kumpikaite, 2008), leadership's role in the knowledge management (KM) process (Sudharatna, 2015), leadership commitment (Sudharatna & Li, 2004), employees' organizational commitment (Atak & Erturgut, 2010), employees' readiness (Shirazi et al, 2011), organizational readiness (Holt et al., 2007), etc. Moreover, the absence of empirical evidence demonstrating the positive impact of coaching interventions on CDS dealers' profits do not help convince dealership owners and management leaders. As a result, from the beginning, only a minority of CDS dealers have participated voluntarily in the CEM program. There were 32 out of 167 showrooms, or 19% of the Thai dealership network members, participating in this CEM program in 2019/2020.

Thus, the primary question of the present study is to investigate: "How significantly do CDS's customized CEM coaching interventions contribute to the improvement of both the learning organization culture and the customer experience performance?"

More specifically, this research is aimed at answering the following four research questions:

RQ1. To what extent do coaching interventions help enhance each of the seven dimensions of learning organization culture and customer experience performance?

RQ2. Is the impact of coaching interventions on customer experience performance mediated by the learning organization culture?

RQ3. To what extent does the learning organization culture impact both the knowledge performance and the customer experience performance?

RQ4. To what extent does each of the dimensions of learning organization culture have an impact on both the knowledge performance and the customer experience performance?

Since there are no existing studies analyzing the impact of coaching interventions on customer experience performance from the learning organization culture perspective in the car dealership industry in Thailand to build upon, the results of this present study are the first.

Customer experience performance enhancement is the main goal and the most important outcome of the CEM coaching interventions program at CDS dealers. To ensure the sustainability of this performance enhancement in the long term, the empowerment of the learning organization culture of CDS car dealers is needed (Pantouvakis & Bouranta, 2013). Therefore, the impact of coaching interventions on the learning organization culture improvement has also been measured.

5.2 Hypotheses and Findings Summary

The present study conducted a survey research method using the DLOQ as the measurement tool to examine the hypothesized relationships among constructs. The sample data was collected from seven car dealership in Thailand, in which four of them have received the coaching interventions, and the other three have not. The present research examined the relationships among the coaching interventions and the customer experience performance and the learning organization culture at the dimensional level. The relationships between the learning organization culture both at the organizational level and the dimensional level, and the performance outcomes of

both the knowledge performance and the customer experience performance were also investigated.

A hypothesized model suggested that the organizational coaching interventions (OCI) have a significant positive influence on the customer experience performance (CEP) and each dimension of the learning organization culture. Eight hypotheses were originally proposed for testing in this study. These hypotheses are stated as follows:

H1: OCI have a positive influence on the CL dimension of LOC.

H2: OCI have a positive influence on the DI dimension of LOC.

H3: OCI have a positive influence on the TL dimension of LOC.

H4: OCI have a positive influence on the ES dimension of LOC.

H5: OCI have a positive influence on the EP dimension of LOC.

H6: OCI have a positive influence on the SC dimension of LOC.

H7: OCI have a positive influence on the SL dimension of LOC.

H8: OCI have a positive influence on the CEP as perceived by the employees.

The independent samples t-test was performed for testing H1–H8. The results are provided in Table 5.1.

Table 5.1

Test Results Summary for Hypotheses 1–8

Dealers	Coached		Non-Coached					
	M	*SD*	*M*	*SD*	*t*	*p*	*d*	Result
H1: OCI → CL	4.25	1.16	3.68	1.07	4.22	<.001	0.50	Accepted
H2: OCI → DI	4.21	1.27	3.60	1.06	4.48	<.001	0.51	Accepted
H3: OCI → TL	4.30	1.22	3.53	1.03	5.84	<.001	0.67	Accepted
H4: OCI → ES	4.33	1.20	3.59	1.08	5.39	<.001	0.64	Accepted
H5: OCI → EP	4.33	1.20	3.60	1.10	5.35	<.001	0.62	Accepted
H6: OCI → SC	4.23	1.23	3.44	1.11	5.62	<.001	0.67	Accepted
H7: OCI → SL	4.41	1.25	3.65	1.11	5.51	<.001	0.64	Accepted
H8: OCI → CEP	4.37	1.15	3.64	0.96	5.94	<.001	0.68	Accepted

Note. N = 184 (coached stores), N = 116 (non-coached stores)

Furthermore, the mediator role of the learning organization culture toward the relationship between the coaching interventions and customer experience was further investigated to measure its indirect impact on customer experience performance as per the following hypothesis.

H9: The learning organization culture (LOC) mediates the impact of organizational coaching interventions (OCI) on customer experience performance (CEP).

The mediating analysis using the causal step and the product of coefficients methods confirms the indirect effect of the LOC on the relationship between OCI and

CEP. Therefore, the null hypothesis (H9) is rejected. The LOC partially mediates the impact of OCI on CEP because the direct impact of OCI on CEP is not zero.

Furthermore, a hypothesized model suggests that the learning organization culture that has undergone the coaching interventions both at the organizational and dimensional levels subsequently enhances a firm's performance in terms of both the knowledge performance and the customer experience performance. Sixteen hypotheses were additionally proposed for testing in this present study. These hypotheses are stated as follows:

H10: The LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H11: The LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

H12: The CL dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H13: The CL dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

H14: The DI dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H15: The DI dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

H16: The TL dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H17: The TL dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

H18: The ES dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H19: The ES dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

H20: The EP dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H21: The EP dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

H22: The SC dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H23: The SC dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

H24: The SL dimension of the LOC which undergoes OCI has a positive influence on KP as perceived by the employees.

H25: The SL dimension of the LOC which undergoes OCI has a positive influence on CEP as perceived by the employees.

The multivariate regression analysis were performed for the H10–H25 testing. The hypothesis testing results are summarized in Table 5.2.

Table 5.2

Test Results Summary for Hypotheses 10–25

Hypothesis	B	SE	t	p	Results
H10: LOC → KP	0.89	0.03	27.17	< .001	Accepted
H11: LOC → CEP	0.87	0.04	24.26	< .001	Accepted
H12: CI → KP	0.26	0.08	3.18	.002	Accepted
H13: CI → CEP	0.09	0.09	0.95	0.34	Failed to Accept
H14: DI → KP	-0.02	0.07	-0.21	0.83	Failed to Accept
H15: DI → CEP	0.09	0.08	1.12	0.26	Failed to Accept
H16: TL → KP	0.02	0.09	0.27	0.79	Failed to Accept
H17: TL → CEP	0.06	0.10	0.63	0.53	Failed to Accept
H18: ES → KP	-0.02	0.10	-0.15	0.88	Failed to Accept
H19: ES → CEP	-0.04	0.11	-0.31	0.75	Failed to Accept
H20: EP → KP	0.18	0.11	1.73	0.08	Failed to Accept
H21: EP → CEP	0.10	0.12	0.82	0.41	Failed to Accept
H22: SC → KP	0.04	0.10	0.39	0.70	Failed to Accept
H23: SC → CEP	0.18	0.11	1.59	0.11	Failed to Accept
H24: SL → KP	0.43	0.08	5.29	< .001	Accepted
H25: SL → CEP	0.37	0.09	4.12	< .001	Accepted

5.3 Discussion

The key research findings from the data analysis in Chapter 4 are summarized in three sections as follows.

5.3.1 Impact of Coaching Interventions on the Seven Dimensions of the Learning

Organization Culture and on the Customer Experience Performance

1) The scope of the positive impact of the coaching interventions on the learning organization culture varies in importance depending on the considered dimensions. The coaching interventions have "medium" and "medium to large" effects on all seven dimensions of the learning organization culture considering their Cohen's *d* effect size (Fritz et al., 2012), with small ($d = 0.2$), medium ($d = 0.5$) and large ($d = 0.8$) effects. The highest impacts of the coaching interventions on the seven dimensions of learning organization culture with a "medium to large" effect is on team learning and collaboration, $d = 0.67$, 95% *CI* [0.43, 0.90], and system connection, $d = 0.67$, 95% *CI* [0.43, 0.90], followed by strategic leadership, $d = 0.64$, 95% CI [0.40, 0.87], embedded system, $d = 0.64$, 95% *CI* [0.40, 0.88], and empowerment, $d = 0.62$, 95% *CI* [0.38, 0.86]. The least impacted dimensions with a "medium" effect are dialog and inquiry, d = 0.51, 95% *CI* [0.27, 0.75], and continuous learning, $d = 0.50$, 95% *CI* [0.26, 0.74].

Below are the discussions of each dimension according to their effect size ranking from the most impacted to the least impacted by the CEM coaching interventions program.

No. 1: Team Learning and Collaboration (TL)

The TL dimension has three questions in the DLOQ as below.

TL1: In my organization, teams/groups have the freedom to adapt their goals as needed.

TL2: In my organization, teams/groups revise their thinking as a result of group discussions or information collected.

TL3: In my organization, teams/groups are confident that the organization will act on their recommendations.

The average means for each of the three questions of the TL dimension are displayed in Figure 5.1.

Figure 5.1

Means Comparison of the Team Learning and Collaboration Dimension Between Coached Dealers and Non-Coached Dealers
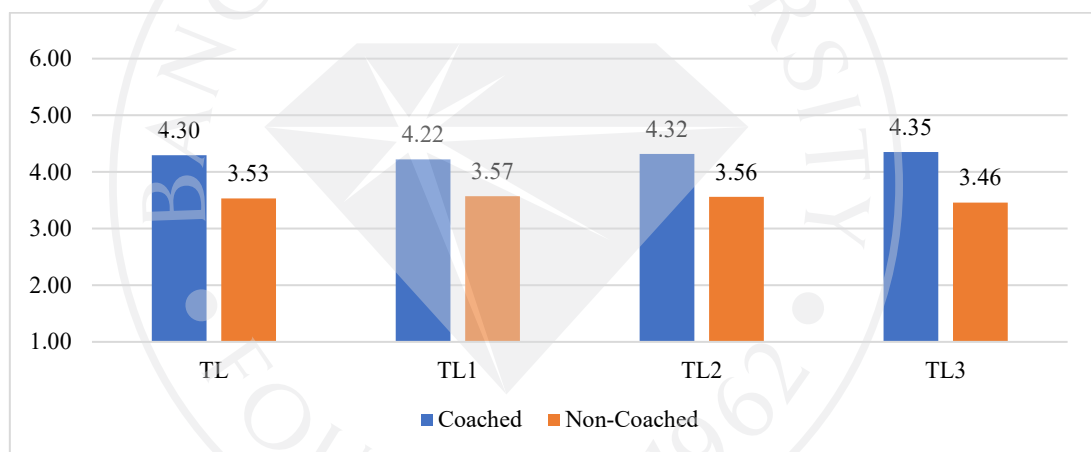
Note. TL is the average mean of TL1, TL2 and TL3 combined.

The team learning and collaboration ($d = 0.67$, 95% *CI* [0.43, 0.90]) is the most improved dimension among the seven dimensions of the DLOQ. The results obtained demonstrate a significative impact of coaching on each of the three questions of the team learning and collaboration dimension.

All coaching interventions started with the creation of an action learning group known as the customer experience management (CEM) leadership team at each

coached dealer. CEM leadership teams encompass 6 to 10 persons who represent different departments as per the general organizational chart in Figure 5.2. From one dealer to another, the size and composition of the team vary. Therefore, in this study "team leaders" refers to all members in the CEM leadership team, except when specifically stated otherwise.

Figure 5.2

Organizational Chart of a Car Dealer
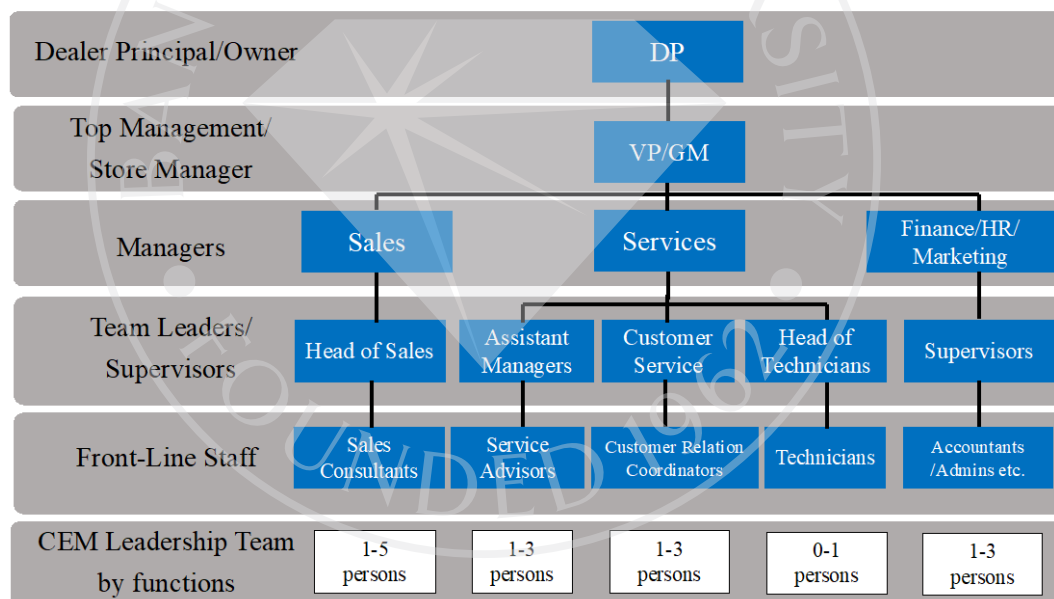
First, the CEM team leaders work together with the coach to create an action plan and set targeted goals. The time needed to elaborate the action plan takes from one to six coaching sessions. The CEM team leaders implement these goals within the corresponding teams starting with the first version of the action plan (session 2). The team leaders ensure that the supervisors, front-line staff and responsible parties follow

the action plan in their day-to-day operations. In this case involving CDS car dealers, the CEM team leaders met regularly with the coach during three consecutive years (2017-2020) at least once per month for seven to ten months in one year. Regular group discussions and information sharing were organized to adjust the action plan, as for some coached dealers, regular improvements are needed to adjust the plan to the particular evolution of the situation of the dealer. This process gives the team leaders and members the freedom to adjust their plan to their context when needed. However, the level of freedom depends on 1) the leadership style of the owner and team leaders and 2) on the organization culture of each dealer. The t value ($t(274.09) = 5.84$, $p < .001$, one-tailed) confirms that the CEM coaching has a significant impact on team learning and collaboration.

TL1: In my organization, teams/groups have the freedom to adapt their goals as needed.

The process implemented with the team leaders to regularly improve the action plan explains why the team members and leaders perceive a significant impact of the coaching on their freedom to adapt their goals.

TL2: In my organization, teams/groups revise their thinking as a result of group discussions or information collected.

Regular group discussions and information sharing have been organized to adjust the action plan and provide opportunities for team members and team leaders to share their information and revise their thinking.

TL3: In my organization, teams/groups are confident that the organization will act on their recommendations.

The goals of the action plan evolve along successive adjustments based on the information sharing between the team leaders and their team members and show the significant confidence of the teams that the organization will act based on their recommendations.

In conclusion, the creation and evolution of the action plan with the CEM teams of leaders along the sessions significantly increased the level of team learning and collaboration in each of the car dealers where coaching was implemented. The effective implementation of the action plan is thus crucial to the success of the initiatives of the coaching interventions.

However, each coached dealer has benefited from coaching interventions differently, as per Figure 5.3, depending on the strength and the commitment of their CEM team leaders.

Figure 5.3

Means Comparison of the Team Learning and Collaboration Dimension Among Coached Dealers
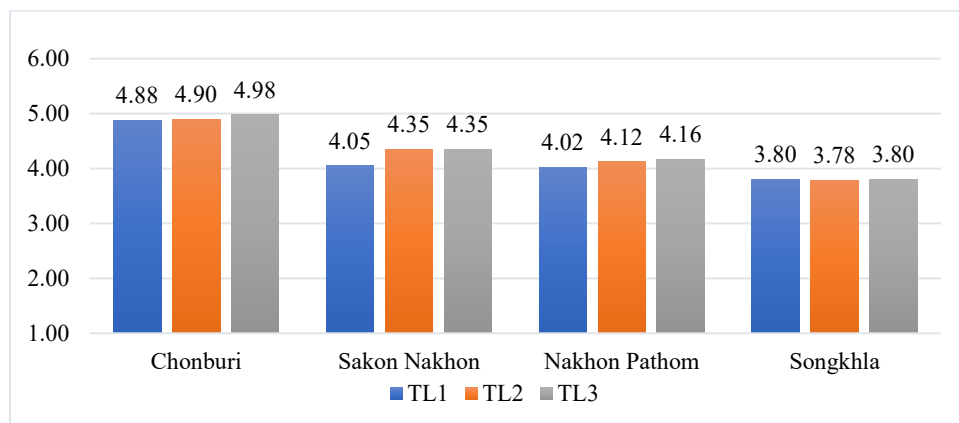
Figure 5.3 shows that the Chonburi dealer performs best in the TL dimension. One main reason for this is that the owner is not involved in the daily operations. This car dealership's organization is a part of the large organization operating over 40 car showrooms for multiple car brands in multiple locations nationwide. The owner has hired two professional executives as Vice Presidents overseeing the operations for the entire group. Their culture and organizational structure is more corporate compared to the family-run organizations as seen in other coached dealers. It is also more decentralized in the decision making for the day-to-day operations. Moreover, this car dealer was opened for business relatively recently in 2017. The traditional ways of working are not well-established, and all employees are new to the organization. Therefore, the teams feel that they have more freedom to adapt their goals.

Also, the current general manager (GM) is the brother-in-law of the owner's wife. He was promoted very quickly through the ranks from a marketing position to head of sales, and finally to a GM position during the three years of coaching with this dealer. The GM is influential in his connection with the owner's wife so that even the VP, who is his supervisor, has to be considerate. Therefore, his team is confident that the organization will act on their recommendations if the GM agrees. Moreover, he is very open, positive, approachable and kind as well as a good listener. He prefers using a soft approach and open discussion in managing his team and gets along well with his leadership team due to their similar age. As a result, the team leaders have more opportunities for providing inputs and discussion before final decisions are made, and therefore, their recommendations have a higher chance of being implemented.

Sakon Nakhon and Nakhon Pathom perform as the second and third best in this dimension. This corresponds with the strength, competency and commitment of their CEM leadership teams. The owners of these two stores are open to the guidance of the coach in terms of having more involvement from their team leaders in discussions and goal setting. However, the owners still have the last word on decision making as perceived by the employees. This results in a lower score on having the freedom to adapt their goals (TL1) compared to the other two questions (TL2 & TL3).

It is no surprise that the Songkhla dealer is ranked last in team learning and collaboration. Its organization is now managed by the second generation of the family for the past five years. There are three relatives who oversee different areas of the business: the assistant managing director (AMD) for overall management, the general manager for sales (GM-Sales), and the general manager for service (GM-Service). Their approaches are different from their parents' generation who ran this car dealership for more than 20 years. Since they have less experience, they rely on their parents' advice, a textbook and the coach's recommendations for their decisions.

However, the AMD, who has an accounting background, initially preferred to create a new system or process to improve efficiency and productivity without asking for inputs from the team. The new system or process sometimes limits the freedom that the employees once enjoyed during their parents' management. He is also number-oriented. Therefore, the team or employees might have felt that their inputs were not necessary. In addition, some employees also feel that they are monitored closely because of these new processes. They will do as they are told but not many group discussions and idea sharing are organized. Moreover, a major conflict exists between the service team and the sales team. Compared with other coached dealers, if

there are some disagreements between these teams in this dealer, the conflict is more intense. However, some improvements have been gradually made under the coaching interventions. Pitstop meetings between the sales and service teams, action-learning coaching sessions, team-grid collaboration workshops, group meetings, and "happy workplace" activities were introduced and organized by the coach to improve the team learning and collaboration atmosphere. The impact of these coaching interventions on team collaboration has been effective, but it is not highly effective as reflected by the three TL questions, especially when compared to the other coached dealers.

No. 2: System Connection (SC)

The SC dimension has three questions in the DLOQ as below.

SC1: My organization encourages people to think from a global perspective.

SC2: My organization works together with the outside community to meet mutual needs.

SC3: My organization encourages people to get answers from across the organization when solving problems.

The average means for each of the three questions of the SC dimension are displayed in Figure 5.4.

Figure 5.4

Means Comparison of the System Connection Dimension Between Coached Dealers and Non-Coached Dealers
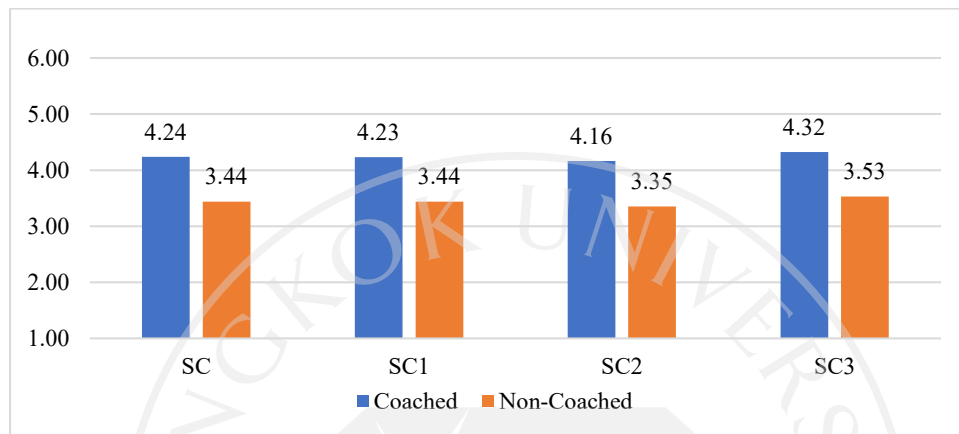
Note. SC is the average mean of SC1, SC2 and SC3 combined.

Together with team learning and collaboration, the system connection is the joint most improved dimension at $d = 0.67$, 95% *CI* [0.43, 0.90]. These two dimensions are most significantly impacted by the CEM coaching interventions.

Since CDS is a US brand, it has a global perspective in its approach to enhancing customer service. CDS car dealers have to perform and maintain their service delivery as per CDS's requirements. The CDS academy operated by a US-based outsourcing company is responsible for the competency development of all car dealers' employees. Online training hours as per each position are also required as soon as an employee starts working in a specific position. Series of workshops and special projects are organized at the national level, the regional level and the store level in order to improve customer experience performance. Special projects such as mystery shopping programs are also organized by another outsourcing company or a

third party, which is also a US-based data analytics and consumer intelligence company. This third party manages a mystery shopping assessment and training program to improve CDS's CX ranking index in both sales and services. As a result, all CDS car dealers, regardless of whether they receive the CEM coaching interventions or not, receive the same training provided by CDS Thailand.

SC1: My organization encourages people to think from a global perspective.

The CEM coaching interventions provide a customized solution only for those car dealers that voluntarily participate. The coach always highlights the importance of being a part of the global brand of CDS car dealers in the first workshop with the CDS car leaders, supervisors and other available staff. He also reminds and challenges all employees in the training to always think from 1) a global perspective and 2) a customer's perspective. When local customers look at their dealers, they think of them as international CDS dealers, not merely any typical dealers from a local town. CDS's car dealers need to maintain the highest standard possible in order to match CDS's global brand promises to the customers. Moreover, during the successive coaching interventions, many dealership owners have confirmed that CEM workshops changed their employees' perspectives and attitudes to think more broadly. Therefore, the influence of the CEM coaching interventions has been well-received by the car dealers' employees through attending CEM's workshops and special projects. In other words, employees perceive that their organizations are supporting them to think more from a global perspective as a result of attending multiple workshops from the CEM program.

SC2: My organization works together with the outside community to meet mutual needs.

Coaching interventions do not focus on working with outside communities due to time constraints and the fact that it is beyond the scope of the CEM program. This lack can at least partially explain why SC2 has the lowest score under the system connection dimension.

SC3: My organization encourages people to get answers from across the organization when solving problems.

The coaching methodology is an open and collaborative approach. It is also a solution-focused methodology. The CEM coach is there to help all employees with the consent of the owner. Therefore, the coach has the power to call necessary and relevant staff from different departments to attend the meetings to solve customer experience problems. The coach is an outsider rather than a full-time employee of CDS. Therefore, he is more neutral in the perception of the car dealers' employees. This helps encourage the employees from all departments to share their information and ideas when solving the problems.

Nevertheless, each coached dealer performed differently in the SC dimension as the result of coaching interventions, as shown in Figure 5.5.

