

# Designing an AI Coach to Scaffold Self-Reflection in Customer Service Conversations

Kazuhiro Shidara, Fujitsu Limited  
Takahiro Yoshioka, Fujitsu Limited

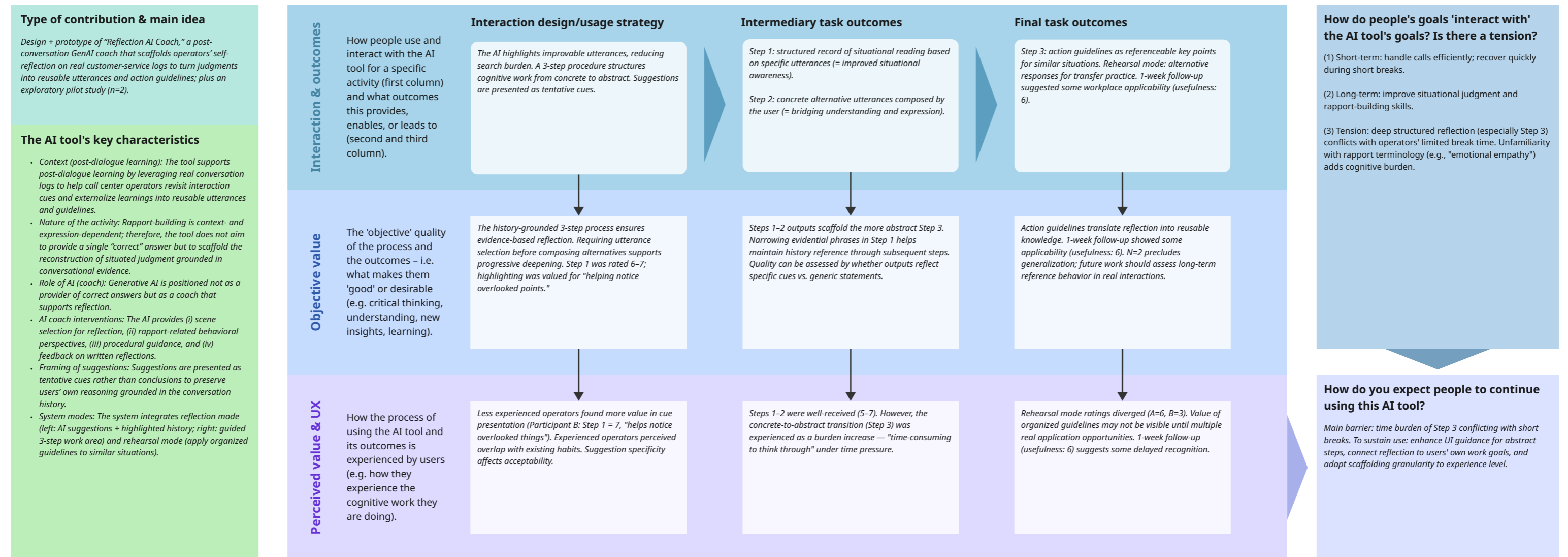
Sho Iwasaki, Fujitsu Limited  
Masayuki Kiri, Toyo University

Toi Hirakawa, Fujitsu Limited  
Takeshi Konno, Fujitsu Limited

**Main theme(s):** Usage study; design study; Workplace learning; Human-AI interaction; Generative AI for skill development; Reflection support; Customer service

**Target domain(s):** Call centers and customer support operations; post-dialogue coaching and training

**Cognitive 'target(s):'** Self-reflection; rapport; situational judgment; articulation of rationale; transfer to similar situations



**What you would like to discuss**

- How to redesign Step 3 (e.g., templates or example-based prompts as intermediate scaffolding).
- How to connect the reflection framework to operators' own work goals.
- Assessment methods beyond self-report.
- How to sustain reflection under field constraints.

**What would you like to take away from the workshop?**

Feedback on reducing Step 3's cognitive burden while maintaining reflection depth. Insights on measuring whether AI-scaffolded reflection leads to observable behavioral change. Potential collaborators in other interpersonal skill domains.

**Key references (e.g. of main theories, empirical evidence, measurement methods etc.)**

[1] Tickle-Degnen & Rosenthal (1990). The nature of rapport. *Psychol. Inq.*, 1(4).  
[2] Schoen (2017). *The reflective practitioner*. Routledge.  
[3] Clark et al. (2013). Is empathy effective for customer service? *JBTC*, 27(2).  
[4] Chen et al. (2023). Facilitating counselor reflective learning. *CHI 2023*.  
[5] Ngoon et al. (2024). *ClassInSight*. *CHI 2024*.  
[6] Mosier et al. (1997). Automation bias. *IJAP*, 8(1).  
[7] Parasuraman & Manzey (2010). Complacency and bias. *Hum. Factors*, 52(3).  
[8] Mamede & Schmidt (2004). Reflective practice in medicine. *Med. Educ.*, 38(12).  
[9] Xu et al. (2025). Productive vs. Reflective. *CHI 2025*.

**How to proceed with this work/idea?**

Test enhanced guidance with more diverse participants under continued-use conditions. Explore adaptive scaffolding based on experience level. Extend evaluation to long-term behavioral observation in real interactions.