Figure 5.5

Means Comparison of the System Connection Dimension Among Coached Dealers
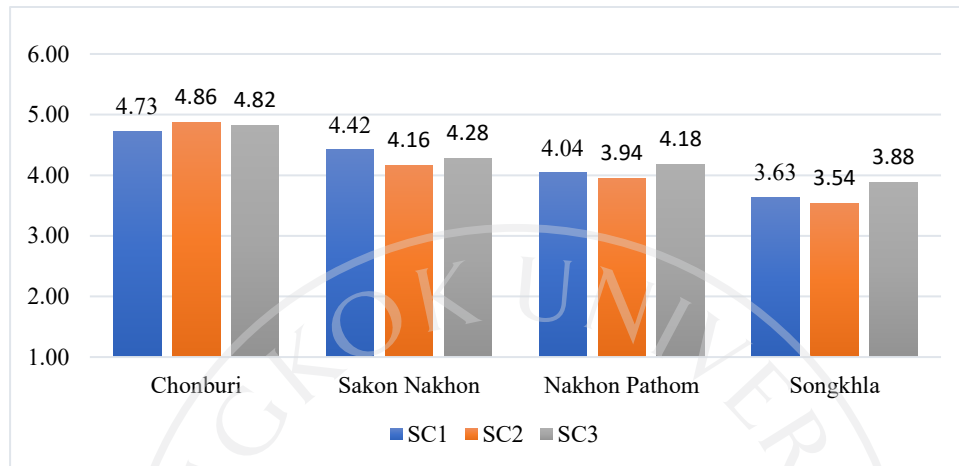
The results of SC dimension are quite similar to those of the TL dimension, where Chonburi ranks first, followed by Sakon Nakhon, Nakhon Pathom and Songkhla, respectively.

SC2 presents the lowest score for all coached stores, except for Chonburi, which is instead the highest score among the three questions (SC1, SC2 & SC3). This low score can be explained at least partially by the fact that coaching interventions do not focus on improving the relationships between the car dealers and the external communities. However, in the case of Chonburi, the highest SC2 score comes from its strategic location, which is near several industrial parks and industrial zones. Moreover, it is a new store with the largest showroom compared to the other three coached dealers. Their sales target is also the highest among the coached dealers. As a result, the coach encourages them to work extensively with outside communities, such as the local authorities, government agencies, factories, outdoor markets, department

stores, etc., in order to organize trade shows and car testing events to generate sales. During their store's grand opening, the President of CDS Thailand, the leaders of the local authorities, expats working in that area, and other business partners joined the ceremony. This emphasizes the store's commitment to working with outside communities.

SC3 presents the highest score for Nakhon Pathom and Songkhla. The SC3 for Chonburi and Sakon Nakhon rank second and last compared to SC1 and SC2 but are still in a high score range. In fact, their SC scores are much higher than Nakhon Pathom and Songkhla. Therefore, with regard to the impact of coaching interventions on the SC dimension, it is difficult to explain the direct associations at the dealer level.

In general, the coaching and training provided by the CEM program helps expand the employees' perspectives (SC1). Moreover, the coaching methodology helps encourage people to work with different departments to solve their problems (SC3). Therefore, the differences in the levels of the SC1 and SC2 scores for each coached dealer are from the actual results that the employees see as the benefits of participating in the CEM program with regard to these two questions.

However, SC2 performance is unrelated with the CEM coaching interventions for all coached dealers, except for Chonburi. Therefore, the coaching interventions have minimal impact on the way the organization works with outside communities.

No. 3: Strategic Leadership (SL)

The SL dimension has three questions in the DLOQ as below.

SL1: In my organization, leaders mentor and coach those they lead.

SL2: In my organization, leaders continually look for opportunities to learn.

SL3: In my organization, leaders ensure that the organization's actions are consistent with its values.

The average means for each of the three questions of the SL dimension are displayed in Figure 5.6.

Figure 5.6

Means Comparison of the Strategic Leadership Dimension Between Coached Dealers and Non-Coached Dealers
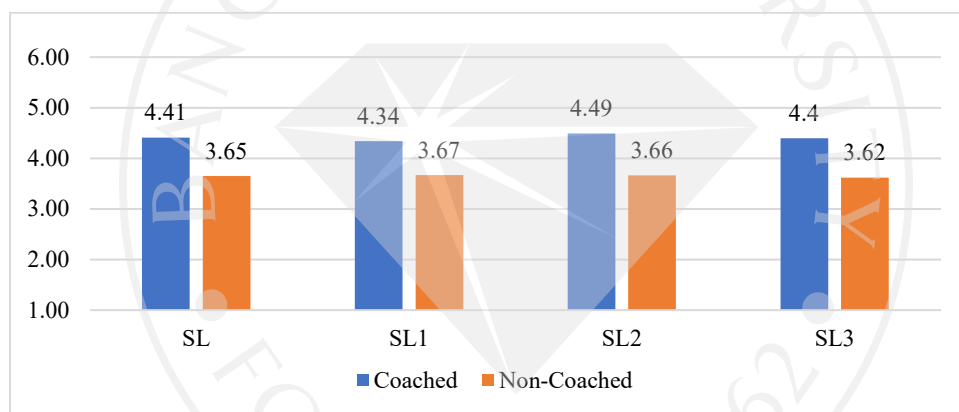
Note. SL is the average mean of SL1, SL2 and SL3 combined.

The impact of the coaching interventions on the strategic leadership dimension is ranked third statistically at $d = 0.64$, 95% CI [0.40, 0.87]. However, it is noted that the average mean of the SL dimension of coached dealers is the highest at 4.41 points compared the other six dimensions.

The CEM leadership team is always the focus of the coaching interventions at CDS car dealers. About 70% of the coaching time is spent with the leaders through team meetings and one-on-one coaching. All team leaders, the key positions who have

subordinates, were evaluated by their subordinates annually through an online survey. The coach read the assessment results with comments in a one-on-one session to the team leaders and created goals and a specific action plan for improvement. The assessment results for each team leader were compared with the results of the previous years to check the progress of leadership development. These feedback reports and the coach's additional comments were also forwarded to the leaders' supervisors for them to be accountable for the improvement of their subordinates.

SL1: In my organization, leaders mentor and coach those they lead.

The focus is to help the team leaders become better. The coach will meet regularly with the owner and key team leaders such as the GM, sales manager and service manager on one-on-one coaching sessions during each visit to check on the progress of the action plan agreed upon in the coaching sessions. These coaching sessions might include new problems, concerns or topics related to the team leaders' and their employees' work, which implies consultation from the coach. The coach also mentors these team leaders on how to mentor their team more effectively. As a result, their coaching, feedback provision and listening skills are significantly improved.

SL2: In my organization, leaders continually look for opportunities to learn.

Leaders develop new skills and learn new knowledge through the one-on-one coaching sessions and by attending the coaching workshops. The CEM coach always chooses the best adapted tools and activities in the toolbox designed by CDS Global to help the team leaders develop needed and adapted skills. The training and coaching activities are also adapted to the specific needs of each dealer and each team leader. During the program, the large majority of the team leaders always looked forward to

learning new knowledge and skills from the coach. They made the most use of their time spent with the CEM coach. Some dealership owners and team leaders even further enrolled in a certified coaching program to improve their coaching skills. However, since the coach delivered only seven sessions per year, it is obvious that the team leaders seized the opportunities to learn outside of the coaching intervention program. Therefore, the answers of the employees reflect a general perception and not only the impact of the coaching interventions. This constitutes a limitation to the interpretation.

SL3: In my organization, leaders ensure that the organization's actions are consistent with its values.

The coaching interventions started to focus on the car dealership's vision, mission and values only in 2019. Therefore, the coach worked with the dealers on these aspects during only one year among the three years of the program. Series of workshops were then organized to select the behaviors that match the company's values. These behaviors must be adopted by the team leaders to be an example for other employees to follow. Therefore, the team leaders are then aware that their organization's future actions should be consistently aligned with the organization's vision, mission and values. Since the values are not well established before the coaching interventions, they are not always well understood at the beginning of their implementation, and it takes time for them to be assimilated by all the employees. Their progressive assimilation and application will therefore affect the culture of the organization gradually.

Additionally, the SL performance varies per individual store as depicted in Figure 5.7.

Figure 5.7

Means Comparison of the Strategic Leadership Dimension Among Coached Dealers
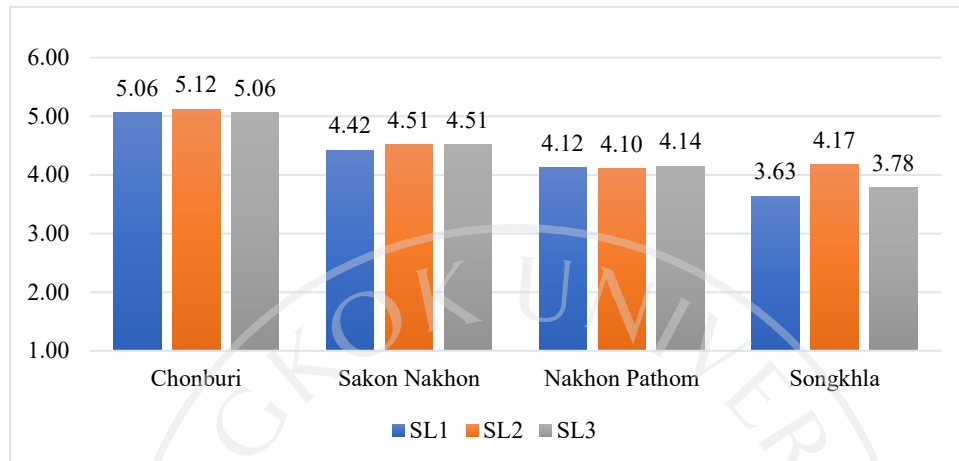
The SL dimension performance among the coached dealers has the same ranking pattern as the TL & SC dimensions in the following sequential order: Chonburi, Sakon Nakhon, Nakhon Pathom and Songkhla. Chonburi performs the best in this dimension even though their key middle managers had the highest turn-over during the three years of coaching interventions. At Chonburi, the latest service manager is outstanding compared with the previous one who was quite un-coachable. On the other hand, other managers such as the sale managers are relatively young and were recently promoted from sales supervisors. They lack some leadership skills and experience, including mentoring and coaching.

However, it is interesting that the SL2 score of Songkhla is the highest compared with the other two questions (SL1 & SL3), generating a difference in the pattern of answers compared with other coached dealers. Songkhla is a family business that has been owned by the same family for two generations. These two

generations of owners (the current generation and the previous one) were and still are believers in human resource development. As a result, these two generations of owners greatly invested in their people, especially the long-term managers and employees. Therefore, their key team leaders have more opportunities to learn from outside organizations with the company's subsidized budget. This car dealer was the first store where six of the team leaders and managers received certified coach training in Bangkok from a private organization. The training fee, travelling costs, and accommodation expenses are huge considering that they have to travel to Bangkok every week to attend the workshops. Moreover, the owners always look for opportunities to promote their employees from within. Thus, their team leaders have had a chance to grow within the same store, to transfer to better positions in new stores, or even in other new businesses that the family is creating. Coaching interventions help with grooming these team leaders as new talents to be ready for promotion once opportunities arise. However, even with proper additional coaching training, some of the mangers at Songkhla have failed to demonstrate the mentoring and coaching abilities due to conflicts within teams or between different teams.

In the strategic leadership dimension, the term "leaders" as applied in all three questions can be interpreted differently by the employees. Leaders can be the owners, the top managers, or the team leaders/managers. These interpretations of the term "leader" by the employees of each of the coached car dealers affect the answers, and this at least partially explains the differences in the scores obtained for that dimension.

No. 4: Embedded System (ES)

The ES dimension has three questions in the DLOQ as below.

ES1: My organization creates systems to measure gaps between current and expected

performance.

ES2: My organization makes its lessons learned available to all employees.

ES3: My organization measures the results of the time and resources spent on

training.

    The average means for each of the three questions of the ES dimension are

displayed in Figure 5.8.

Figure 5.8

Means Comparison of the Embedded System Dimension Between Coached Dealers

and Non-Coached Dealers
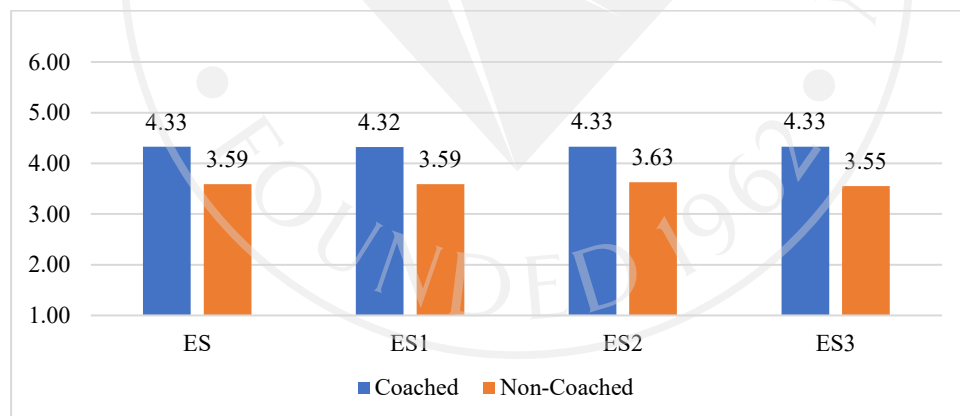
Note. ES is the average mean of ES1, ES2 and ES3 combined.

    The impact of coaching interventions on ES is at the same level as SL, $d =$

0.64, 95% *CI* [0.40, 0.88]. Since the activities of the coaching interventions were not

focused directly on embedded systems, its ES mean value (M = 4.33) is lower than

that of SL (M = 4.41).

ES1: My organization creates systems to measure gaps between current and expected performance.

Regular action plan meetings with the coach served as a catalyst to manage the performance gap between the current and expected performance at the department level. However, the coaching interventions were not focused on creating systems to measure gaps between current and expected performance due to the lack of professional HR support. Therefore, the systems to measure the gap of performance at the individual level are not clearly established. However, at the request of two dealers, Sakon Nakhon and Nakhon Pathom, the coach helped them to start using key performance indicators (KPI) in their performance management.

ES2: **My organization makes its lessons learned available to all employees.**

The coach has introduced the "pitstop" meeting concept for all coached dealers. The pitstop meeting is aimed at increasing collaboration between all employees across different departments and within each department. The pitstop concept is also employed to learn from current mistakes before moving forward. Part of the lessons learned come from the "action learning" sessions moderated by the coach. The action learning sessions help promote the team's collective reflection, which is often overlooked (Raelin, 2006). However, there was not enough time included in the coaching program to train the team leaders for them to be able to moderate action learning sessions properly by themselves with their teams. Therefore, these action learning sessions were not applied with all the employees.

ES3: My organization measures the results of the time and resources spent on training.

There is a lack of professional human resource personnel at most car dealers to drive the initiatives for human resource development (HRD). Many HR staff at car dealers are at the junior level, and their main tasks are recruiting and payroll. Some accounting or administrative managers even occasionally assume a second position in an HR role. The career path within a car dealer's organization is also quite limited for HR managers. HR development is rarely a priority of the car dealers due to a lack of competent and skilled HR staff. Moreover, usually car dealers are forced by CDS to allocate some time and resources to implement specific training activities. The car dealers therefore rarely accurately measure the time and resources invested. The CEM program is the first which was not forced on the car dealers, and only volunteering dealers participated in it. Because of this freedom, car dealers participating in the CEM program attached more importance to the measurement of the results of the time and resources invested in this particular training.

Moreover, the fact that all coached car dealers re-enrolled in the CEM program for three consecutive years demonstrates their satisfaction regarding the investment of their time and resources.

The ES performances for each car dealer are in the same ranking order as the previous three dimensions, as shown in Figure 5.9.

Figure 5.9

Means Comparison of the Embedded System Dimension Among Coached Dealers
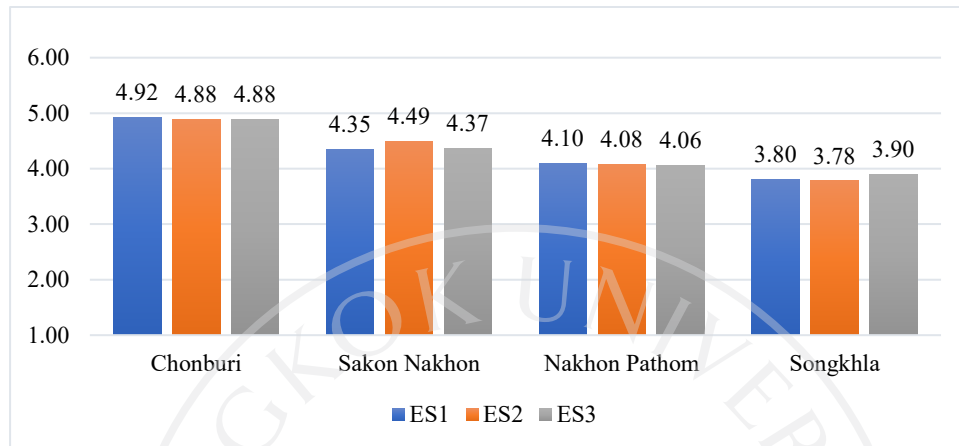
As mentioned previously, the coaching interventions do not specifically target the improvement of the embedded system. Therefore, it is difficult to interpret to what extent the coaching interventions have an impact on the improvement of the performances in the ES dimension for particular dealers. However, the differences in the levels of the ES scores between the coached dealers and the non-coached dealers also depend on the impact of the general improvement of the learning organization culture. In addition, all dimensions of the learning organization are positively related, resulting in a similar pattern in their performance ranking for each of the car dealers.

Chonburi again shows the highest score. This car dealer has the largest HR team compared with the other coached dealers. The HR manager has been recruited based on her previous direct experience in HR. Therefore, she is able to drive many HR related initiatives as suggested by the CEM coach.

Moreover, the coach regularly discussed the performance management systems with the dealership's owner and top managers. The coach could only influence some changes via the owners and the top managers. The implementation of performance management systems depends largely on the commitment of the dealership's owner and the strength of the HR team. Consequently, in 2018, Sakon Nakhon invested in hiring the outsourced HR Solutions expert to help implement a performance management system using KPI. The coach helped with following up with the key team leaders so that they understood how to write KPIs thoroughly, both for themselves and their teams. The KPI system was applied in 2019 and proved to be quite effective in achieving the company's objectives by the end of that year. Similarly, the coach also helped Nakhon Pathom's car dealer to start using KPIs to measure the employees' performance. These coaching activities at least partially explain the ES score recorded at Sakon Nakhon and Nakhon Pathom.

Songkhla ranks last because its HR manager does not have a background in HR. She is an accounting manager who assumes both the HR and administrative roles for a group of companies. She is quite overloaded but is not willing to give up the power. Therefore, HR initiatives are rarely created by the HR team unless it is ordered by the owner. Although the management attempts to improve the performance management and HRD issues, the implementation is occurring slowly.

No. 5: Empowerment (EP)

The EP dimension has three questions in the DLOQ as below.

ES1: My organization recognizes people for taking initiative.

EP2: My organization gives people control over the resources they need to accomplish their work.

EP3: My organization supports employees who take calculated risks.

The average means for each of the three questions of the EP dimension are displayed in Figure 5.10

Figure 5.10

Means Comparison of the Empowerment Dimension Between Coached Dealers and Non-Coached Dealers
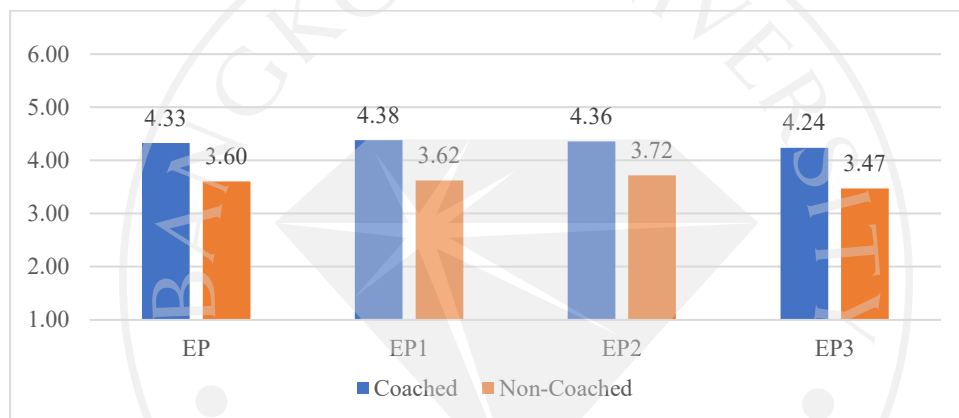
Note. EP is the average mean of EP1, EP2 and EP3 combined.

The impact of coaching interventions on EP is also at "medium to large" effect, $d = 0.62$, 95% CI [0.38, 0.86]. For SMEs in Thailand, business owners mostly make all the decisions, and employees are not given much authority to make any decisions (Srichai & Thammakoranonta, 2011). Consequently, the employees in SME businesses do not feel that they are a part of an organization where they need to improve themselves to make their organization grow or to create things for improving their organization, as reported in the 2008 annual report from the Office of Small and Medium Enterprises Promotion (Srichai & Thammakoranonta, 2011).

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The majority of car dealers are SMEs with family business owners. They are managed by a family and its relatives during the day-to-day operations. They are centralized organizations in which the owners and top managers make the key decisions in all aspects. One frequent remark which is often heard is "Can the coach talk to the dealership owner (DP) first?" or "Has the coach talked to the DP yet?"

Only one dealer out of the four coached dealers (Nakhon Pathom) is managed by a long-serving General Manager who is not a family member. However, the dealership owner still calls the shots, especially with budget-related decisions. The coach therefore must talk to and convince each dealer's owner first before talking to the GM.

Therefore, the hierarchy of authority is not always clearly established. Even if a hierarchy of authority is already established by some car dealers following the suggestion of the coach, the team leaders do not always exercise their authority as their jobs require.

CDS realizes the importance of the empowerment issue at their car dealers. Therefore, the CEM program in 2019 started to evaluate the empowerment level of each car dealer in their annual survey. CDS also designed new workshop content on empowerment for the coach to provide management training to the team leaders and managers.

EP1: **My organization recognizes people for taking initiative.**

Customer service idea competitions were conducted at all coached dealers at the initiative of the coach. The teams were comprised of employees from different departments, and the competitions lasted a few months. The goal of this idea competition is to empower the team collaboration in designing new services to

improve customer experience performance. Team members also have a chance to practice using the design thinking tool that the coach taught them in the workshops. This will be the showcase for team members to unleash their creative potential to both their team members and to their managers. Some of the talent also emerges from this activity. Moreover, the final projects are presented to the owners, top management and coach. As a result, some excellent ideas from each team can be further refined and implemented afterwards with some rewards being given to the winning team. This is a good encouragement for employees to participate in future CEM activities. These competitions helped the organization to start to recognize the value of the initiatives of their employees.

EP2: My organization gives people control over the resources they need to accomplish their work.

To encourage the continuity of action implementation and team leaders giving their employees control over the resources they need, progress review activities have been performed during the coaching sessions one, four and seven. Progress review activities are action checklists such as "continue doing", "more of", and "less of". Meetings between departments and within the same departments are organized to resolve pending problems regarding the control over the resources and arrive at commonly agreeable solutions. The owners are present during the progress review activities at the coach's request. As a result, they can immediately support their employees regarding the resources needed to solve their problems and better accomplish their work. The progress review activities also assist the teams with increasing their capacity for learning and collaborating with each other.

EP3: My organization supports employees who take calculated risks.

Taking calculated risks is a characteristic of an entrepreneurial mindset (Shapero & Sokol, 1982). Although the coaching activities help employees and managers to learn through their actions and experiences, the short duration of the CEM coaching program can only reinforce the change in the mindset of the employees to a certain extent. The ability to take risks or having a risk attitude is variable from one individual to another and is domain specific (Weber et al., 2002). The awareness necessary to evaluate the level of risk or risk perception is also an individual characteristic that is difficult to change (Botterill & Mazur, 2004).

Coaching interventions are designed to train groups of people and do not focus on individual abilities such as awareness and taking risks. Moreover, managing risks in a family business is often related to finance, and finance-related decisions are quite centralized in this type of business. Currently, whether the organization supports employees to take more risks or not depends on the level of the risks involved, the level of self-confidence of the employees, and the level of trust expressed by the owners and the managers towards their employees. In addition, many employees are afraid of getting fined if losses occur. Therefore, they are very cautious in taking risks.

However, the high scores recorded for EP3 can be connected to the impact of the coaching interventions on the empowerment. In 2019, CDS required the coach to implement an empowerment workshop in which the content was focused on how to delegate certain tasks to subordinates to reinforce the empowerment culture. Through this workshop, team leaders were trained to delegate and empower their team members more effectively. If this activity alone cannot explain the high score recorded for EP3, it explains it at least partially.

The EP performance for each car dealer is displayed in Figure 5.11.

Figure 5.11

Means Comparison of the Empowerment Dimension Among Coached Dealers
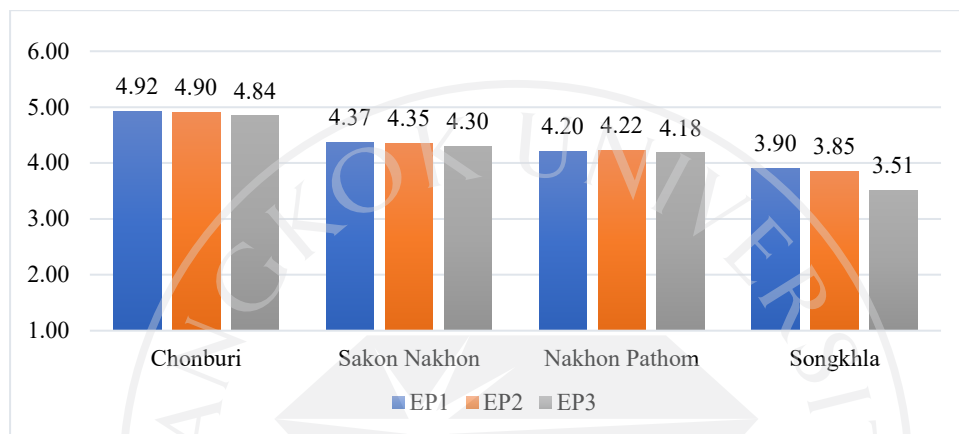
All coached dealers have begun to endorse empowerment culture within their organizations, starting at the top. In general, all employees are frightened by the owners. Thus, the coach started one pilot project with the Nakhon Pathom dealer. One-on-one meetings were organized between the employees at all levels and the dealer's owner on a voluntary basis. The goal was to allow all employees to present their ideas and get more support from the owner without having to go through the direct line of managers. At first, the employees were reluctant to meet with the owner. Then, the meetings were made semi-imposed. The coach asked the secretary of the owner to schedule a one-on-one meeting for front-line staff and back office staff including the housekeepers. These staff usually do not work directly with the owner but through their managers. Therefore, they do not have a chance to talk to the owner privately. Otherwise, it might be inappropriate from their managers' perspectives.

These meetings allow the owner to better understand the customers' pain points and the store's current situation, which eventually leads to better support and an improved empowerment from the owner to their staff members, especially in terms of resources and the budget. A high increase in the number of car cleanings per day is an example of the results of these meetings.

At the encouragement of the coach, Songkhla's DP (AMD) is delegating more authority to his cousins who act as the GM for Sales and the GM for Service for all car dealers under their groups. Both of these GMs are people-oriented, which creates better engagement from the team members, leading to a more collaborative working environment. Likewise, Chonburi's GM is also engaging the operating staff with high potential to participate with the CEM coaching interventions.

Sakon Nakhon's owner is taking its empowerment culture into another level. They have expanded the role of one product specialist to become a salesperson and the role of HR manager to take care of the business and marketing support for the sales team. Despite their lack of previous background or education in these areas of expertise, these two managers are doing very well now in their new roles. The trust and empowerment given to them has played an important role in their success.

However, the extent of the impact of coaching interventions on the EP dimension varies depending on how extensive the empowerment is carried out at the operational level for each dealer. Again, Chonburi tops the EP performance, followed by Sakon Nakhon, Nakhon Pathom and Songkhla. It is noted that the EP3 of the Songkhla dealer is significantly lower compared to other EP questions and with other coached dealers. The highly centralized decision making process of Songkhla's car dealer is certainly a factor in this result.

No. 6: Dialog and Inquiry (DI)

The DI dimension has three questions in the DLOQ as below.

The average means for each of the three questions of the DI dimension in the DLOQ are displayed in Figure 5.12

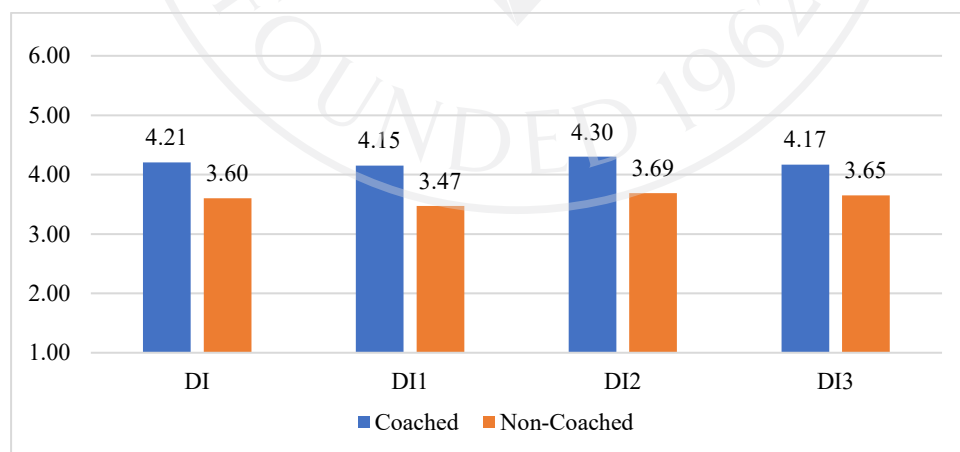DI1: In my organization, people give open and honest feedback to each other.

DI2: In my organization, whenever people state their view, they also ask what others think.

DI3: In my organization, people spend time building trust with each other.

Figure 5.12

Means Comparison of the Dialog and Inquiry Dimension Between Coached Dealers and Non-Coached Dealers

Note. DI is the average mean of DI1, DI2 and DI3 combined.

The impact of coaching interventions on the DI dimension is ranked second to last ($d = 0.51$, 95% *CI* [0.27, 0.75]), before the continuous learning dimension ($d = 0.50$, 95% *CI* [0.26, 0.74]). In fact, the average mean of the DI of the coached stores is the lowest among the seven dimensions. The impact of coaching interventions on DI is moderate because it takes time to improve DI. Currently, only a minority of employees have improved their open-mindedness and trust.

DI1: In my organization, people give open and honest feedback to each other.

In Thai culture, giving open and honest feedback or voicing concerns in face-to-face situations is avoided. The goal is to avoid making anyone "lose face" (Thanasankit & Corbitt, 2002). This holds true for the car dealerships' employees. They usually feel what is known in the Thai language as "kriengjai," which means that that they are overly considerate with regard to giving opinions. Therefore, the coach has implemented a team expectations tool that allows each employee on the team to express their expectations towards the other team members, and they also write down their own contributions. This process requires silence until everyone has finished writing on the white board. Then, the coach facilitates the discussion about the gap between the written-down expectations of the team members and their written-down contributions. This process helps unlock open and honest feedback from the employees, especially to their superiors, that they usually dare not to express. Moreover, all team members are urged to voice their opinions, to give honest feedback and to listen without judgement in all meetings with the coach. The team leaders are also encouraged to use these tools and skills with their teams.

DI2: In my organization, whenever people state their view, they also ask what others think.

Improving the coaching skills of the team leaders is one of the goals of the coaching interventions. The coach trains these team leaders about the necessary elements to become a good coach: asking powerful questions and listening deeply without judgement. Consequently, team leaders start developing the habit of asking more questions and listening to their team members. Collaboration is also improved based on the training and the application of a two-way communication method to empower discussions in meetings.

DI3: In my organization, people spend time building trust with each other.

Trust is a key challenge among the employees and between the employees and the owners/superiors. The coach started by creating a safe space in all meetings. Coaching tools such as personality profiling (MBTI), team alignment, constructive feedback, coaching questions, and inclusive communication are applied to create trust among team members. The coach also respects confidentiality and makes it a top priority to build trust with all the employees and to be a leading example. The coach also delivered a workshop based on Stephen M.R. Covey's book "The Speed of Trust" (Covey & Merrill, 2006) to all dealers, so that the team leaders can see the connection between trust and time-saving in communication, increased productivity and cost savings.

Coaching interventions cannot have much impact on the DI dimension if trust between the employees is low. The CEM program is focused on building trust between car dealers and their customers through specific activities such as keeping promises to customers regarding car delivery scheduling, car maintenance appointments, and "quick lane" service.

Therefore, DI performance varies among coached dealers depending on the trust level within their organizations and on the impact of coaching interventions, as depicted in Figure 5.13.

Figure 5.13

Means Comparison of the Dialog and Inquiry Dimension Among Coached Dealers
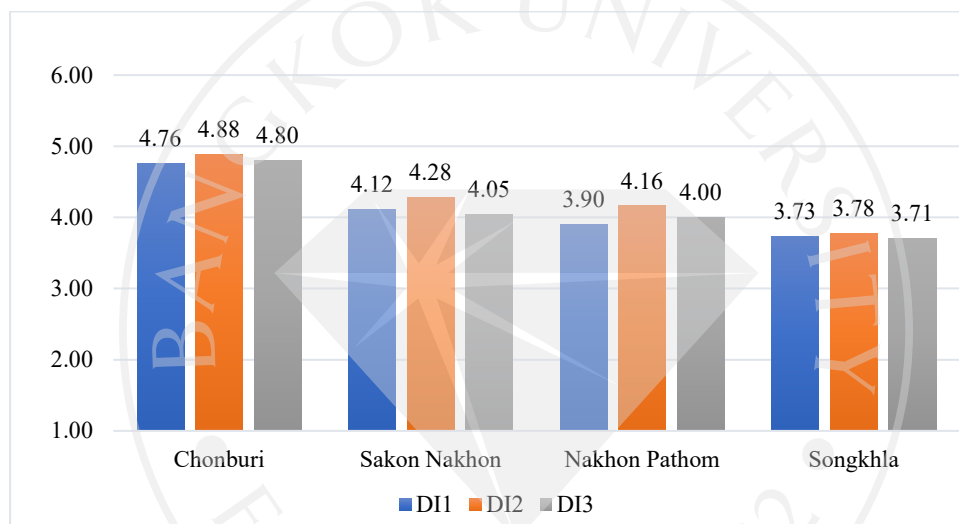
The trust issue between the sales and service teams is always a challenging issue for all car dealers. If the sales team always want to please the customers with quick delivery dates, the service teams always need to follow their agreed schedule in preparing new cars to be functional and ready for delivery. Indeed, service teams often lack the manpower to accelerate the preparation of new cars for urgent requests. Sales and service teams' attitudes towards the customers are not aligned regarding the speed of delivery. This often generates conflicts between the sales and the service teams. The service team perceives that they have to work additional hours without

incentives for those urgent requests, while the sales team receives additional commissions for the cars sold. On the other hand, the sales team takes great pride in bringing the revenues to the company, but they do not always respect the process. These conflicts generate trust issues that substantially lead to the score for DI being the lowest among the seven dimensions.

Since Chonburi is a relatively new organization, they show fewer conflicts among employees and between different departments. All employees are quite new and are just learning to better know each other. Therefore, this leads to a high level of trust and the highest DI score.

Moreover, all coached dealers present the same ranking compared with other previously discussed dimensions. Sakon Nakhon and Nakhon Pathom come second and third in DI performance ranking, while Songkhla comes fourth. Songkhla is the dealer where there are the most significant conflicts between the sales department and service department among all coached dealers. Both sales managers and service managers are long-time employees and have their egos rubbed by each other from time to time. Although they have good personal relationships with each other, their work conflicts inevitably affect the team members' trust toward each other in another team. This inevitably affects the customer experience performance to a certain degree.

Furthermore, the highest score of DI2 among the three DI questions in all coached dealers is not surprising because coaching interventions definitely help improve a team leader's questioning skills.

No. 7: Continuous learning

The CL dimension has three questions in the DLOQ as below.

CL1: In my organization, people help each other to learn.

CL2: In my organization, people are given time to support learning.

CL3: In my organization, people are rewarded for learning.

The average means for each of the three questions of the CL dimension are displayed in Figure 5.14.

Figure 5.14

Means Comparison of the Continuous Learning Dimension Between Coached Dealers and Non-Coached Dealers
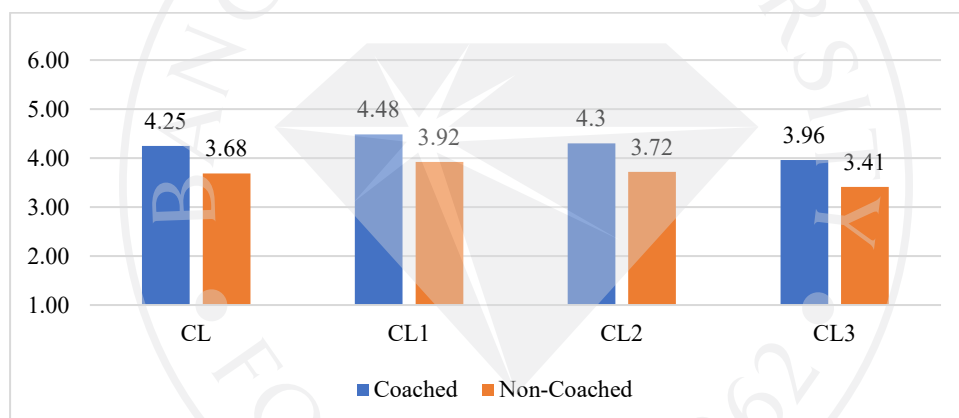
Note. CL is the average of the CL1, CL2 and CL3 combined scores.

The CEM coaching interventions have the least impact on the continuous learning (CL) dimension, d = 0.50, 95% CI [0.26, 0.74]. The standardized mean difference between the CL means of the coached stores and those of the non-coached stores contributes to the lowest Cohen's *d* value among the seven dimensions. This is partly due to the significant lowest mean score of CL3, as per Figure 5.14. Many respondents perceive the rewards mentioned in learning question CL3 as pertaining to financial incentives only. As a result, they have specifically rated CL3 with lower

scores compared with the other two questions under the CL dimension. In fact, the means scores from the CL1 and CL2 of coached stores are still relatively high at 4.45 and 4.28, respectively, when compared to the other dimensions.

CL1: In my organization, people help each other to learn

The impact of the coaching interventions on the willingness of the employees to help each other to learn goes through all the group activities implemented during the CEM program. The learning atmosphere generated by these activities also matters. The employees of coached dealers have more chances to learn from each other in all the group discussions. In some activities, the employees are working in pairs and in triads, and they become members of learning teams completing assignments together during these activities. When the coach assembles the teams, he chooses members from different departments so they can better grasp different perspectives when working together on a special coaching project. During all the coaching activities, they also have a chance to get to better know each other and learn from each other. This process is designed to strengthen their relationships as better relationships between employees from different departments help to make the operations smoother when they are working together to serve the customers. Moreover, in the customer service idea competitions, the coach asked the team members to select the project leaders at the operational level, and not at the managerial level. Therefore, all employees have an equal opportunity to learn and demonstrate their leadership ability.

CL2: In my organization, people are given time to support learning.

To ensure that all dealers are following the same standards, training programs are regularly organized by CDS. Although the CEM program is not compulsory, these training sessions are. Depending on the nature of the training, specific employees

occupying specific positions must attend. Some training is focused on sales, technician services, customer services, service upgrades, etc. In parallel to the CEM program, CDS has provided face-to-face and online training to attend throughout the year for all employees, whatever their position. Annual awards are granted by CDS to the car dealers based on 1) the fulfillment of the requirements of the concerned employees to participate in specific training programs and 2) the level of performance reached by the car dealers in sales and services. HR teams are responsible for managing employees to meet the training requirements set by CDS. Therefore, employees are given the time needed to support their learning.

Similarly, the CEM coaching program requires the attendance of team leaders and certain employees during each visit. Before each visit to each car dealer, the meeting agenda is sent by the coach the ensure the availability of the participants. The owners always encourage all employees to make themselves available when the coach visits the dealer. If the agenda conflicts with other training delivered by CDS or other meetings organized by the CDS's zone managers, the CEM coaching visit will be rescheduled in order to increase the impact of the interventions. Moreover, the owners always prefer to maximize the benefits of having their employees participating in coaching activities. Fortunately, most employees are also keen to seize the opportunity to learn from the coach.

CL3: In my organization, people are rewarded for learning.

The impact of the coaching interventions on the CL dimension is the lowest. There is no type of reward of any kind applied among the studied car dealers for learning. Moreover, the goal of the coaching interventions in the CEM program is not to help the employees obtain financial rewards for continuous learning. However, the

coach works closely with the owners to incentivize learning to a certain degree. For example, awards are given to the winners of the customer service idea competition.

Occasionally, the coach himself buy some items to use as rewards/awards for the employees. Free prizes, imported goodies and food, and products from nice bakeries in Bangkok are also brought to the CEM meetings so as to boost the learning experience of the employees.

As a reward, the coach also brought some team leaders to the world-class coffee chains or restaurants to offer them food and drinks and used that event to ask the participants to evaluate the quality of customer service. Conclusions were derived on the spot to cement their learning. Team leaders were also assigned to visit other well-known service organizations and report back the empathy mapping of their assigned customer segments of these service organizations.

The coach also regularly and purposely compliments team leaders during the meetings so that they and the owner are aware of their strengths.

All these actions contribute to the impact of the coaching interventions on CL3 and explain, at least partially, why the means of the coached dealers (M = 3.96) are significantly higher than those of non-coached dealers (M = 3.41) by 0.55 points.

Furthermore, the impact of coaching on the CL dimension for each coached dealer varies, as shown in Figure 5.15.

Figure 5.15

Means Comparison of the Continuous Learning Dimension Among Coached Dealers
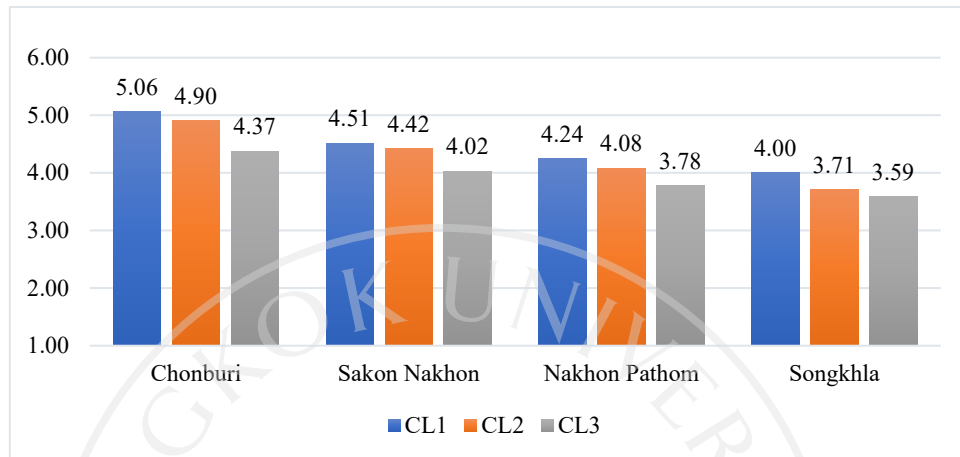
The means ranking for each coached store is also similar to the other six dimensions. Chonburi is again on top, followed by Sakon Nakhon, Nakhon Pathom and Songkhla.

The GM at Chonburi acknowledges the improvement of his team relationships as a result of the consumer service idea competition. He continues to use it as a team building activity to ensure that team members will report back about their progress during the brief morning meetings and weekly meetings.

The dealership owner at Sakon Nakhon likes learning and never misses any morning's team meeting of each visit of the CEM coach. Moreover, she prefers to maximize the coach's time to provide the learning for her teams. Consequently, she sometimes sent different managers to pick the coach up at the airport in the morning so they can consult with the coach while travelling to the showroom. She is always

present at the required coaching activities and helps to clarify what has been learnt so that her teams can understand the training content better.

Likewise, the dealership owner at Nakhon Pathom always acknowledges the coach's contributions in helping their employees learn new skills, whether the coaching interventions helped improve the customer experience performance or not. She said that it is already worth her investment in the CEM coaching program.

Although Songkhla has the lowest mean, the management team always strives for learning. As mentioned earlier, Songkhla allocated the highest amount of the budget for the training of the team leaders to learn and develop their skills.

However, in general for all dealers, most technicians do not feel that they are given enough time to support their learning activities (CL2) due to the huge daily workload and busy schedules. Master technicians or heads of technicians also do not manage their time well in training junior technicians. The more traffic of car maintenance is in the pipeline, the less likely it is that the heads of technicians or senior technicians will allocate time to train their junior staff. As a result, the CL2 score for technicians is significantly lower than that of other positions, 3.81 versus 4.04 and above for other positions, as depicted in Figure 5.16.

Figure 5.16

Means of the Continuous Learning Dimension Scores Across all Organization Roles
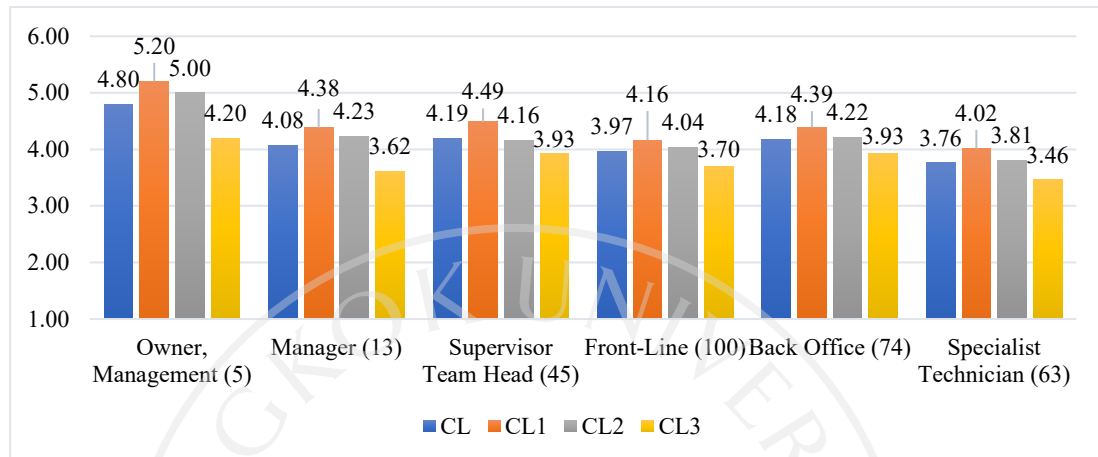
Note. 1. The number in the bracket is the number of the respondents at that level of organization. 2. CL is the average of the CL1, CL2 and CL3 combined scores.

Figure 5.16 also shows that the CL3 score is always significantly lower than the other two questions for all positions, thus lowering the average CL score. The owner and management also rated this question (CL3) as the lowest score even though they view the rewards for learning differently or in broader terms than their staff.

2) The intensity of the positive impact of coaching interventions depends on the organizational learning level: individual, team, organizational or global. To apply the different levels of organizational learning, Watkins and Marsick (1993, 1996) proposed an integrated model of the learning organization, as depicted in Figure 5.17.

Figure 5.17

Watkins and Marsick's (1993) Learning Organization Model
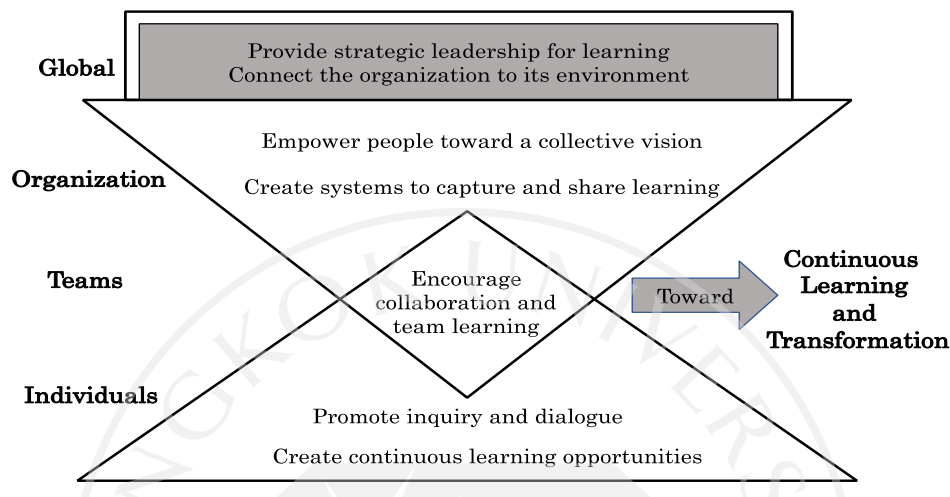
Note. Reproduced from *Facilitating Learning Organizations* by V.J. Marsick and K.E. Watkins, 1999, Gower. Copyright 1999 by Victoria Marsick and Karen Watkins.

      This integrated model encompasses four levels of organizational learning: individual, team, organizational, and global. The individual level includes two dimensions: continuous learning, and dialogue and inquiry, the team or group level includes one dimension: team learning and collaboration, and the organizational level includes two dimensions: embedded system and empowerment. The fourth level is the global level, which includes two dimensions: system connection and strategic leadership.

      These connections between the different dimensions in the DLOQ allow the intensity of the impact of the coaching interventions on different levels to be examined. The research findings already show that coaching interventions

significantly impact all seven dimensions of the learning organization culture and

customer experience performance, as shown in Figure 5.18.

Figure 5.18

Research Model for Research Question 1
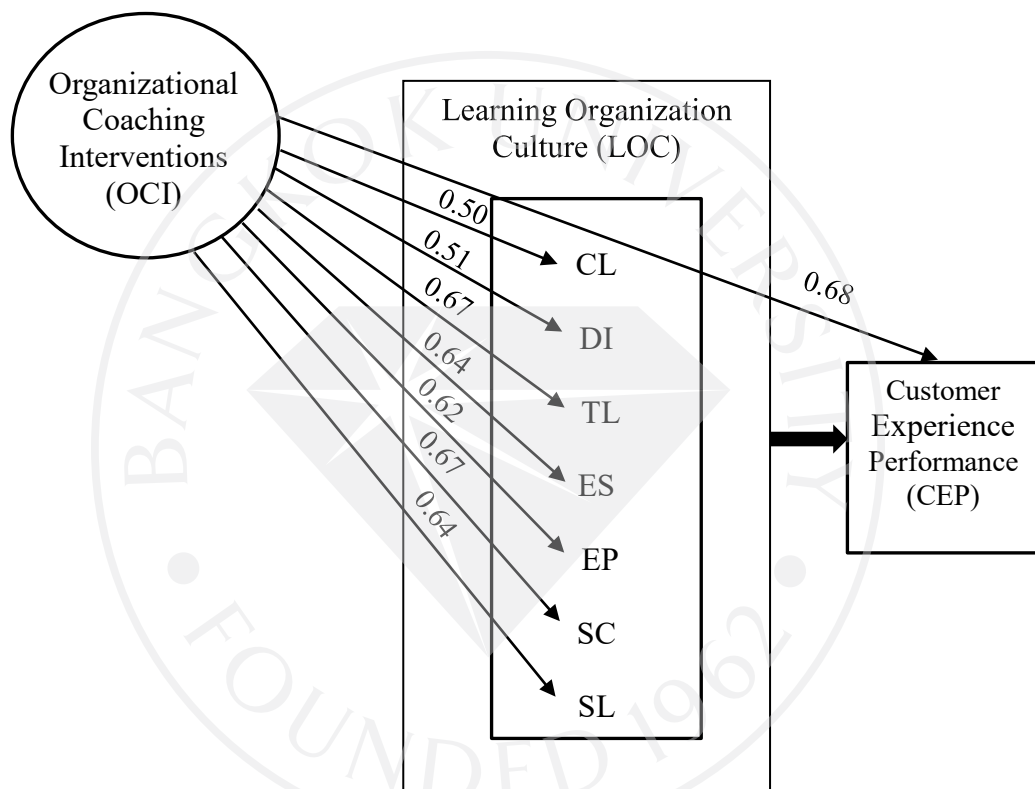
Note. The Cohen's *d* effect size values are shown above each arrow.

The impact magnitudes of the coaching interventions on the seven dimensions

of the learning organization culture per learning levels are displayed in Table 5.3.

Table 5.3

Impact of the Coaching Interventions on the Seven Dimensions of the Learning

Organization Culture per Organizational Learning Levels

Organizational learning levels	Dimensions of learning organization culture	Cohen's *d*
Global	SL	*d* = 0.64, 95% *CI* [0.40, 0.87]
	SC	*d* = 0.67, 95% *CI* [0.43, 0.90]
Organizational	ES	*d* = 0.64, 95% *CI* [0.40, 0.88]
	EP	*d* = 0.62, 95% *CI* [0.38, 0.86]
Team	TL	*d* = 0.67, 95% *CI* [0.43, 0.90]
Individual	DI	*d* = 0.51, 95% *CI* [0.27, 0.75]
	CL	*d* = 0.50, 95% *CI* [0.26, 0.74]

Note. Based on the Model of Learning Organization (Watkin & Marsick, 1993, 1996)

seen in Figure 5.7

Table 5.3 demonstrates that the coaching interventions impact the global level

and team level of learning the most, followed by the organizational level and finally,

the individual level of organizational learning.

Organizational Learning Levels

Global Level

The global level of learning is the most impacted by the coaching

interventions considering the effect size. The SC and SL dimensions are the highest

and respectively the first and the third most impacted by coaching interventions. Even

if the impact of coaching interventions on SL ($d = 0.64$) is slightly lower than that of

SC ($d = 0.67$), the SL dimension's average mean scores of coached stores is the

highest among the seven dimensions at 4.41 out of the 6-point Likert scale.

Other empirical studies using the DLOQ in the U.S. and other cultural

contexts (Watkins & Kim, 2018) also confirm that the SL dimension has consistently

produced the higher means than the other six dimensions, as shown in Table 5.4.

Furthermore, Kim et al. (2015) consider SL as a necessary feature of the learning

organization culture.

Table 5.4

Ranking of the DLOQ Dimensions by Context

Rank	1	2	3	4	5	6	7
U.S.	SL	SC	TL	DI	EP	CL	ES
Non-U.S.	SL	SC	CL	TL	DI	ES	EP
ALL	SL	SC	TL	DI	CL	EP	ES
Thailand: Coached Dealers	SL	EP	ES	TL	CL	SC	DI
Non-coached Dealers	CL	SL	EP	DI	ES	TL	SC

Note. Adapted from "Current status and promising directions for research on the

learning organization," by K. E. Watkins and K. Kim, 2018, *Human Resource*

Development Quarterly, *29*(1), p. 22. Calculations were based on reports in published

studies. Data from 13 U.S. studies and 21 Non-U.S. studies were used.

Strategic Leadership Dimension. The results of the CEM coaching

intervention of CDS delivered to local Thai car dealers present the same SL dominant

dimension. This dominance of SL has been already observed in different cultural

contexts (Watkins & Kim, 2018). This empirical observation confirms and reinforces

previous results obtained using the DLOQ (Watkins & Kim, 2018). Moreover, this

convergence between the results of the present empirical observations and previous

ones supports the validity of the dominance of SL in the present study.

Becoming a learning organization follows a complex process and is situation-

specific (Watkins & Kim, 2018). It starts with top managers believing in the fact that

the company's ability to learn is the key to its competitive advantage. In addition to

the coaching interventions, this commitment of the top managers may trigger more

efficient and widespread informal learning and knowledge-sharing within the

organization (Shipton et al., 2013). Organizations structured to promote continuous

learning have a culture that provides an infrastructure rich with resources and tools for

individuals to engage in both formal and informal learning (Watkins & Kim, 2018). A

significant correlation between a learning culture and access to and participation in

informal learning has already been demonstrated (Nurmala, 2014). Moreover, only

informal learning correlates highly with all seven dimensions of a learning

organization (Kim & Marsick, 2013; Nurmala, 2014).

In the context of this study, CDS car dealers present clearly hierarchical

structures. The motivation of the selected organizations to develop their learning

culture is indicated by their decision to pay to participate several years consecutively in the CEM program. Because of their hierarchical structures, these car dealers follow a top-down process of implementation of the coaching interventions and of both formal and informal learning. The CEM coaching interventions have focused on the leadership development of the car dealers' owners, upper management, managers and supervisors. Most leaders of each car dealer are part of the CEM leadership teams participating in the coaching interventions' activities. Their leadership is developed using training sessions, one-on-one coaching and group coaching meetings. The roadmap of the leadership development begins with the annual survey of each team leader. These team leaders will be evaluated by their subordinates. The coach will meet with these team leaders to share the results of the survey. Personal team leaders' goals are set based on this survey. The coach will meet regularly with the team leaders to ensure the progress of the action plan agreed upon during the coaching sessions. The fact that the SL dimension presents the highest score demonstrates the commitment of the team leaders/managers in implementing learning processes.

System Connection Dimension. When the comparison between the coached and non-coached car dealers was made, the impact of coaching interventions on the SC dimension was the most significant (along with TL) even though their average means are ranked as no. 6 and no. 7 for coached dealers and non-coached dealers, respectively (Table 5.4). The highest impact of the SC dimension reflects how coached dealers have better encouraged their employees to be creative and how employees work together within their organizations and with outside communities to solve problems. On the contrary, the SC scores are low because it is quite subjective for employees when replying about the organization's encouragement for their people

to think from a global perspective (SC1) for both coached and non-coached stores. It also depends on how the respondents interpret the meaning of "global perspective".

The coach needed to choose from among all the available CDS tools the ones that are the best adapted for each car dealer and even to customize some of these tools when required. The adjustment of the toolbox with the local context and local dealers allow for better answers to their needs in terms of global learning. Moreover, training materials and toolkits provided by CDS Headquarters in the US present globally-oriented contents. Therefore, coach-facilitated training sessions can certainly help enhance a car dealer's global perspectives to a certain degree. Moreover, the coach does not focus much on how the organization is working with the outside communities to meet their mutual needs (SC2). The community of partners of car dealers includes banks, insurance companies, body and paint suppliers, accessories suppliers, local car registration authorities, etc. The behavior and performance of the community members are beyond the coach's control. Therefore, the coach assumes that it is the role of the organization's leaders to perform.

Figure 5.19 shows that most of the owners and top management evaluated these SC questions higher than other positions. They themselves are working directly with outside communities more than other positions. Consequently, the SC2 scores for owners and management are highest, while the SC2 scores for other positions are lower compared to the other two questions (SC1 & SC3).

Figure 5.19

Means of the System Connection Dimension Scores Across all Organization Roles
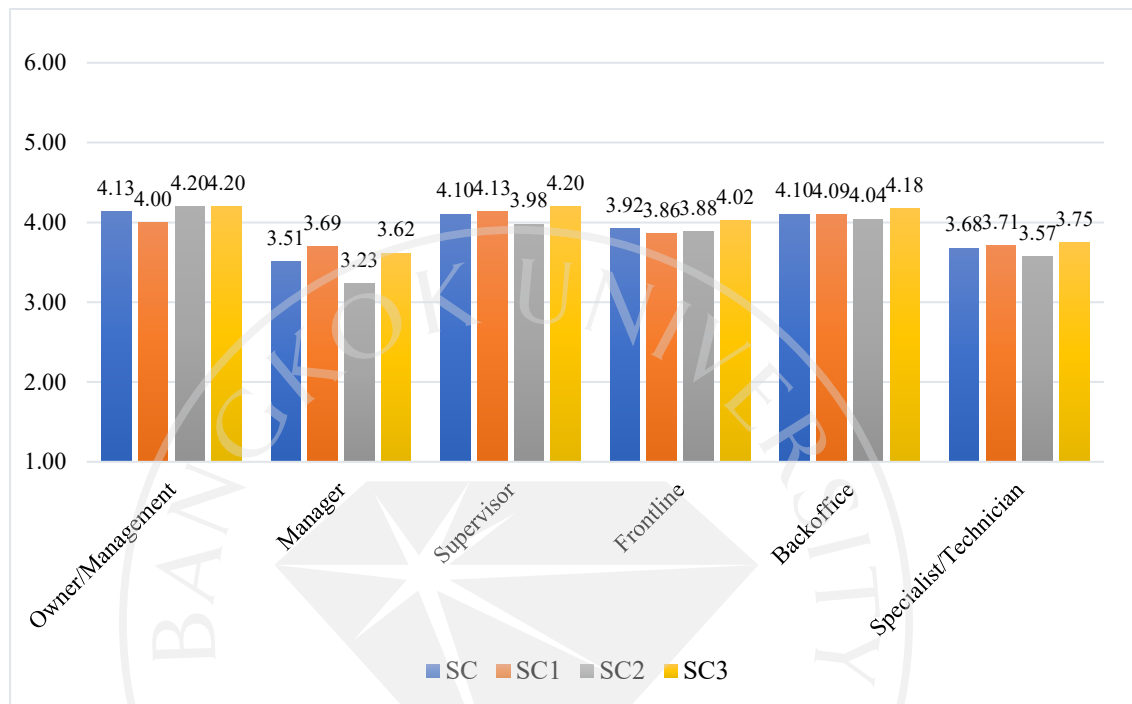
According to Watkins and Marsick (1993), learning organizations must reach out to the surrounding communities where they are located. The external environment also includes competitors and other external groups such as local legislative authorities, whose actions affect the organization. The organization needs to be responsive to external customers whose needs impinge on all of the organization's employees. Also, the organization must "have a healthy relationship with their physical, social, and cultural environments" (p. 10). Future CEM coaching interventions should allocate more time to focus on the key stakeholders in the car dealers' external environment to ensure the balanced connection of both the internal and external environments.

Furthermore, the coaching interventions create the most impact on the SC3 question, which is about the organization's encouragement for their people to get answers from across the organization when solving problems. The coaching interventions focus on team meetings and group coaching to solve the customer experience problems. The coach facilitated the meetings so that all team members from different departments could take part in the brainstorming sessions. This process creates a buy-in for all team members once the solutions are agreed upon. It also increases the commitment regarding the action plan to be implemented.

The universally strong connection of strategic leadership for learning (SL) and creating systemic connections (SC) dimensions is considered as a pivotal determinant of a learning organization (Watkins & Kim, 2018). In this present study, coaching interventions impact the SC dimension at the highest level and the SL dimensions at the third highest. Therefore, the CEM coaching interventions significantly help the car dealers with improving their learning organization cultures at the global level.

Team Level

Team Learning and Collaboration Dimension. The impact of coaching interventions on the team learning and collaboration (TL) dimension has the joint highest effect size ($d = 0.67$) with SC. Watkins and Marsick (1993) suggested three actions that can enhance TL: 1) action research focuses on solving problems, 2) action reflection learning focuses on how to learn while we act, and 3) action science focuses on why we do not do what we say we want to do (p. 131). The coaching interventions at CDS cover all three elements to a certain extent. CEM team leaders' meetings are organized during approximately 3 hours in the morning of each coaching visit. The objective is to discuss customer experience problems that the team and front-line

employees are facing. It is also used to set team goals in visit 1 and follow up on the agreed action plans from visit 2 onwards. Reflections are often expressed as both the positive and negative implications of the actions implemented. The coach also challenges the team leaders through questioning why the same problems still persist before brainstorming into new solutions.

Action plan checklists and the follow-ups implemented are crucial for the teams to continue to work together to achieve their goals. A mid-term performance review during coaching visit 4 is organized to adjust the action plan if needed in order to ensure the continuity of the learning processes' implementations. Meetings between departments and within the same departments, such as pitstop meetings and action learning sessions, are encouraged to establish the lessons learned and identify new solutions to pending problems. CEM leadership team meetings are organized to encourage team leaders to collaborate more with each other. Special project team assignments are organized to also engage other employees in increasing their collaboration level among different teams. As a result, CEM coaching interventions are significantly effective at the team level of organizational learning.

Organizational Level

The embedded system (ES) and empowerment (EP) dimensions at the organization level are slightly less impacted by CEM coaching interventions compared to the previous three dimensions (SL, SC, and TL).

Embedded System Dimension. The impact of CEM coaching interventions on ES ($d = 0.64$) is slightly lower than SC and TL because the coaching is not aimed to tackle this dimension directly. However, the means of the ES for coached stores is the third highest after SL, as shown in Table 5.4. The ES dimension is concerned with

the performance evaluation system, lessons learned, and the training evaluations based on time and resources spent. In the organization, embedded systems to capture and share learning are usually managed by the human resource management department. However, car dealers lack HR professionalism and skilled employees who understand the human resource development (HRD)'s initiatives. Despite this weakness, CEM coaching interventions have successfully helped all car dealers in developing standard operating procedures (SOP). Moreover, CEM coaching interventions also helped develop KPI systems for two of the coached dealers. Finally, action-learning coaching sessions have been implemented at three of the coached dealers. These coaching activities are implemented to help each dealer retain its knowledge and build its organizational capacity to do so. Since the implementation of these activities are not the same across the four coached dealers, the impact magnitudes of the coaching interventions between coached and non-coached dealers are not as high as the ES mean of coached dealers. Therefore, the results of this dimension are still tangible but vary depending on the commitment, time and effort from each coached dealer.

Moreover, CEM coaching activities' impact on embedded systems largely depends on the commitment of the team leaders and on the support of the human resource teams who act as project leaders. Initiatives to build systems for learning such as redesigning the performance evaluation system or systematically planning for service innovations should be experimentally attempted. The ES dimension is not the priority of the CEM coaching interventions because the CEM program focuses mainly on short-term results. It takes longer to produce concrete long-term results when improving embedded systems, and more time and effort, including additional

workforce to successfully drive the projects, are required. Therefore, the CEM coaching interventions can only support the short-term improvement of the embedded systems to a certain degree.

Empowerment Dimension. The empowerment (EP) dimension is focused on three aspects: recognizing people who take initiative, giving control over the necessary resources, and encouraging employees to take more calculated risks. The CEM coaching interventions support a shift of car dealers' structures from centralized organizations to decentralized ones, especially in terms of decision-making for daily operations. Team leaders start empowering their subordinates by delegating less important but urgent tasks to them. However, the empowerment culture is not common in a family business work environment. The confidence of the owners and team leaders in their subordinates constitutes the most important obstacle for empowerment, followed by the competence of their subordinates. Also, not all team leaders adopt empowerment fully as they have low tolerance for mistakes for the sake of learning. They easily claim back their authority after having given it to their staff. Moreover, empowerment is not based on a clear process. Therefore, it is not systematic, and is often applied inconsistently among the employees. When the employees do not feel empowered enough, they lose their motivation to learn, and this decreases the impact of the CEM coaching interventions. CDS recognizes these problems and wants to change the fundamental thinking of the car dealers' owners about empowerment. Thus, empowerment topics were added in 2019 in the new annual survey of car dealers. The results provide a good indicator of the empowerment culture status of each car dealer. New training materials and toolkits about empowerment have also been provided to the coach to overcome the

empowerment challenges. This initiative raised the awareness and accountability of the team leaders to willingly delegate more tasks and responsibilities in the future. Since empowerment has been given more focus only since 2019, CEM coaching interventions had a slightly lesser impact on the EP dimension ($d = 0.62$) than the ES dimension ($d = 0.64$) at the organization level.

Individual Level

The impact of coaching interventions at the individual level is moderate for both the dialog and inquiry (DI) and continuous learning (CL) dimensions. The CEM coaching interventions impacts DI ($d = 0.51$) only slightly more than CL ($d = 0.50$). However, the means of DI are lower than those of CL. In fact, DI has the lowest means among the seven dimensions.

Dialogue and Inquiry. The DI dimension in the DLOQ encompasses three questions: giving open and honest feedback to each other, asking for others' opinions about their ideas, and spending time building trust. Dialog thrives with open minds and open communication, while inquiry is concerned with questioning and helping. However, these aspects are rarely cultivated in the culture of the Thai SMEs' organizations such as car dealers. Trust is the fundamental challenge. In general, family-own businesses employees are afraid to question and talk openly about their thoughts and ideas with their team leaders and especially with the owner. Their learning styles are mostly passive rather than active. They become used to taking orders without questioning why. They would rather stick to this common practice and status quo than creating or sharing new ideas. These traits are prevalent in Thailand and at all CDS car dealers.

CEM coaching interventions focus on training better team leaders and on increasing team collaboration so that the dialog and inquiry culture can start improving. The more dialog and inquiry happen through team meetings, the more trust among the team members can grow. However, team leaders are progressing very slowly in building trust towards their employees. Team leaders always focus on the results and the routines imposed on their team members sometimes break the trust along the way. Frontline staff always have difficulties in talking openly and honestly with the dealership's owner or top managers because of fear of losing their job. Moreover, when employees propose some ideas and those are being ignored by the team leaders, these employees usually withdraw without trying different arguments. One coaching initiative at Nakhon Pathom was to organize a "meeting with the boss" event. It was voluntarily a one-on-one meeting between the owner and her employees so that they could have a talk directly with the owner without having to go through their managers. The event was not successful at first as no employee enrolled to meet with the owner. Therefore, the approach was changed to schedule meetings with targeted employees from all departments. This activity allowed the dialog between the owners and the employees to take place and led to the improvement of dialogue within the organization.

Furthermore, there is also a classic problem in communication between the sales and the service departments, especially when delivering the new vehicles to customers. The coach always tries to help improve the relationship between these two departments so that it will not impact the customer experience performance. Pitstop meetings are suggested to increase collaboration across departments. The ongoing and consistent coaching interventions focusing on the culture of trust and decentralization

help to gradually improve dialog and inquiry. However, if the CEM program aims at triggering cultural changes regarding the DI dimension, improving DI constitutes a double challenge since it implies overcoming both the organizational culture and the national culture. This explains why the means of DI are the lowest for the coached stores.

Continuous Learning Dimension. The impact of the coaching interventions on the continuous learning dimension is the lowest among the seven dimensions. No types of rewards of any kind are applied for learning among the studied car dealers. This is clearly reflected by the low CL3 scores as mentioned extensively in the previous section. Moreover, the coaching interventions do not aim at increasing the financial rewards of the employees for their continuous learning as perceived by employees. In addition, the coaching interventions of the CEM program focus more on the team level and less on the individual level. As a result, the coaching interventions were expected to have the least impact on the individual level even though the employees' support for learning (CL2) and employees' reciprocal help to learn (CL1) is impacted significantly for the coached organizations.

Beyond CDS's mandatory programs, the employees at the operational level need to learn regularly to constantly improve their relationships with the customers. Since the participation in the CEM program is not mandatory, the dealership owners who choose to participate provide some additional support needed to constantly improve the learning. Moreover, all employees are supported time-wise to attend all coaching activities. Nevertheless, since employees at the operational level are the ones mostly in contact with the customers, it make sense to propose tangible rewards for their continuous learning. Making the employees feel more valued for their

learning increases their motivation and commitment to learn. More importantly, the more employees learn how to better manage the customers, the better their delivery of the customer service experience will be. Despite the fact that employees annually voice their concerns regarding the absence of incentives to learn in the CDS surveys and during the interviews with the coach, no incentives for learning have been implemented at the coached car dealers. If the coach had been able to convince the dealership owners or managers to offer some form of rewards for learning, the perceived coaching interventions' impact on the continuous learning dimension would probably have been higher.

Gardiner and Whiting (1997) summarize appropriately: "There is no blueprint for success, but companies need to recognize and utilize the experience and expertise of their employees. In return, they must provide appropriate rewards and generate an environment of mutual trust and openness" (p. 41)

However, a study (Jamali et al., 2009) in a Lebanese context found that the integration of learning organizations' best practices in the Banking and IT sectors demonstrate the high performance or scores at the individual level (CL, DI) and global level (SL, SC), particularly for strategic leadership (SL). The weakness areas are at the organizational level (EP, ES), while the scores are moderate at the team or group level (TL). Their results are not in the same order as in this present study, except for the SL. Therefore, different interventions in different contexts lead to different improvements in each dimension.

In the literature, a few attempts have been made to connect specific strategies with particular learning organization dimensions without much success (Watkins & Kim, 2018). Human systems are inherently multicausal, and since intervention

research affects the relationship between the observer and the reality, it complexifies the determination of the connections between specific strategies and particular learning organization dimensions.

3) The scope of the positive impact of organizational coaching interventions (OCI) is correlated with customer experience performance.
Watkins and Marsick's (1993) learning organization model (Figure 5.17) stresses the importance of systems level continuous learning and the management of knowledge outcomes, which are assumed to lead to the improvement of an organization's performance and ultimately its value, as measured through both financial and non-financial intellectual capital (Marsick & Watkins, 1999). In the present study, the financial capital is not measured due to the difficulty in obtaining tangible results. Non-financial intellectual capital is measured through customer experience performance. The tacit knowing, the know-what and the know-how (Polanyi, 1966) acquired during the CEM coaching interventions, help employees to better create and manage knowledge that builds car dealers' customer experience intellectual capital over time. The research findings help confirm this expectation that coaching interventions have a significant positive influence on both KP and CEP.

The impact of CEM coaching interventions is also stronger with both knowledge performance ($d = 0.70$, 95% CI [0.46, 0.93]) and customer experience performance ($d = 0.68$, 95% CI [0.44, 0.92]) than with all seven dimensions of the LOC. This is quite a success for coached stores considering the investment and time for enrolling in the CEM coaching program.

The above results provide the empirical evidence that the CEM coaching interventions, which are always focused on customer experience enhancement as an

ultimate goal, produce the significant positive impact on CEP as targeted. The

coaching interventions at CDS car dealers cover a variety of coaching methodologies,

activities, tools and content as part of the CEM program worldwide. The customer

experience index (CEI) of each dealer is also monitored and discussed to determine

the areas in which improvements can be made. Action plans are created from the first

coaching visit and improved throughout the following visits to solve customer

experience problems. Some ad-hoc plans are immediately implemented to tackle

urgent issues related to customer complaints. Moreover, the coach prepares each car

dealer for passing the mystery shopping survey conducted anonymously twice a year

by CDS. The mystery shopping survey assesses to what extent the standard operating

procedure (SOP) of both sales advisors and service advisors are applied. The

assessment is performed by customers previously trained by the outsourcing

company, which is the leading global data and analytics company. To help car dealers

pass the mystery shopping survey, the coach uses role play activities with both sales

consultants (SC) and service advisors (SA) to ensure they meet the check-list criteria

as stipulated by the outsourcing company. Role playing for both SC and SA are also

encouraged to be applied daily or at least regularly to maintain the quality of the

service standards. The coach also does a random role play test with several SC and

SA before the mystery shopping audit months to ensure that the mystery shopping

criteria are achieved. Moreover, the coach collaborates with the CEM team leaders of

each car dealer to develop its own SOP workflow to match the mystery shopping

criteria in order to facilitate the role play for their staff. This workflow and consistent

role plays have proved to be quite efficient for raising the mystery shopping score for

each dealer. Also, this role play practice helps to increase the CEI score of the store during the mystery shopping months.

Moreover, the CEM coaching intervention program places the utmost importance on improved leadership and employee engagement in order to generate better customer experience. CDS believes that the more engaged the employees are, the better the customer experience will be. The owners and team leaders must listen to the feedback of their employees and improve themselves so that they can become better employers and team leaders. Therefore, the coach acts as a medium or liaison between the employees and the management (DP, VP, GM, and team leaders) to respond to the expectations of both parties.

As team leaders are also critical for the success of the customer experience enhancement action plan's implementation, CEM coaching interventions integrate activities focused on team leadership development. If the team leaders are motivated, they will implement the necessary changes to improve customer experience performance. The goals and targets of the action plans derived from coach-facilitated meetings then become organizational, team leaders', and employees' goals. Coach-facilitated meetings enhances employees' engagement within their teams and catalyzes higher levels of collaboration across the teams.

The CEM coaching interventions were applied through one-on-one coaching at the top management level, group coaching and team training at the managerial and operational levels. One-on-one coaching was used to improve each individual team leader. Group coaching was mainly used to help team members solve their organizational problems and to follow up on the implementation of the action plan. Team training was employed when there was a need to improve the know-how and

the skill set of the team leaders and supervisors. A very large toolbox of training contents, materials, and activities is provided by CDS Headquarters in the US. The coach selects the tools best adapted to the situations of the car dealers and the necessity for each car dealer to progress in particular dimensions. Examples of chosen tools are giving feedback, storytelling, customer experience journeys, understanding consumers by different generations, choosing trust, and communicating clearly. Beyond the toolbox provided by CDS, the coach sometimes proposed his own tools based on his expertise. Examples of such tools are human relationship principles, a variety of coaching techniques, design thinking, team collaboration, KPI settings, growth mindset, etc. Again, the nature of the coach's tools implemented depends on each dealer's needs. Special projects such as "happy workplace", customer service ideas challenge, customer delight campaigns and bright spots sharing (based on customer compliments) were created to improve both the employee engagement and customer experience.

The focus of the CEM coaching interventions was changed in 2019 from the employee engagement to enhancing customer experience culture. Previous leadership and employee engagement surveys were replaced by the customer experience surveys provided by the leading American customer and employee experience company. The new survey comprises six sections: 1) brand perception, 2) likelihood to recommend, 3) empowerment, 4) support from supervisors, 5) store communication and teamwork, and 6) customer centricity. The coach used the annual results of the survey to identify gaps for improvement, set goals and adjust the action plan with the team leaders. Moreover, CDS provided new training material and content such as living your values, empowerment, connecting through empathy, the power of customer emotions,

and leading behaviors for a customer experience culture of caring. The content of these new tools is aligned with the new survey, and they are grouped into three series: leadership series, culture series and team series.

Consequently, on top of the usual one-on-one coaching, group coaching and team training as in previous years, coaching interventions in 2019 firstly focused on creating the vision, mission, and values with each car dealer to match the new customer experience direction set by CDS Global. After working with the dealerships' owners, top management and team leaders, the vision, mission and values are finalized and ready to be rolled out. The series of campaigns and workshops are delivered to raise the awareness about the car dealer's vision, mission and values among the employees. Values workshop series were conducted to engage team leaders to think about the behaviors that match the new corporate values and the customer experience culture of caring. A company-wide workshop for all employees was conducted to kick-off the new vision, mission and values at each car dealer. This is in line with Watkins and Marsick's (1993) explanations: "The organization might communicate new values and visions. Hundreds of individuals make sense of those values and visions based on their unique view of the world. Yet members of organizations gradually begin to share meanings and create a common vision. They attend to cues and discuss them with others: How do key managers interpret values? Do they walk the talk? What actions are rewarded? Organizational learning is much more difficult to manage or even predict, yet it clearly occurs" (p. 11).

This present study confirms that the organizational learning towards enhancing customer experience is taking place at CDS car dealer's organizations. It is obvious that the CEM coaching interventions at CDS are following the proper steps.

These coaching interventions help foster better skill sets for team leaders, help increase team collaboration, and support the adoption of the culture of caring leading to better customer experience.

The results show that only 30% of the 184 respondents among the coached car dealers worked with the coach directly at least three times during the seven visits per year. Only 7% of those, the key team leaders, met the coach during every coaching visit (7 times/year). If the coach had more time to meet the car dealers more frequently and to work directly with the team leaders and more employees on a consistent basis, the impact of the coaching interventions on the customer experience as perceived by the employees would probably have been higher.

In addition, in this research, it was found that the impact of coaching interventions on CEP is partially mediated by the LOC, as per Figure 5.20. This supports the notion that building the learning organization culture in parallel with improving customer experience can help leverage the impact of coaching interventions on CEP significantly and sustainably. In fact, the indirect effect of LOC accounts for 57% of the improvement of CEP from coaching interventions ($B = .57$, $p < .001$), whereas the direct effect impact of coaching interventions on CEP is only 16% ($B = .16$, $p = .037$).

Figure 5.20

Research Model for Research Question 2
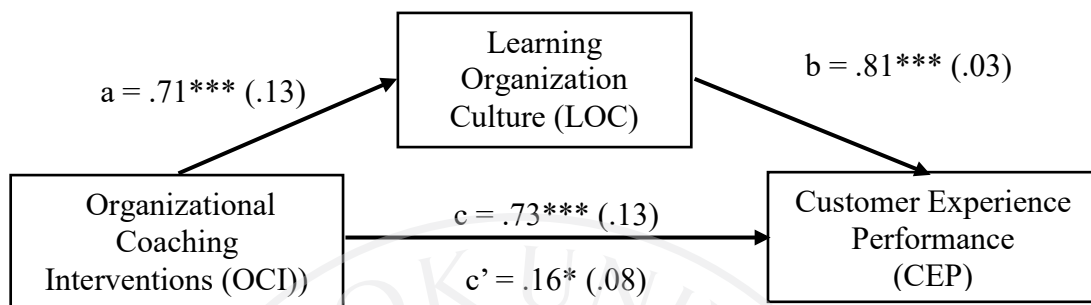
Note. * = p < .05, *** p < .001

Even though the main focus of the CEM coaching program is not on
improving the LOC, its variety of interventions and activities naturally help to
improve the LOC somewhat. Therefore, if future coaching interventions can extend
their focus and resources to the improvement of LOC, the impact of coaching
interventions on CEP will be significantly higher, especially when compared with the
non-coached stores. The next section will help describe the importance of LOC
improvement to the performance outcomes, not only for CEP but also for KP as well.

5.3.2 Relationship Between the Learning Organization Culture and 1) Knowledge

Performance and 2) Customer Experience Performance

1) The coaching interventions have a positive impact and show a significant
correlation between learning organization culture and both knowledge performance
and customer experience performance, as depicted by Figure 5.21.

Figure 5.21

Research Model for Research Question 3
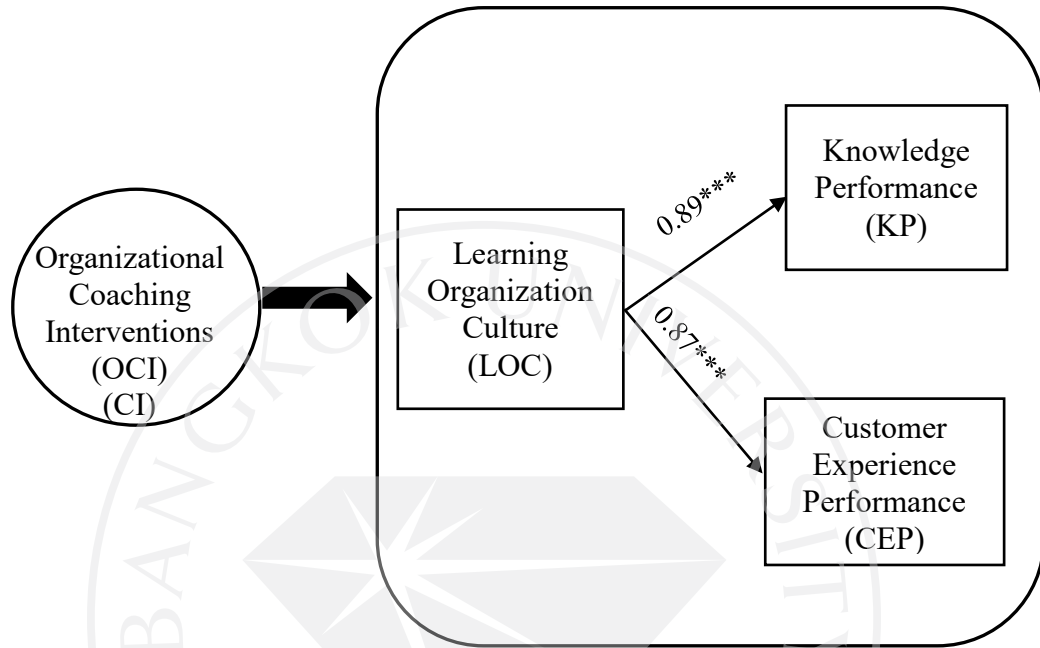
Note. *** = *p* < .001

Previous empirical results (Bhaskar & Mishra, 2017; McHargue, 2000; Power

& Waddle, 2004; Sheng et al., 2021; Song 2008) reported a positive correlation

between the learning organization culture and performance outcomes, especially for

knowledge performance (Kim & Marsick, 2013). The present study confirms this

positive correlation between the learning organization culture and knowledge

performance in the context of coached car dealers in Thailand. Moreover, the positive

correlation between the learning organization culture and customer experience

performance is hereby demonstrated.

The present study shows that the learning organization culture which underwent coaching interventions has a slightly higher correlation ($B = 0.89$, $p < .001$) with knowledge performance outcomes compared with that of the customer experience performance ($B = 0.86$, $p < .001$) as shown in Figure 5.21. For every one-unit increase in the LOC, the KP will increase by 0.86 units or 86%, and the CEP will increase by 0.83 units or 83%. If compared with the non-coached dealers, the LOC only accounts for 0.73 ($B = 0.73$, $p < .001$) for KP and 0.68 ($B = 0.68$, $p < .001$) for CEP. Therefore, the coaching interventions positively influence the performance outcomes for both KP and CEP via LOC; at 0.13 units or 13% higher for KP and 0.15 units or 15% higher for CEP than that of non-coached dealers, respectively. Consequently, the moderating analysis (Aguinis, 2004) of the interaction effect between the OCI and LOC on KP, and between the OCI and LOC on CEP were further statistically tested using regression to confirm this conclusion. The results show that there is a significant moderation between OCI and LOC on KP, R^2 change $= .005$, $p = .016$. Similarly, there is a significant moderation between OCI and LOC on CEP, R^2 change $= .007$, $p = .007$. The R^2 change difference also suggests that both the CEM coaching interventions and LOC impact CEP slightly more than KP. Therefore, the CEM coaching interventions function as a moderating variable and positively influence the relationships between LOC and both performance outcome variables, CEP and KP.

Knowledge performance, as defined by Marsick and Watkins (2003), is the enhancement of products and services quality following the learning and knowledge capacity improvement (lead indicators of intellectual capital) and is mostly related with internal factors. Especially in the context of car dealers, knowledge performance

relies heavily on organizational factors such as leadership, strategic vision, mission, values, budget, resource allocation, and time allocation, and is mostly impacted by the leadership (Koohang et al., 2017). Coaching interventions focus mainly on leadership, and the results show that they positively impact knowledge performance.

In contrast, the lower correlation between the LOC and CEP compared with that between LOC and KP can be connected with several elements. The improvement of the learning organization culture is internal and can be controlled by the organization. This improvement directly impacts knowledge performance, which should contribute to the improvement of the customer experience performance. However, customer experience performance is easily affected by external factors such as product defects, product quality, production delays, shortage of spare parts, and difficulty in the approval process of the bank to authorize a lease. These elements impact the quality of the customer experience, but they are external factors that are out of the control of the car dealers. Employees' dealers are aware of their negative impact on customer experience and even use them to justify customer dissatisfaction. The results show that these external factors impact the perception of the employees regarding customer experience performance.

Moreover, depending on which of the seven dimensions of the learning organization culture are mostly improved by the coaching interventions, the impact on customer experience will vary.

To better understand the relationships between each dimension of the learning organization culture and the knowledge performance and between each dimension of the learning organization culture and the customer experience performance, the

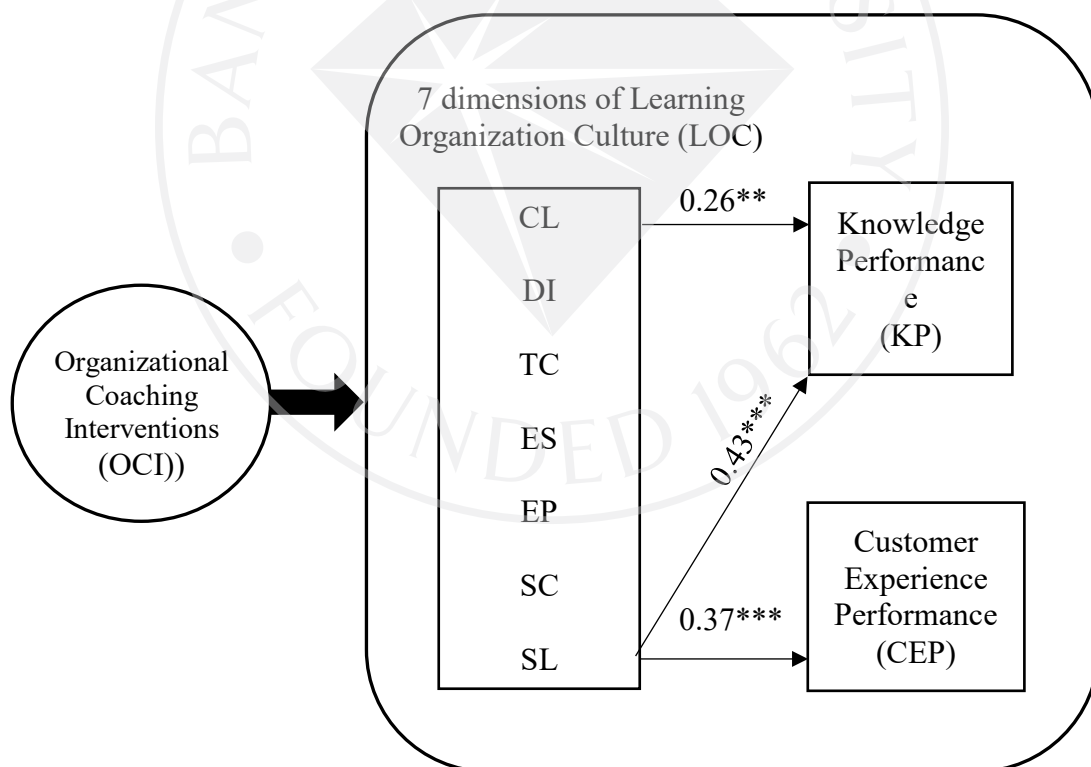connections between each dimension and KP and CEP were further investigated and led to the following conclusion.

2) Some dimensions of the learning organization culture have a significant correlation with knowledge performance and customer experience performance, as depicted in Figure 5.22.

Figure 5.22

Research Model for Research Question 4

Note. ** = *p* < *.01,* *** *p* < *.001*

Knowledge Performance

Based on the results of the testing of the hypotheses (Figure 5.22), the strategic leadership (SL) and continuous learning (CL) dimensions of the learning organization culture for car dealers which undergo CEM coaching interventions significantly accounted for knowledge performance (KP) improvement.

Based on the multivariate regression analysis, the impact of SL on KP is the highest at $B = 0.43$, $p < .001$, whereas the impact of CL on KP is the lowest at $B = 0.26$, $p = .002$.

For every one-unit increase in the SL dimension, the KP will increase by 0.43 units. For every one-unit increase in the CL dimension, the KP will increase by 0.26 units. Therefore, if the CEM coaching interventions can improve both SL and CL by 1 point, the KP scores can be improved by 0.69 points, or a 69% increase.

Customer Experience Performance

Based on the multivariate regression analysis, the impact of SL on CEP is the second highest at $B = 0.37$, $p < .001$ behind the impact of SL on KP. This result is similar to the higher correlation between LOC and KP than between LOC and CEP mentioned in the previous section.

For every one-unit increase in the SL dimension, the CEP will increase by 0.37 units. Therefore, the CEM coaching interventions will be more effective at enhancing customer experience if they are aimed at improving both SL and the CEP in parallel.

KP and CEP

The strategic leadership (SL) dimension of the learning organization culture appears to be critical for the improvement of both knowledge performance and customer experience performance. Birasnav's (2014) research also indicated that "transformational leadership has strong and positive effects on KM process and organizational performance" in the service industry (p. 1622). Therefore, in order to improve the performance of the learning organization culture of CDS car dealers, a focus on the strategic leadership (SL) aspect of the learning organization culture is required. According to the DLOQ survey, the SL dimension covers 1) leadership's ability in coaching and mentoring their team, 2) a continuous learning mindset, and 3) actions alignment with the organization's values. Providing the current CEM coaching interventions focusing on leadership development is the right approach. However, the continuity of leadership development in these three aspects is important and critical to organizational performance enhancement in the long term.

The continuous learning (CL) dimension significantly impacts only the KP, not the CEP. Since knowledge performance is mainly related to internal factors such as skills development and the hiring of better skilled staff, implementation of adapted organizational routines, and the launching of new service initiatives, improving the continuous learning dimension will impact KP directly. Customers are external to the organization and the impact of the continuous learning dimension on their experience is indirect and goes through the improvement of the behavior of the employees. Therefore, the insignificant CL impact on CEP is understandable.

5.3.3 Discussion Summary

The objectives of the coaching interventions at CDS car dealers are focused on improving customer experience performance. To achieve such a goal, team leaders are trained, front-line staff are empowered, employees' engagement is improved, and the creation of a better workflow system is supported. The CEM coaching program is a standardized program with some room for customization. While most of the training activities delivered at all car dealers are the same, some of them are adapted to the specific needs of particular car dealers. Therefore, the coaching interventions provided at each car dealer are not entirely the same, leading to results of different magnitude. The customization of the coaching interventions is necessary because of the structural and managerial particularities of each dealer, such as the organizational chart, the size of the organization, the organizational culture, the company's policies, the team leaders' commitment, sales targets, etc.

The research findings confirm that CEM coaching interventions at CDS car dealers produce a significant impact on the improvement of all dimensions of the learning organization culture at the dimensional level and on customer experience performance. Thus, the return on investment of the CEM coaching interventions at CDS car dealers is empirically measurable and justified.

The research findings also show that CEM coaching interventions at CDS car dealers have the highest impact at the global level (SL, SC) and the team level (TL), followed by the organizational level (ES, EP) and the individual level (DI, CL) of the LOC. However, the CEM coaching interventions at CDS car dealers have a higher impact on performance outcomes than each of the seven dimensions of the LOC. The impact of coaching interventions on knowledge performance is slightly higher than

that on the customer experience performance due to the more internally-related factors that can be controlled and managed, such as the number of new products or services launched and the percentage of skilled workers.

These research findings support the researcher's expectations that the CEM coaching interventions benefit both the customer experience performance and the learning organization culture at the dimensional level, and the learning organization culture does mediate the impact of coaching interventions on both knowledge performance and customer experience performance even though it partially mediates. They also confirm the strong positive connections between the learning organization culture and knowledge performance (Davis & Daley, 2008; Ellinger et al., 2002; Kim et al., 2017; Lien et al., 2006; McHargue, 2003) as well as between the learning organization culture and the customer experience performance (Islam et al., 2014; Maleki, 2016; Pantouvakis & Bouranta, 2013).

Although there is a significant positive influence of the seven dimensions of the learning organization culture as a whole on both the knowledge performance and the customer experience performance (RQ3: H10–H11), not all of the seven dimensions of the learning organization culture of the dealers which undergoes coaching interventions significantly contribute to the improvement of both performance outcomes (RQ4: H12–H25). Primarily, two dimensions of the learning organization culture significantly contribute to the performance outcomes of the car dealers: 1) continuous learning significantly impacts KP, and 2) strategic leadership significantly impacts both KP and CEP. This conclusion can be linked to Yang et al.'s (2004) nomological network framework based on Watkins and Marsick's (1993) learning organization model, as shown in Figure 5.23, for further discussion.

Figure 5.23

The Nomological Network of the Dimensions of Learning Organization Culture and

Performance Outcomes
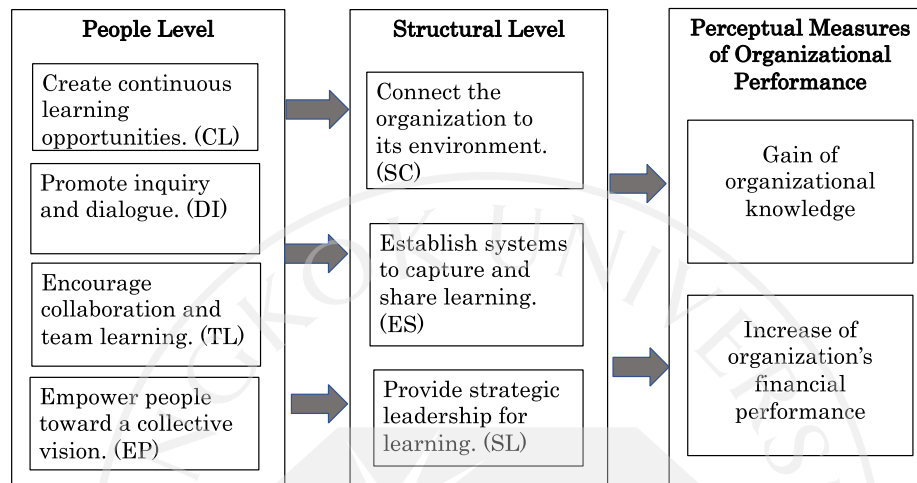
Note. Adjusted from "The Construct of the Learning Organizations: Dimensions,

Measurement and Validation," by B. Yang, K.E. Watkins, and V.J. Marsick, 2004,

Human Resource Development Quarterly, 15(1), p. 31. The financial performance is

replaced with customer experience performance for this study.

From this nomological network in Figure 5.23, the seven dimensions of the

learning organization can be categorized under two components: structural level and

people level. "The first component represents the people who make up an

organization, and the second component represents the structures and culture created

by the organization's social institution" (Yang et al., 2004, p. 40). It was also

explained by Yang et al. (2004) that the organization needs to work with people at the

individual and group levels first. Empowerment of the people is necessary for them to

take learning initiatives. "In other words, individuals learn first as individuals, but as they join together in organizational change, they learn as clusters, teams, networks, and increasingly larger units" (Watkins & Marsick, 1996, p. 4).

Similarly, the research results from Yang et al. (2004) demonstrated that individual and team level learning activities (CL, DI, TL and EP) have significant indirect effects on organizational outcomes. Moreover, they revealed that the organizational and global levels (ES, SC and SL) act as variables mediating the relationship between individual learning activities and organizational outcomes.

However, the results of the present study show that at the structural level (Figure 5.23), strategic leadership (SL) dimension significantly impact knowledge performance and customer experience performance (Table 5.5). At the people level (Figure 5.23), the continuous learning (CL) dimension impacts knowledge performance (Table 5.5). The results of this study contrast with Yang et al.'s (2004) research findings. However, different statistical tools were used, and this difference must be taken into consideration when comparing the results. Yang et al. (2004) used structural equation modeling (SEM), while this present study employed multivariate multiple regression analysis (MMRA).

Table 5.5

The Impact of Learning Organization Culture on Performance Outcomes

Component levels	Dimensions of learning organization culture	Organizational performance	Beta coefficient
People	CL	KP	$B = 0.26, p = .002$
Structural	SL	KP	$B = 0.43, p < .001$
	SL	CEP	$B = 0.37, p < .001$

Note.: Results of the present study using Yang et al.'s 2004 framework.

Using Yang et al.'s (2004) framework to analyze the current study's results shows that the CEM coaching interventions have more impact at the structural level than at the people level (Table 5.5). This reflects the nature of the CEM coaching interventions program, which targets the executive and managerial levels. The significant impacts of the SL dimension on both customer experience performance and knowledge performance as a result of the CEM coaching interventions are proven.

Therefore, the lack of focus of the CEM coaching program on the individual scale constitutes a limitation. The empirical results of these previous studies suggest that the CEM coaching program should be adjusted in order to also work on empowering individual learning processes.

Moreover, several additional limitations of the CEM program must be noted here. The initial goal of CDS's CEM coaching interventions program was not the improvement of the learning organization culture but the improvement of the

customer experience performance of its car dealers in Thailand. Consequently, through their successive annual surveys, CDS identified Thai car dealers' weaknesses and adjusted the focus of the content of the CEM program to overcome them. After several years of content adjustments, the CEM program involuntarily contributed to reinforcing most of the critical dimensions of the learning organization culture. Nonetheless, some dimensions remain to be empowered for the CEM program to completely cover all the aspects of the learning organizational culture.

Since the number of coaching visits is limited to seven per year, the intervention capacity of the coach who must focus his actions on critical points is also limited. This leads to a lack of focus of the CEM coaching interventions at the individual level, except for the DP and key managers. Therefore, at the operational level, only a segment of the employees participate in the coaching interventions, which reduces the influence of the coaching program on the development of learning capacities at the individual level and therefore reduces its impact on the people side. Consequently, at the individual level, the impact of CL is not significant enough to improve customer experience performance. In addition, still at the individual level, TL does not significantly impact customer experience performance although many team activities were delivered, and team coaching efforts were invested. Nevertheless, the coaching interventions supporting the improvement of the TL dimension impacts SL and contributes to a significant improvement in customer experience performance. This connection is possible since all four dimensions at the people level are correlated with each other (Yang et al., 2004). Therefore, these empirical results suggest that the CEM coaching program should be adjusted in order to also work at empowering individual learning processes. As a recommendation, additional coaching visits and

activities targeting the weakest dimensions at the people level would help to create

reinforcement of the impact of the people level on the structural level and would also

support organizational performance improvement.

Moreover, the partial customization of the CEM coaching interventions

program at each car dealer affects the extent of its impact on both the learning

organization culture and performance outcomes. Also, since the learning organization

culture partially mediates the impact of coaching interventions on customer

experience performance, the different impacts for each dealer are as expected. Since

SL is the only dimension that significantly impacts the CEP, dealers with higher SL

scores produce higher CEP scores. These variations are confirmed at the dimensional

level of LOC for each coached car dealer, as shown in Figure 5.24.

Figure 5.24

Coaching Interventions Impacts on the Learning Organization Culture at the

Dimensional Level and the Customer Experience Performance Among the Coached
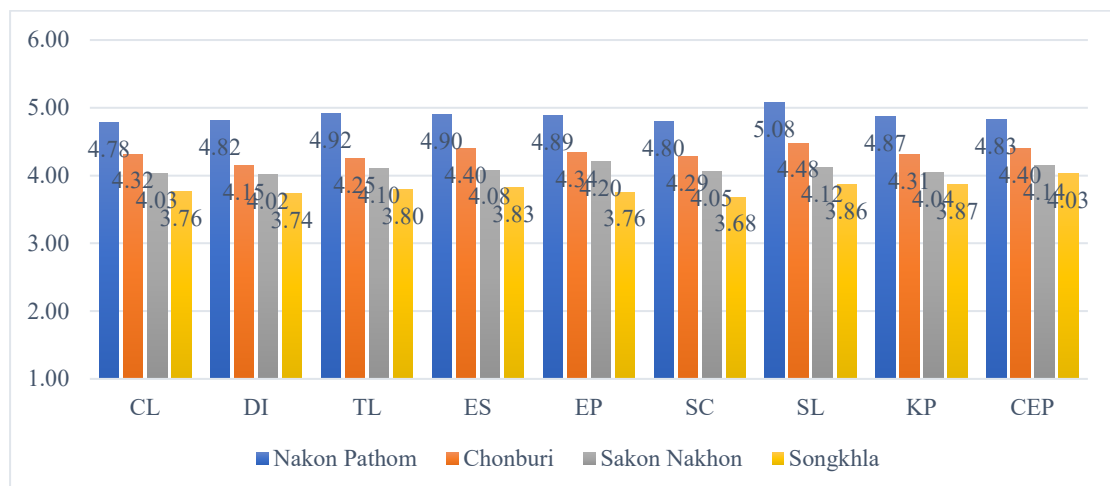
Dealers

As mentioned, each car dealer has improved its learning organization culture and customer experience performance in different scales based on the customized coaching interventions. The Chonburi store performs the best in all dimensions of learning organization culture and customer experience, followed by Sakon Nakhon, Nakhon Pathom and Songkhla. The strategic leadership dimension still has the highest results when compared with other dimensions, except for Nakhon Pathom, where it is ranked second after the empowerment dimension.

Besides the partial customization of the CEM coaching interventions program, many other factors could explain the differences in scores among the coached dealers. Nevertheless, the results obtained are consistent with the CDS performance indicators based on their annual surveys, such as the employee engagement index, customer experience index (CEI) and mystery shopping assessment. For example, the Songkhla dealer has the lowest DLOQ scores when compared to other coached dealers. This is not a surprise as they also did not perform well in the employee engagement survey, customer experience survey, and mystery shopping survey. Their current management team is comprised of the second generation of a family-owned business, which is very conservative. The modern business management style of the current DP is in sharp contrast with the traditional management style of his parents. This huge contrast affects the morale, the willingness and the ability to change of their long-serving employees.

Last but not least, since the CEM program is not mandatory, car dealers participate in the CEM program voluntarily. This choice reflects a car dealer's strategic orientations toward learning and improving their performance. It is obvious that such organizations started to change before the CEM program. Since the DLOQ

had not been applied at the four selected car dealers before the application of the CEM coaching interventions program, it is not possible to determine what part of the scores obtained with the DLOQ are due to the CEM coaching interventions program itself and what part are the consequence of the organizational change implemented before the start of the CEM coaching interventions program.

5.4 Conclusions

This present research seeks to investigate the impact of coaching interventions on learning organization culture and customer experience performance using the modified DLOQ to compare the results between the coached dealers and non-coached dealers. The relationships between the learning organization culture (as one dimension and as seven dimensions) and two performance indicators (knowledge performance and customer experience performance) are explored. This leads to four main research questions and 25 hypotheses testing accordingly. Fourteen hypotheses were validated, which include all eight hypotheses under RQ1 (H1–H8), one hypothesis for RQ2 (H9), two hypotheses under RQ3 (H10–H11) and three out of 15 hypotheses under RQ3 (H12, H24, and H25). These hypotheses validation confirms that the CEM coaching interventions significantly impact all seven dimensions of learning organization culture and customer experience performance. The impact of coaching interventions on customer experience performance is partially mediated by the learning organization culture. Also, a significant positive correlation between the learning organization culture and both knowledge performance and customer experience performance were found. However, only two dimensions (SL, CL) have a significant impact on organizational performance.

The findings of this study reveal implications for both practitioners and researchers in related fields. The academic and practical implications are presented in the following sections.

5.4.1 Academic Implications

The present research confirms that the CEM coaching interventions program have a positive and significative impact on customer experience performance and on each dimension of the learning organization culture. The partial mediating effect of the learning organization culture of the impact of coaching interventions on customer experience performance was also found. This also validates the current dimensionality of the theoretical framework of the learning organization proposed by Watkins and Marsick (1993, 1996). Moreover, it validates Watkins and Marsick's (1993) conceptual framework and extends it by adding the relationship between the learning organization culture and customer experience performance.

The structural level (SL) of the learning organization culture significantly contributes to both knowledge performance and customer experience performance more than the people level (CL) of the learning organization culture, which contributes only to knowledge performance. The strategic leadership dimension is a critical driver to improve the customer experience performance and is the highest contributor to the knowledge performance improvement, followed by the continuous learning dimension.

Therefore, since the existing CEM coaching interventions at CDS dealers focus on 1) strategic leadership, 2) continuous learning, and 3) customer experience performance, it shows a significant contribution to the car dealers' performance both in terms of knowledge and customer experience performance.

Existing literature only demonstrated the significative impact of the learning organization culture as a whole in enhancing the customer experience performance (Islam et al., 2014; Maleki, 2016; Pantouvakis & Bouranta, 2013). This study is therefore the first to identify a connection between the learning organization culture and customer experience performance at the dimensional level of the learning organization culture's model. Findings show that the strategic leadership dimension impact on customer experience performance is not random.

These results add empirical evidences that the strategic leadership dimension is the most pivotal dimension for creating learning cultures that generate learning organizations (Ellinger & Ellinger, 2021). The strategic leadership dimension ranks first across different cultures and different industries as displayed in Table 5.4 (Watkins & Kim, 2018). These previous evidences reinforce the validity of the present results obtained.

5.4.2 Practical Implications

These results present the practical implications for car dealers and coaches, as they should decrease the skepticism often observed regarding the efficiency of coaching interventions due to following reasons.

First, CDS car dealers who volunteered to enroll in the CEM coaching interventions program outperform the CDS car dealers who did not in customer experience performance and in the seven dimensions of the learning organization culture. Therefore, the results obtained demonstrate that the return on investment of the CEM coaching interventions program at CDS car dealers in Thailand is empirically significant and not due to aleatory phenomena. The importance of this significative difference between coached car dealers and non-coached car dealers

justifies the investment for the car dealers and CDS, who organized the CEM

program.

Second, the impact of coaching interventions on customer experience

performance is partially mediated by the learning organization culture. The indirect

effect of the learning organization culture also accounts for 41% more variance to the

customer experience performance than the direct impact of coaching interventions on

customer experience performance. The results confirms that although the CEM

coaching interventions do not focus on improving the learning organization culture as

the ultimate goal, the majority of its positive impact on customer experience

performance goes through the improvement of the learning organization culture.

Therefore, Thai car dealer managers should focus on improving the learning

organization culture when it comes to improve customer experience performance.

Third, the implementation of the CEM coaching interventions program at the

studied car dealers significantly contribute to the improvement of their learning

organization cultures, which ultimately leads to the improvement of their knowledge

performance and customer experience performance. The moderating effect of the

CEM coaching interventions on the relationships between the learning organization

culture on both performance outcomes was found, which helps to confirm the positive

relationships among these constructs. Therefore, coaching interventions are efficient

in implementing a learning organization culture in order to improve customer

experience performance.

Moreover, learning organization culture improvement statistically has a

slightly higher correlation with knowledge performance improvement compared with

customer experience performance improvement. This is due to the fact that customer

experience performance is easily affected by external factors, which are out of the control of car dealers. In contrast, knowledge performance relies heavily on internal factors that are more controllable for the car dealers. Thus, the more the learning organization culture is reinforced, the more knowledge performance is improved. However, knowledge performance and customer experience performance are highly correlated. Consequently, the better the knowledge performance is, the better the customer experience performance will be. This correlation is often ignored by Thai car dealer managers but should be taken into account to improve customer experience performance CEP.

Fourth, the learning organization culture as a whole significantly contributes to the performance outcomes of knowledge and customer experience performance (as tested in RQ3). However, not all dimensions of the learning organization culture significantly contribute to knowledge performance and customer experience performance. Strategic leadership is the most important dimension that significantly impacts both knowledge performance and customer experience performance. The present research findings confirm the clear linkage between leadership and customer experience (Mihardjo et al., 2019; Ugboro & Obeng, 2000). The focus of the CEM coaching interventions program on executive and team leadership improvement and on critical employees' involvement at CDS car dealers supports the progress of the strategic leadership toward a stronger learning organization culture. This leadership-oriented approach has led to significant performance improvement especially on customer experience performance as targeted and as planned. However, past studies (Kontoghiorghes et al., 2005; Weldy, 2009) show that the involvement of operational employees in training also significantly and positively impacts the development of a

learning organization culture. Since the CEM program involved only critical employees at the operational level, it is not possible to confirm this result. It would be interesting to test again the connections between the CEM coaching intervention program, the seven dimension of the learning organization culture, knowledge performance and customer experience performance in a context where operational employees have been largely involved in order to measure the differences observed.

Fifth, the CEM coaching interventions program affects how the DP and CEM team leaders are more effectively coaching and mentoring their teams as reflected by the significative improvement of the strategic leadership dimension of the learning organization culture. Moreover, the continuous learning dimension (people level) has a strong correlation with the strategic leadership dimension (structural level) ($r(300) = .841, p < .001$). Although the continuous learning dimension in this study was not found to have a significant impact on customer experience performance, learning takes place collectively at all levels in the organization: individual, groups and teams, the organization itself, the network of customers and suppliers, and other societal groups (Watkins & Marsick, 1993). The fact that 1) the CEM coaching interventions program significantly impact both the continuous learning and the strategic leadership dimensions, 2) continuous learning and strategic leadership are strongly correlated and 3) strategic leadership significantly impacts customer performance, suggest that the improvement of the employees learning processes (people level) contributes to reinforcement of strategic leadership (structural level), which supports customer experience performance improvement.

Moreover, during the CEM coaching intervention program, team leaders are also exposed to more opportunities to learn. The more the team leaders learn, the

more their employees are empowered by them and the better the collaboration between the team members to solve their problems is improved. This leads to a significant impact of the continuous learning dimension on knowledge performance, which is also highly correlated with customer experience performance ($r(300) = .922$, $p < .001$). Simultaneously, knowledge performance improvement also reflects the progress of the learning organization culture in the organization. As a result, continuous learning improvement leads to knowledge performance improvement and subsequently, can be assumed to improve customer experience performance. Further investigation on this connection will help to confirm this conclusion.

Sixth, only the strategic leadership dimension significantly impacts customer experience performance. However, it is challenging to separate the impacts of the other six dimensions due to the high level of intercorrelations among the seven dimensions of learning organization culture. Since coaching interventions cannot support the improvement of the seven dimensions all at once, effective coaching interventions implies the targeting and prioritization of its actions, efforts and time spent on what truly matters the most for each car dealer. The present results suggest that strategic leadership constitutes the most pivotal dimension to focus on, in order to enhance the learning organization culture, build a continuous learning atmosphere, and improve the customer experience performance. Therefore, the owners and leaders of car dealers and the coach should focus on customizing their own coaching interventions to help their managers to improve their coaching and mentoring skills in order to improve their team members' competencies.

In short, the effectiveness of CEM coaching interventions program at CDS car dealers is confirmed as they have a significant and positive influence on both the

learning organization culture and the customer experience performance. Hence, it is worth investing time and resources in this program for all CDS car dealers in Thailand. Even though the results of this study cannot be generalized to all industries, it can somewhat be applied or used as a reference to certain industries who operate in a similar ecosystem as car dealers such as motorcycle or truck dealers, or real estate agencies. These companies are facing similar challenges regarding the development of their learning processes to improve their customer experience performance and retain their customers. Therefore, the similar coaching intervention strategies applied for car dealers to improve customer experience performance could be extended to these types of companies.

5.5 Recommendation for Further Application

Four major recommendations are addressed in this section. First, this present study confirms the usefulness of the DLOQ to measure the level of learning organization culture achieved by an organization. The answers provided for the seven dimensions (21 questions) of the DLOQ can be evaluated and help propose specific recommendations for future improvements for each organization.

To complete the data collected in the present study, the inclusion of a pre-test before the start of the CEM coaching interventions program would allow for the measurement of the evolution of the DLOQ scores to evaluate how learning organization culture and organizational performance are progressing. The comparison of the DLOQ scores obtained using pre- and post-tests would allow for improved evaluation of the situation of each car dealer before the implementation of the coaching and would allow coaches to better distinguish the impact of the initial organizational culture from the impact of the coaching interventions. More than two

measurements of the DLOQ scores along the years of implementation of the CEM coaching interventions program would provide a more accurate analysis of the evolution of the DLOQ scores, but a higher frequency of data collection would also be an additional burden for the employees.

The tracking of the DLOQ at the dimensional level can further be used to monitor which dimensions are critical for each car dealer. The identification of critical dimensions for each organization, such as strategic leadership or other concerned dimensions, may be different. This identification will allow for improvement of the focus on the right coaching activities for particular organizations. The organizational coaching interventions can then be customized to improve these dimensions. The DLOQ can be used to track the progress on a periodic basis, such as yearly or every six months, until each organization reaches its goals or a satisfactory level.

Moreover, the DLOQ scores under each dimension can be used to compare the progress of the learning organization culture between the departments of each organization. This analysis would help the owners or management leaders to 1) identify the nature of the challenges, 2) locate where these challenges are, and 3) deploy adapted activities and tools to solve them. This comparison of the DLOQ scores between departments at the dimensional level would also help the coaches to empower the content of their interventions by focusing on the most critical challenges in each organization. This focus would increase the coaching efficiency and increase its value to the coached organizations.

Second, the strategic leadership dimension is the only dimension that has a significant positive influence on both knowledge performance and customer experience performance. Recent results published by Kim and Watkins (2018) show

that one question under the strategic leadership dimension in the DLOQ is the most highly correlated with performance: "In my organization, leaders mentor and coach those they lead." This result is aligned with the results of the present study. Therefore, coaching activities targeting strategic leadership appear to always be important. In other words, supporting the development of the managerial skills of the team leaders through coaching activities is constantly necessary. However, the depth of the focus of these activities would depend on the initial context and situation of each organization. All leaders, managers and supervisors should also know how to coach their team more effectively. Leadership coaching in one-on-one coaching activities targeting team leaders is not sufficient. The coaches must ensure that the team leaders are equipped with the right coaching skills and that they allocate enough time to coach their team. Empirical evidences show that managerial coaching have a direct impact on employee performance (Hahn, 2016; Raza et al., 2017; Zemke, 1996). Therefore, the team leaders must also be committed and accountable for their team development both at a team level and at the individual level. Their coaching skills should be continually upgraded and updated so that they can support the development of these coaching skills among their team members. The coaching culture must also be built together with the learning culture as a long-term strategy. As a result, coaching interventions can play an important role in helping the organization become a learning organization that is conducive to producing superior organizational performance.

Third, the present study's findings suggest that coaching interventions are useful and effective to improve both the learning organization culture and organizational performance. Therefore, dealership owners and management leaders of car dealers or SMEs owners must firstly put coaching interventions at the center of

their people and organizational development strategy. Consequently, enough resources must be allocated, prioritized and secured for implementing coaching interventions on a continual basis in order to build their learning organization culture on a long-term basis. The interaction effect between coaching interventions and learning organization culture can also help to produce superior organizational performance as confirmed by their moderating effect. Furthermore, the coaching interventions should aim at empowering the dealership owners or management leaders to become internal coaches so that they can empower their team more effectively. This approach is more sustainable as the organization can continue to apply the activities proposed during the coaching interventions by themselves without relying on a professional coach.

Fourth, in order to implement the above recommendations successfully, leaders and the human resource department need to work together as described by Marsick (2013). "[Human resource and organization development] (HROD) roles have evolved from designers of discrete activities and training events to cocreators of learning systems and a culture focused on learning to transform. HROD has partnered with leaders to put such systems into effect. Leaders shape learning climate and provide resources; they coach, model, set rules, and monitor performance. Together, leaders and HROD build learning cultures. The DLOQ can help them do so in ways that best suit their businesses, markets, talent profiles, and work-style preferences" (Marsick, 2013, p. 129).

Empirical evidences also show that the length of the coaching interventions affects the depth of its impact on the learning organization culture and on the organizational performance (Kim & Marsick, 2013). Three years of coaching

interventions are more impactful compared to one or two years (Kim & Marsick, 2013). The implementation of coaching activities over a longer period helps to maintain the development of a learning organization culture despite employee turnover. Employees come and go. However, the learning organization culture progresses and new employees arriving are trained to support its development. Since learning organization culture is also a mediating variable, it is critical that the organizational leaders and HROD support the continuous development of the learning organization culture through coaching interventions so that the level of customer experience performance is not affected by the turnover.

5.6 Recommendations for Further Research

The present study's findings confirm the positive influence of coaching interventions on the learning organization culture and on customer experience performance. Specific dimensions of the learning organization culture correlate with the organizational performance. However, the quantitative nature of the present study does not help understand the reasons that some dimensions do not correlate with customer experience performance. Therefore, a qualitative analysis using interviews would complement the present study and help better understand why some dimensions correlate while others do not.

Moreover, for improved insights into the ways that the variables included in the applied framework are connected and to identify potentially missing variables, an explorative structural equation modelling (SEM) approach could be applied. This analysis would allow researchers to identify causal relationships between variables.

For example, the impact of organizational coaching interventions varies due to various factors such as the dealer's commitment, the coach's expertise, the speed of

change of the business environment, employees' level of commitment, the automotive

company's policies and incentive schemes, product defects, etc. Explorative SEM

would allow for the connection of some of these variables to the current framework

applied and to measure the extent of their impact on the development of a learning

organization culture and on organizational performance.

In addition, it would be useful to further explore the mediating role of the

learning organization culture between the coaching interventions and customer

experience performance at the dimension level. The moderating role of the coaching

interventions between the relationships of the learning organization culture at the

dimensional level and organization performance should also be investigated. The

findings of these proposed future researches may shed more light on the importance

of the coaching interventions at the individual, team, organizational, and global levels,

which could help organizations become learning organizations.

Furthermore, leadership has long been positioned as an "integral aspect of the

vision and journey of becoming a learning organization" in existing and newly

proposed frameworks (Antonacopoulou et al., 2019, p. 313). Therefore, further

examination of specific types of interventions focusing on leadership would be

welcome. Ellinger and Ellinger (2021) also propose that future research about the

discreet facets of managerial coaching in learning organization contexts should be

investigated. The challenge of "future directions for learning organization research

include a search for the elusive interventions that would create a learning

organization" remains (Watkins & Kim, 2018, p. 22).

Moreover, it would be interesting to test again the connections between the

CEM coaching intervention program, the seven dimension of the learning

organization culture, knowledge performance and customer experience performance in a context where operational employees have been largely involved in order to measure the differences observed.

Finally, further exploration of the possibility of the structural level dimensions (ES, SC, SL) of the learning organization culture functioning as a mediating variable between continuous learning and customer experience would be useful.

5.7 Limitations

The quantitative survey methodology adopted in this research presents several limitations, such as the reliability of the data depending on the quality of answers and on the survey's structure and the rigidity of the structure (Queirós et al., 2017). Some limitations of this study are addressed as follows, which can be used to improve the future research.

1. Alternatively, the comparison of the impact of the CEM coaching interventions before and after the coaching interventions for the same dealers could indicate the real impact of the applied CEM coaching interventions. Since the DLOQ had not been applied at the coached dealers prior to their participation in the CEM coaching program, it is difficult to determine to what extent the CEM coaching interventions have contributed to the DLOQ scores and to what extent their DLOQ scores are a result of other interventions.

2. Samples are not of equal size for the independent samples t-test between coached dealers (184) and non-coached dealers (116). Equal numbers in the size of the samples between the control group and the coached group might be more reliable and desirable. However, since the sample size for the present study is sufficiently

large; more than 30 samples (Kar & Ramalingam, 2013), the sample size inequality should not have a significant impact on the results.

3. There are no controlling samples demographically. Demographic representation can affect the research findings to a certain degree, especially in terms of customer experience performance. For example, the back office staff might not be aware of the customer experience situation compared with the front line staff. Their answers might not reflect the current situation of the car dealers. Therefore, a control sample method might help improve the reliability of the study on the perceived performance outcome by the respondents.

4. The non-coached dealers are not an ideal control group. These dealers have received some forms of organizational interventions from CDS in different customer experience programs. Consequently, their learning organization cultures might have been improved by those interventions. Therefore, the impact of coaching interventions between coached dealers and non-coached dealers might be affected by this factor.

4. The performance statement of the DLOQ is evaluated at a given point in time. Considering that the survey period of January 2021 was during the COVID-19 pandemic, this might affect how the respondents view their current organization performance for both knowledge performance and customer experience performance compared to those of the previous year. If we had surveyed the performance statement in January 2020, the answers might be different.

5. Moreover, the DLOQ measures the perception of the employees regarding the customer experience performance. Thus, these data are not the objective or real data from customers. Alternatively, a direct survey of customers about their

experience might also be useful to the results. The customer experience performance may be different if the data is obtained directly from customers.

6. There are potential biases from the participants. Usually, respondents rate their dealer's organizational performance related to their roles better than the actual or real performance. The sales consultants tentatively rate the "customer experience performance for sales" questions (CEP1–CEP4) higher than the "customer experience performance for service" questions (CEP5–CEP8). On the contrary, the service advisors or employees under service departments are inclined to rate vice versa; CEP5–CEP8 > CEP1–CEP4. In other words, depending on their position within the organization, the employees will not rate the same questions in the same way. Therefore, a good representation of the employees of each department in the sample is important.

Furthermore, even though the research was done anonymously, the feeling of uncertainty (fear of the lack of confidentialty of the answers) for some respondents might exist, which can affect how they respond to the questionnaire.

7. The present study utilizes the independent samples t-test and multivariate regression as the main research tools. However, each statistical test has its own strong points and limitations. The high correlation found within each dimension of learning organization cultures at > .800 may affect the regression analysis of the antecedent or predictor variables. Also, the high correlation with knowledge performance and customer experience performance at .922 can present another challenge in regression analysis from the outcome or dependent variables perspective. Therefore, complementary statistical tools might provide interesting insights. One such tool is

path analysis for comparing different models to determine which one best fits the data.

8. There is only one US car company in Thailand under the present study. Brand differences and cultural differences can affect the research findings. Expanding the scope of the study to other automobile brands or other types of organizational cultures might help reconfirm the findings.

9. The CEM coaching interventions at CDS are designed to improve customer experience performance. The program is also customized for each car dealer in order to match their market conditions and requirements. However, different coaching interventions or other best practices of learning organizations can lead to different results.
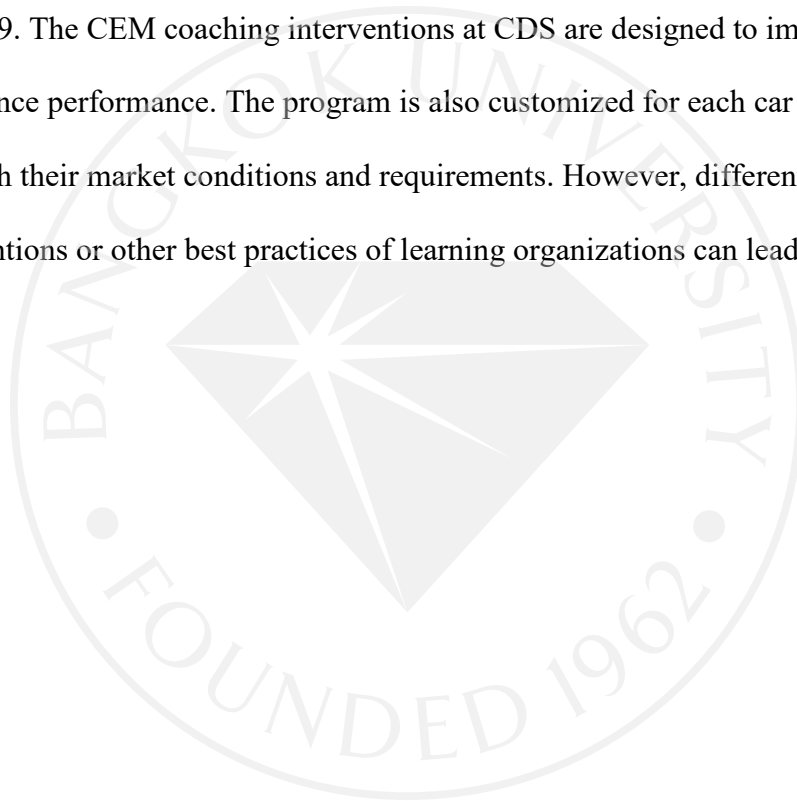
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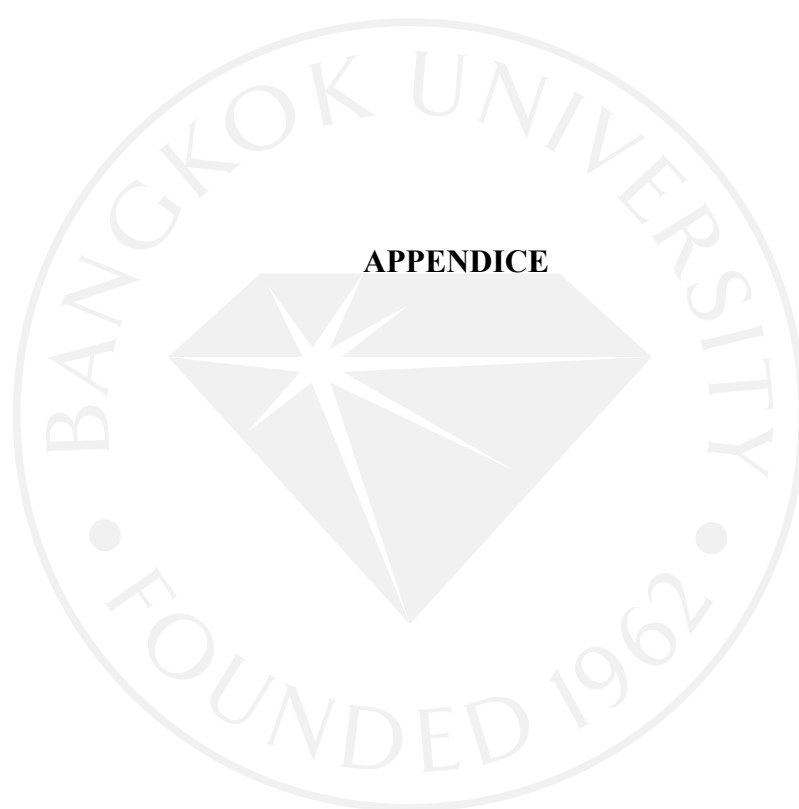
APPENDICE

Appendix A

The Adapted Version of the DLOQ Self-Scoring Instrument

The objective of this questionnaire is to inquire about your opinions on the characteristics of the organization that you are working for. You can evaluate based on the facts you have observed regarding the current situation as you see fit. There are no right or wrong answers.

PART I: General Characteristics of Your Organization

Please read each statement below about the characteristics of your organization and determine the grading degree from the least to the most. Score a statement that rarely or never occurs at one [1], and score a statement that is almost always true at six [6].

Example

In this example, if you believe that the leaders of your organization often look for opportunities to learn, you might score this as a four [4] by choosing the 4 on the answer sheet provided.

Question	Almost Never				Almost Always	
In my organization, leaders continually look for opportunities to learn.	1	2	3	4	5	6

Question	Almost Never				Almost Always	
	1	2	3	4	5	6

1. In my organization, people help each other learn.

2. In my organization, people are given time to support learning.

3. In my organization, people are rewarded for learning.

4. In my organization, people give open and honest feedback to each other.

5. In my organization, whenever people state their view, they also ask what others think.

6. In my organization, people spend time building trust with each other.

7. In my organization, teams/groups have the freedom to adapt their goals as needed.

8. In my organization, teams/groups revise their thinking as a result of group discussions or information collected.

9. In my organization, teams/groups are confident that the organization will act on their recommendations.

10. My organization creates systems to measure gaps between current and expected performance.

11. My organization makes its lessons learned available to all employees.

12. My organization measures the results of the time and resources spent on training.

13. My organization recognizes people for taking initiative.

14. My organization gives people control over the resources they need to accomplish their work.

15. My organization supports employees who take calculated risks.

16. My organization encourages people to think from a global perspective.

17. My organization works together with the outside community to meet mutual needs.

18. My organization encourages people to get answers from across the organization when solving problems.

19. In my organization, leaders mentor and coach those they lead.

20. In my organization, leaders continually look for opportunities to learn.

21. In my organization, leaders ensure that the organization's actions are consistent with its values.

PART II: Measuring Learning Organization Results

Please read each statement below about your organization's current performance when compared to the previous year's performance and determine the extent to which each statement is accurate. If the statement is not very true of your organization, rate it at one [1], and if the statement is true of your organization, rate it at six [6].

Measuring Knowledge Performance

1.   In my organization, customer satisfaction is greater than last year.

2.   In my organization, the number of suggestions implemented is greater than last year.

3.   In my organization, the number of new products or services is greater than last year.

4.   In my organization, the percentage of skilled workers compared to the total workforce is greater than last year.

5.   In my organization, the percentage of total spending devoted to technology and information processing is greater than last year.

6.   In my organization, the number of individuals learning new skills is greater than last year.

Measuring Customer Experience Performance

1.   In my organization, the salespersons' overall performance is better than last year.

2.   In my organization, the overall experience of financing/leasing or paying for customers' new vehicles is better than last year.

3.   In my organization, the overall experience of taking delivery of a new vehicle is better than last year.

4.   My organization is following through on sales commitments made to customers better than last year.

5.   In my organization, the service advisors' overall performance is better than last year.

6.   In my organization, the overall quality of the service performed is better than last year.

7.   In my organization, the overall process of picking up a vehicle is better than last year.

8.   My organization is following through on service commitments made to customers better than last year.

PART III: Personal Information

Please select the answer which best describes you or your organization.

1. Which organization are you working for?
    o   Nakhon Pathom
    o   Chonburi
    o   Sakon Nakhon
    o   Songkhla
    o   Pathum Thani
    o   Bangkok
    o   Udon Thai

2. What is your role?
    o   Owner/Top Management/Vice President/Director/General Manager
    o   Senior Manager/Department Manager/Section Manager
    o   Team Head/Unit Head/Supervisor
    o   Product Specialist/Technician/Parts Officer
    o   Customer Service and Front-line Employee/Sales Consultant/Service Advisor/Dealership Customer Relations Coordinator
    o   Back Office Support/Sales Admin/HR/Accounting/Workshop Controller

3. What is your department or section?
    o   General Management
    o   Sales and Sales Administration
    o   Marketing
    o   Service
    o   Customer Service
    o   Parts
    o   Technician
    o   Body and Paint
    o   Financial/Accounting
    o   Human Resources and IT
    o   Building, Housekeeping, Security, etc. (Back Office)

4. What is your educational background?
    o   Graduate Degree or Above
    o   Undergraduate Degree
    o   Vocational Degree/Diploma/Certificate
    o   Junior High to High School Degree
    o   Others

5. How many years of working experience do you have?
    o   Above 15 years
    o   11-15 years
    o   6-10 years

- o 3-5 years
- o 1-2 years

6. What is your age?
   - o Above 55 years old
   - o 46-55 years old
   - o 26-35 years old
   - o 18-25 years old

7. What is your gender?
   - o Male
   - o Female
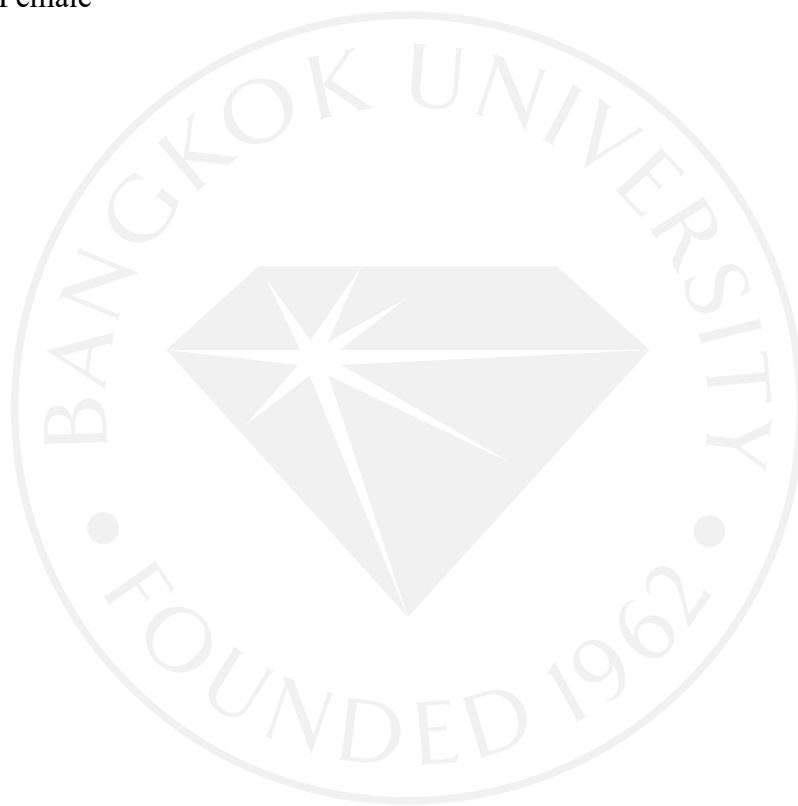
Appendix B

The Adapted Version of the DLOQ (Thai version)
แบบประเมินเรื่ององค์กรแห่งการเรียนรู้

จุดประสงค์ของแบบสอบถามนี้คือการสอบถามความคิดเห็นของท่านเกี่ยวกับลักษณะขององค์กรที่ท่านสังกัดอยู่

ส่วนที่ 1: ลักษณะทั่วไปขององค์กรที่ท่านสังกัดอยู่
กรุณาอ่านแต่ละข้อความเกี่ยวกับลักษณะขององค์กรของท่านและเลือกระดับตามเห็นสมควร โดยคะแนนที่ 1 หมายถึงข้อความดังกล่าว "ไม่เคยหรือเกือบไม่เคยเกิดขึ้น" และให้คะแนนที่ 6 เมื่อข้อความดังกล่าว "เกิดขึ้นอยู่เสมอ" โดยไม่มีคำตอบที่ถูกหรือผิดเกี่ยวกับคะแนนที่ท่านเลือก

คำถามที่	ข้อความคำถาม	1	2	3	4	5	6
1	ในองค์กรของข้าพเจ้า คนช่วยเหลือกันในการเรียนรู้						
2	ในองค์กรของข้าพเจ้า คนได้รับเวลาเพื่อสนับสนุนการเรียนรู้						
3	ในองค์กรของข้าพเจ้า คนได้รับรางวัลตอบแทนเมื่อเกิดการเรียนรู้						
4	ในองค์กรของข้าพเจ้า คนเสนอความคิดเห็นต่อกัน (ฟีดแบ็ค) อย่างเปิดเผยและตรงไปตรงมา						
5	ในองค์กรของข้าพเจ้า เมื่อมีใครแสดงความคิดเห็น พวกเขายังถามคนอื่นด้วยว่ามีความคิดเห็นอย่างไร						
6	ในองค์กรของข้าพเจ้า คนใช้เวลาในการสร้างความไว้วางใจซึ่งกันและกัน						
7	ในองค์กรของข้าพเจ้า แต่ละแผนกมีอิสระในการปรับเป้าหมายการทำงานของตนได้ตามจำเป็น						

8	ในองค์กรของข้าพเจ้า แต่ละแผนกมีการคิดพิจารณาทบทวนอย่าง รอบคอบหลังจากที่ได้มีการหารือและเก็บข้อมูลแล้ว						
9	ในองค์กรของข้าพเจ้า แต่ละแผนกมีความมั่นใจว่าองค์กรจะ ดำเนินการตามคำเสนอแนะของตน						
10	องค์กรของข้าพเจ้าสร้างระบบเพื่อประเมินความต่างระหว่างผลการ ปฏิบัติงานจริงและผลการปฏิบัติงานแบบที่คาดหวังให้เกิดขึ้น						
11	องค์กรของข้าพเจ้าจัดให้มีบทเรียน(ที่เกิดขึ้นจากการปฏิบัติงาน) สำหรับให้พนักงานทุกคนได้เรียนรู้						
12	องค์กรของข้าพเจ้าประเมินผลลัพธ์ที่ได้จากเวลาและทรัพยากรที่ใช้ ไปในการฝึกอบรม						
13	องค์กรของข้าพเจ้าให้ความสำคัญกับคนที่สามารถริเริ่มแนวทางใหม่ ๆ ได้						
14	องค์กรของข้าพเจ้าให้คนมีอำนาจในการควบคุมทรัพยากรที่ จำเป็นต้องใช้ในการดำเนินงานให้สำเร็จ						
15	องค์กรของข้าพเจ้าสนับสนุนพนักงานที่ตัดสินใจบนความเสี่ยงที่รับ ได้						
16	องค์กรของข้าพเจ้าสนับสนุนให้คนคิดจากมุมมองระดับโลก						
17	องค์กรของข้าพเจ้าทำงานร่วมกับหน่วยงานอื่นนอกบริษัทเพื่อบรรลุ ความต้องการเดียวกัน						
18	องค์กรของข้าพเจ้าสนับสนุนให้คนหาคำตอบจากแผนกอื่นๆภายใน องค์กรเมื่อต้องการแก้ปัญหา						
19	ในองค์กรของข้าพเจ้า ผู้นำให้คำแนะนำและโค้ชผู้ใต้บังคับบัญชา						
20	ในองค์กรของข้าพเจ้า ผู้นำมองหาโอกาสสำหรับการเรียนรู้อยู่เสมอ						

| 21 | ในองค์กรของข้าพเจ้า ผู้นำทำให้การดำเนินการต่าง ๆ ขององค์กร สอดคล้องกับคุณค่าขององค์กรเสมอ | | | | | |

ส่วนที่ 2: วัดผลทางด้านประสิทธิภาพด้านการจัดการความรู้และด้านความพึงพอใจของผู้บริโภค

กรุณาอ่านข้อความข้างล่างและให้คะแนนความสามารถหรือประสิทธิภาพในการทำงานขององค์กรของท่านใน
ปัจจุบันเมื่อเทียบกับปีที่ผ่านมา ข้อความดังกล่าวถูกต้องในระดับไหน โดยคะแนนที่ 1 หมายถึงข้อความดังกล่าว
"ไม่เป็นจริง" และให้คะแนนที่ 6 เมื่อข้อความดังกล่าว "เป็นจริง" สำหรับองค์กรที่ท่านสังกัดอยู่

22. ความพึงพอใจของลูกค้าขององค์กรข้าพเจ้าสูงกว่าปีที่ผ่านมา

23. องค์กรของข้าพเจ้ามีการนำแนวทางที่ได้รับการแนะนำไปปรับใช้มากกว่าปีที่ผ่านมา

24. องค์กรของข้าพเจ้ามีสินค้าและบริการใหม่ ๆ จำนวนมากกว่าปีที่ผ่านมา

25. องค์กรของข้าพเจ้ามีสัดส่วนของจำนวนพนักงานที่มีทักษะเมื่อเทียบกับจำนวนพนักงานทั้งหมดคิดเป็น

จำนวนเปอร์เซ็นต์ที่สูงกว่าปีที่ผ่านมา

26. องค์กรของข้าพเจ้า มีการลงทุนที่เน้นเรื่องเทคโนโลยีและการจัดการข้อมูลในอัตราเป็นเปอร์เซ็นต์ที่สูงกว่าปีที่

ผ่านมา

27. ในองค์กรของข้าพเจ้า มีพนักงานที่ได้เรียนรู้ทักษะใหม่เพิ่มเติมจำนวนมากกว่าปีที่ผ่านมา

28. ประสิทธิภาพการทำงานโดยรวมของพนักงานขาย (SC) ในองค์กรของข้าพเจ้าดีขึ้นกว่าปีที่ผ่านมา

29. ประสบการณ์โดยรวมในการทำไฟแนนซ์หรือการชำระเงินสำหรับรถยนต์ใหม่ของลูกค้าขององค์กรของ

ข้าพเจ้าดีขึ้นกว่าปีที่ผ่านมา

30. ประสบการณ์โดยรวมที่ลูกค้าได้รับในการส่งมอบรถยนต์ใหม่ขององค์กรของข้าพเจ้าดีขึ้นกว่าปีที่ผ่านมา

31. องค์กรของข้าพเจ้าได้ทำตามข้อตกลงทางการขายที่ให้ไว้กับลูกค้าดีขึ้นกว่าปีที่ผ่านมา

32. ประสิทธิภาพการทำงานโดยรวมของพนักงานบริการ (SA)ในองค์กรของข้าพเจ้าดีขึ้นกว่าปีที่ผ่านมา

33. คุณภาพโดยรวมของงานบริการที่ลูกค้าขององค์กรข้าพเจ้าได้รับดีขึ้นกว่าปีที่ผ่านมา

34. ขั้นตอนของการรับรถยนต์ของลูกค้าขององค์กรข้าพเจ้าดีขึ้นกว่าปีที่ผ่านมา

35. องค์กรของข้าพเจ้าได้ทำตามข้อตกลงในการบริการที่ให้ไว้กับลูกค้าดีขึ้นกว่าปีที่ผ่านมา

ส่วนที่ 3:ข้อมูลส่วนบุคคล

1. โปรดเลือกองค์กรที่ท่านสังกัดอยู่

- ○   นครปฐม

- ○   ชลบุรี

- ○   สกลนคร

- ○   สงขลา

- ○   ปทุมธานี

- ○   กรุงเทพ

- ○   อุดรธานี

2. ตำแหน่งและลักษณะงาน

- ○   เจ้าของกิจการ ผู้บริหารระดับสูง ผู้จัดการทั่วไป ผู้อำนวยการ
- ○   ผู้จัดการอาวุโส ผู้จัดการ
- ○   หัวหน้างาน หัวหน้าทีม หัวหน้าหน่วยงาน
- ○   ผู้เชี่ยวชาญเฉพาะทาง เช่น Product Specialist, ช่าง, อะไหล่
- ○   ติดต่อและบริการลูกค้าโดยตรง เช่น SC, SA, DCRC
- ○   สนับสนุนหลังบ้าน เช่น Sales Admin, Back Office, HR, WC, บัญชีการเงิน, การตลาด

3. ฝ่ายหรือแผนกที่สังกัด

- ○   บริหาร
- ○   ขายและสนับนุนการขาย
- ○   การตลาด
- ○   บริการ
- ○   ลูกค้าสัมพันธ์
- ○   อะไหล่
- ○   ช่าง

○ พ่นสีตัวถัง

○ การเงินและบัญชี

○ ทรัพยากรบุคคลและ IT

○ สนับสนุนตัวอาคาร แม่บ้าน รปภ. และอื่น ๆ

4. วุฒิการศึกษา

○ ปริญญาโท ขึ้นไป

○ ปริญญาตรี

○ ปวช ปวส ประกาศนียบัตรวิชาชีพ

○ มัธยมต้น-ปลาย

○ อื่นๆ

5. ประสบการณ์ในการทำงานที่ผ่านมาถึงปัจจุบัน

○ 15 ปีขึ้นไป

○ 11-15 ปี

○ 6-10 ปี

○ 3-5 ปี

○ 1-2 ปี

6. อายุ

○ 55 ปีขึ้นไป

○ 46-55 ปี

○ 36-45

○ 26-35

○ 18-25

7. เพศ

○ ชาย

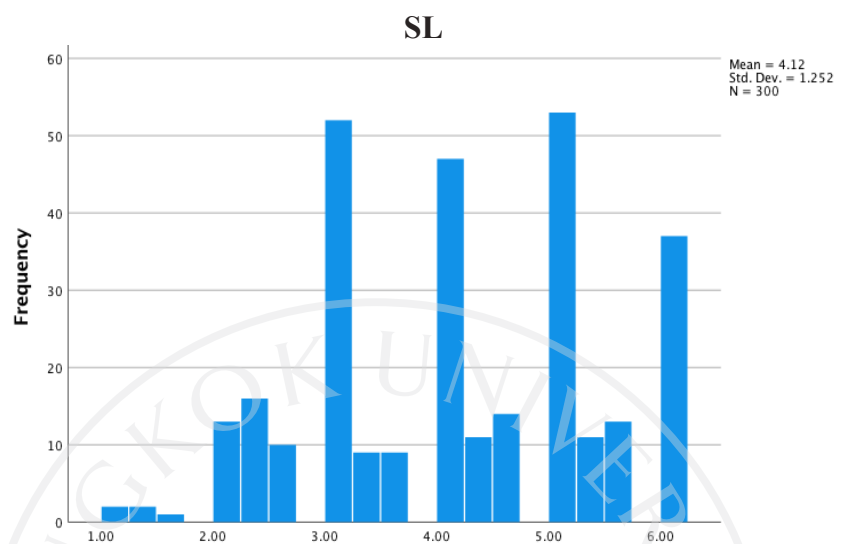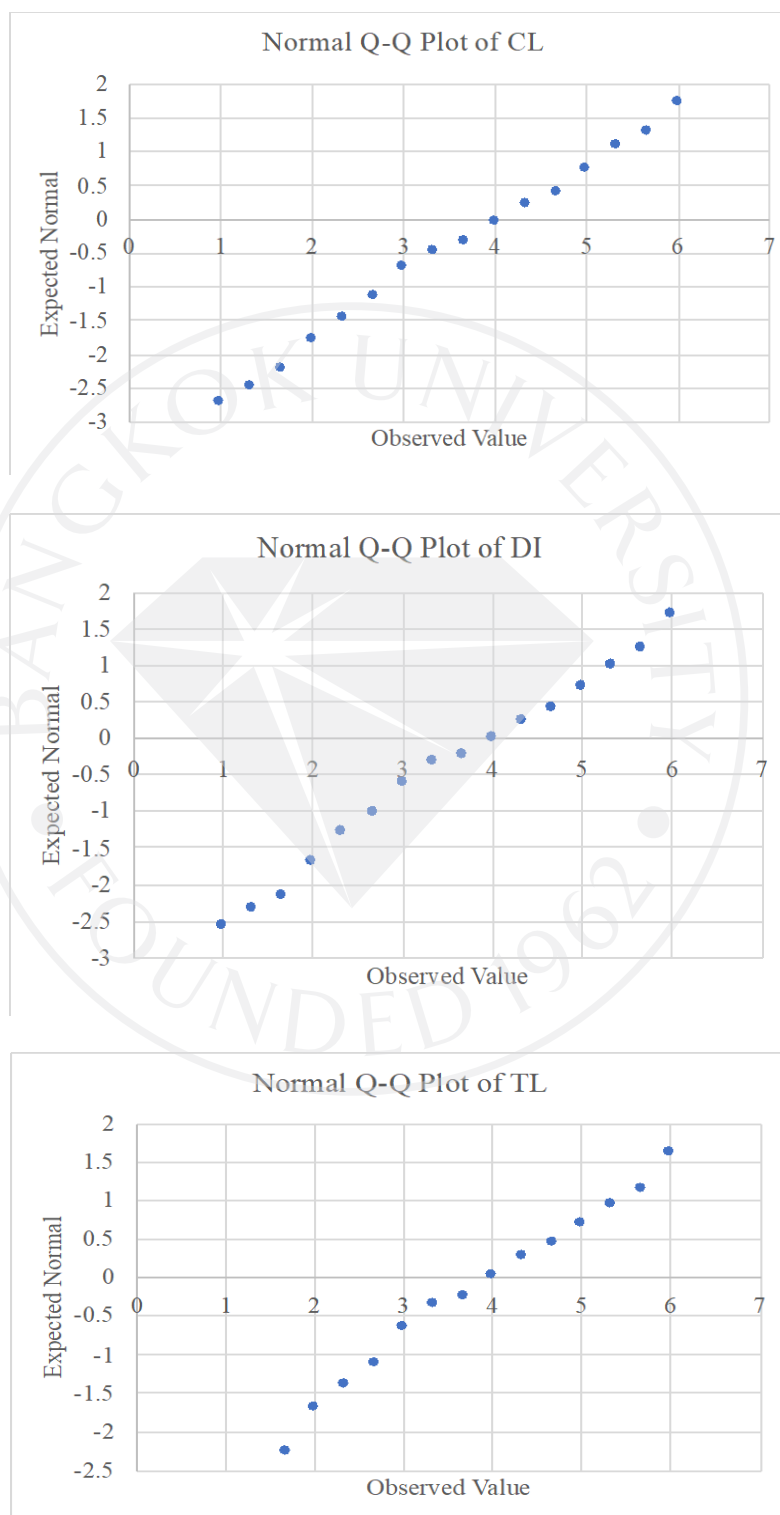○ หญิง

Appendix C

Histograms for Normal Distribution

CL

Mean = 4.03
Std. Dev. = 1.157
N = 300

DI

Mean = 3.97
Std. Dev. = 1.227
N = 300

TL

Mean = 4.00
Std. Dev. = 1.208
N = 300
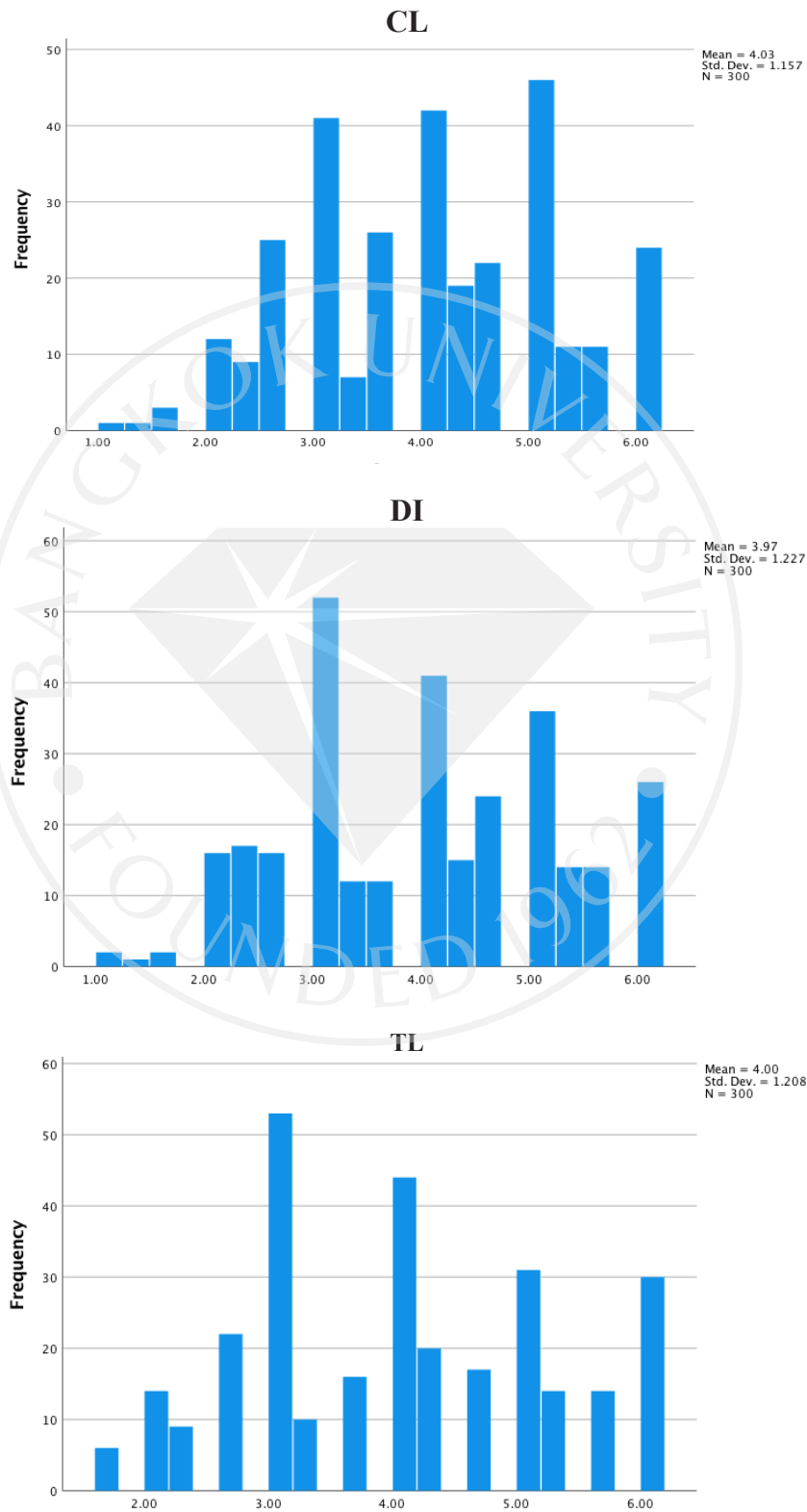
Appendix C (Continued)

Histograms for Normal Distribution

Appendix C (Continued)

Histograms for Normal Distribution

SL

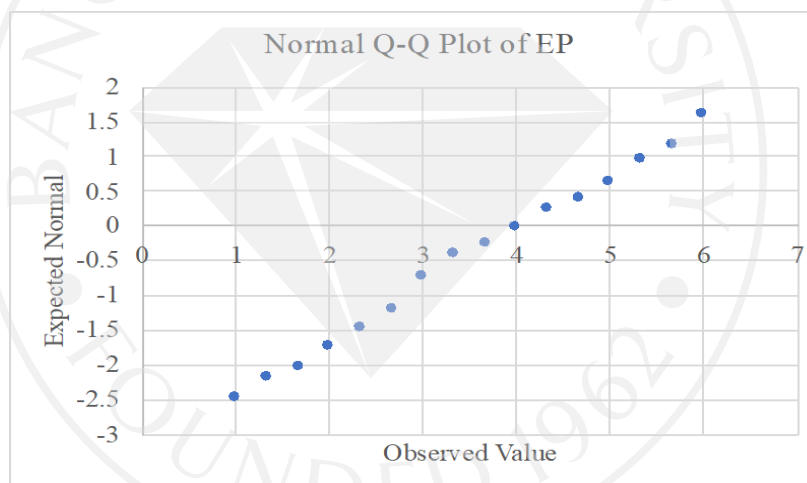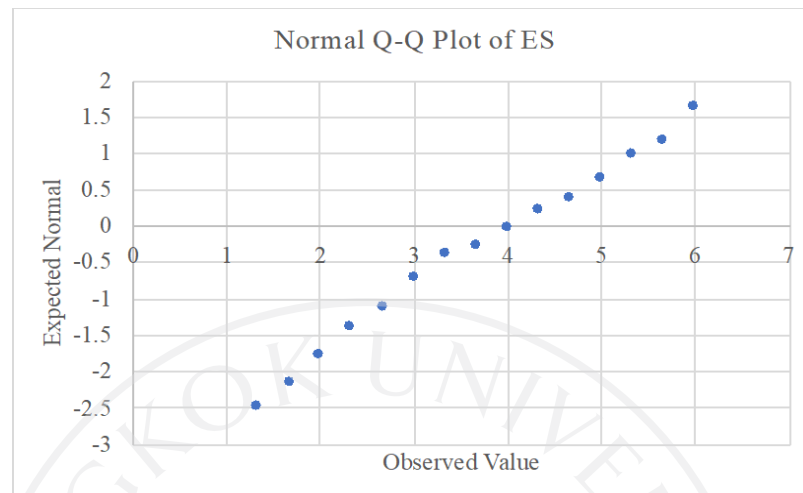Mean = 4.12
Std. Dev. = 1.252
N = 300

KP

Mean = 4.00
Std. Dev. = 1.15
N = 300

CEP

Mean = 4.09
Std. Dev. = 1.135
N = 300
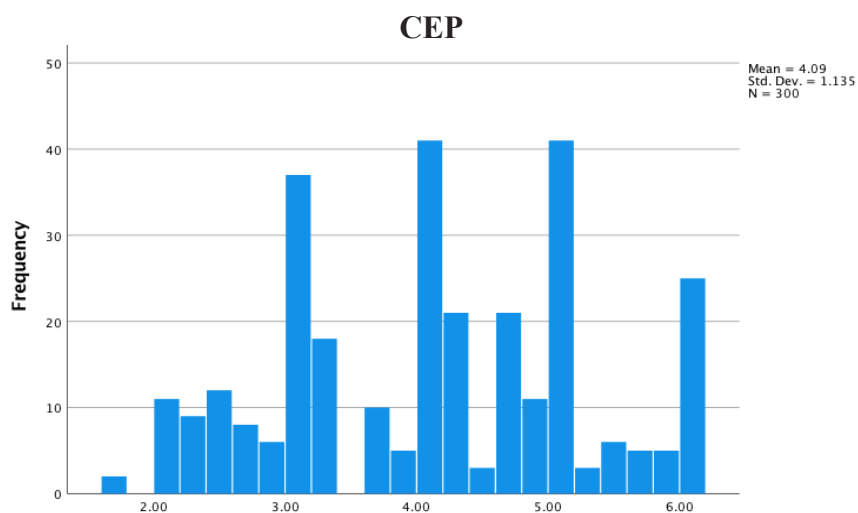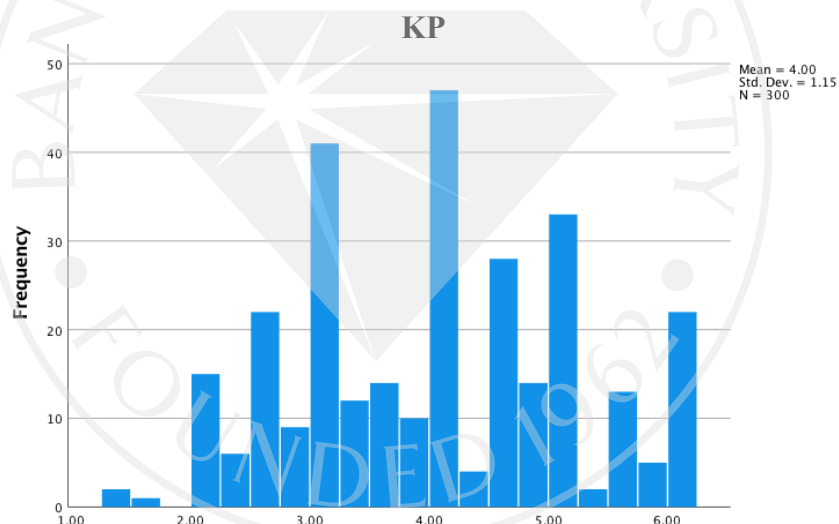
Appendix D

Q-Q Plots to Confirm the Absence of Significant Outliers

Normal Q-Q Plot of CL

Normal Q-Q Plot of DI

Normal Q-Q Plot of TL

Appendix D (Continued)

Q-Q Plots to Confirm the Absence of Significant Outliers

Normal Q-Q Plot of ES

Normal Q-Q Plot of EP

Normal Q-Q Plot of SC

Appendix D (Continued)

Q-Q Plots to Confirm the Absence of Significant Outliers

Normal Q-Q Plot of SL

Normal Q-Q Plot of KP

Normal Q-Q Plot of CEP
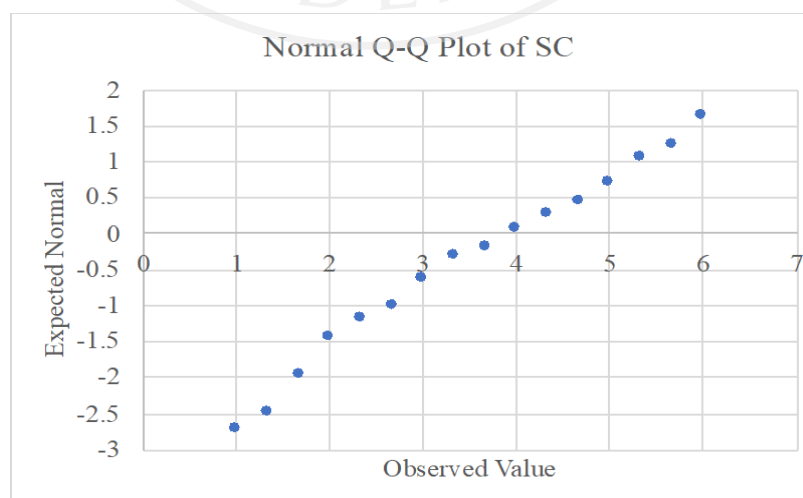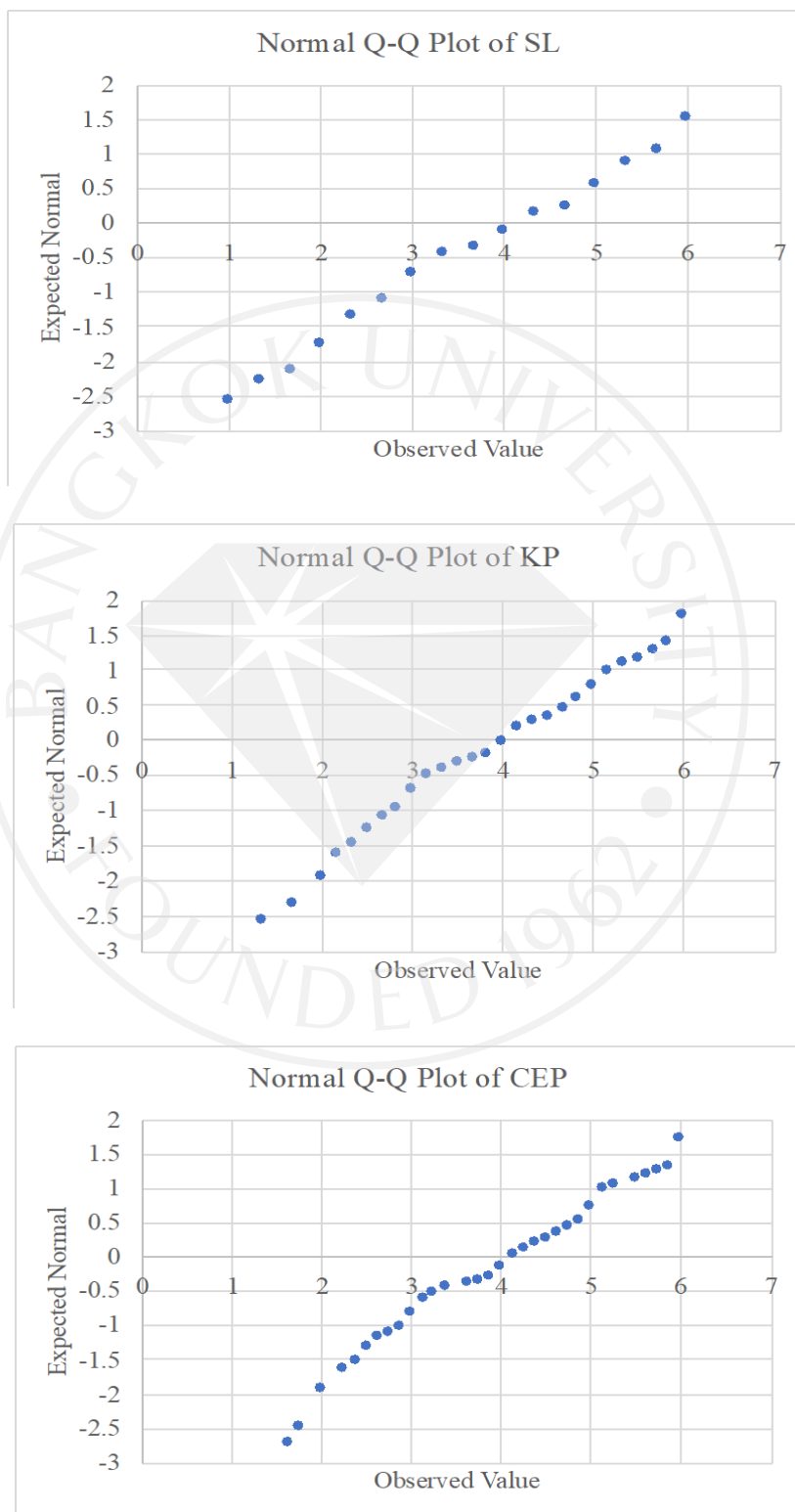
Appendix E

P-P Plots for Normality of Residuals

Normal P-P Plot of Regression Standardized Residual: KP
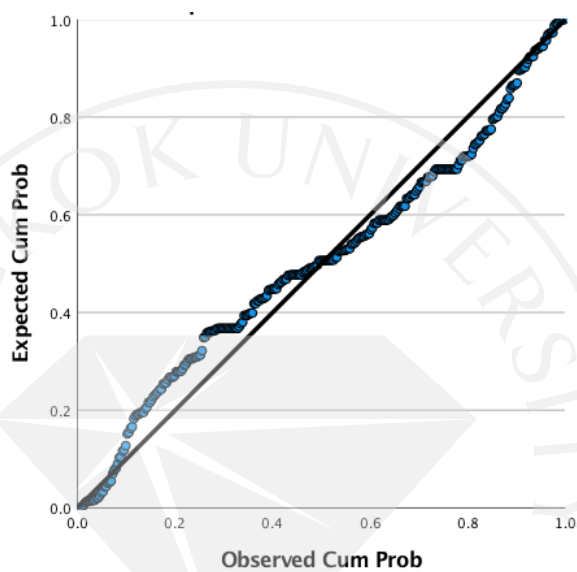
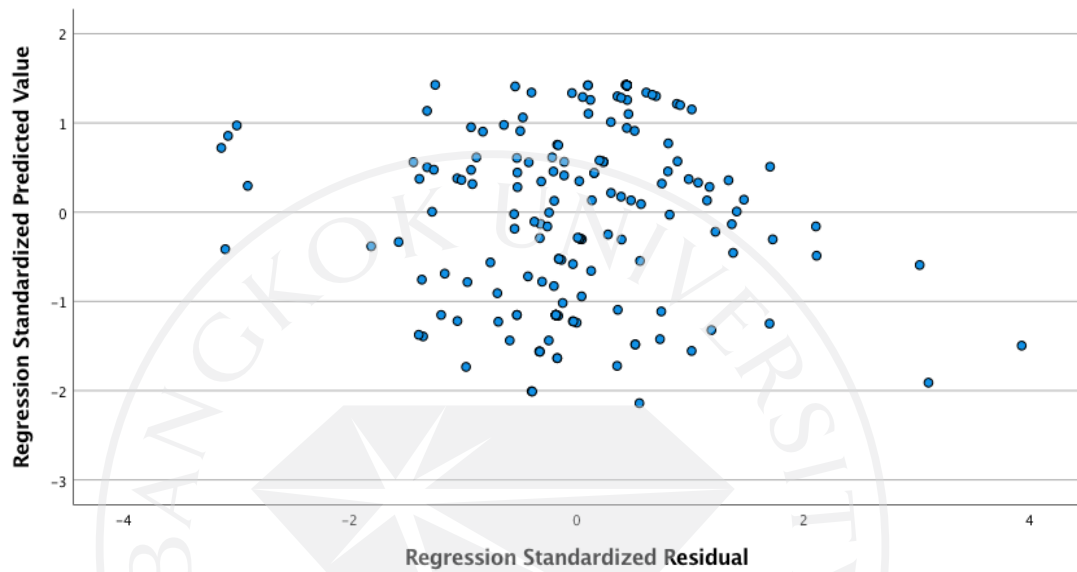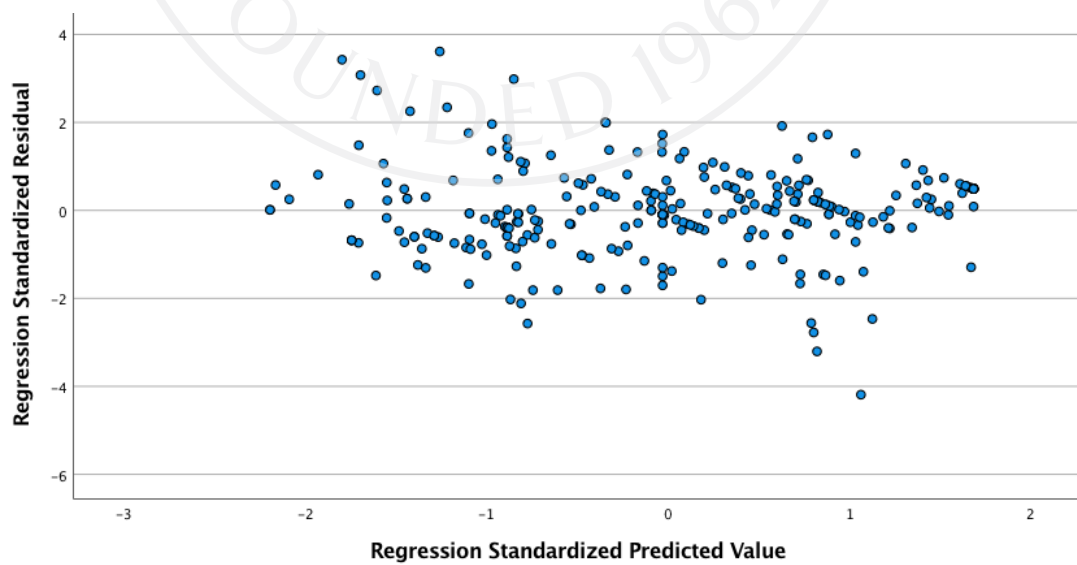**Normal P-P Plot of Regression Standardized Residual: CEP**
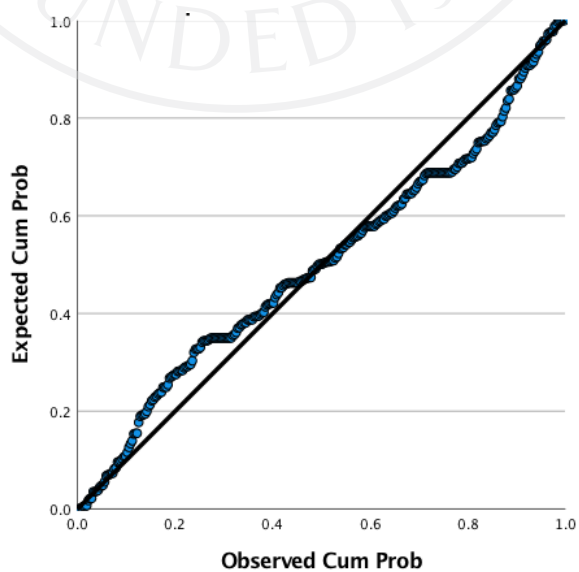
Appendix F

Scatter Plots for Homoscedasticity

KP

CEP

Appendix G

Levene's Test for Equality of Variances

| Dimensions of LOC	F	Sig.
CL	2.539	0.112
DI	8.301	0.004
TC	7.71	0.006
ES	3.365	0.068
EP	3.994	0.047
SC	3.502	0.062
SL	4.393	0.037
CEP	4.349	0.038

Note. p value confirms that only three dependent variables in the DLOQ, CL, ES and SC, have a homogeneity of variances. However, the SPSS's independent samples t-test provides the alternative *t* and *p* values to be used in such case.

BIODATA

Sitthimet Solthong, Ph.D. Sitthimet is a professional certified coach (PCC), accredited by the International Coaching Federation (ICF). His expertise is in areas of coaching, communication, facilitation and innovation where he works extensively as an executive coach, a professional trainer and a business consultant for both multinational and public-listed companies.

ORCID ID: 0000-0003-1264-3129

Email :   sitthimet@gmail.com
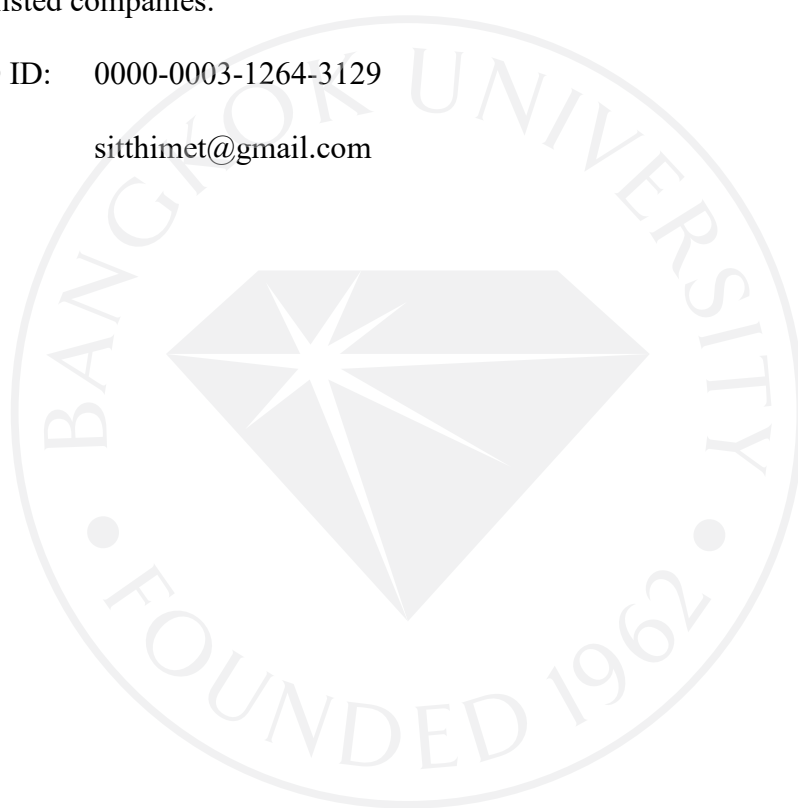
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University student, student ID _9580200013_____

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