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Return on investment in executive coaching: a practical model for measuring ROI in organisations

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Research and anecdotal evidence suggest that the majority of organisations make no attempt to evaluate their investment in executive coaching services. Although a body of work espousing the value of financial return on investment (ROI) methodologies exists, few organisations appear to have faith in the value of these frameworks in persuading senior management as to the efficacy of coaching. This paper reports the findings of a survey conducted with purchasers of executive coaching services (purchasing clients) using a semi-structured interview. The survey was designed to explore how purchasing clients currently evaluate their investment in coaching. Using a grounded theory approach, a new model for evaluating investment in coaching services is presented. The new model places a primary emphasis on establishing the purpose of coaching, and on establishing an ongoing, formative approach to evaluation. The potential value of the new model to both organisations and executive coaches is discussed.

Keywords: coaching; executive coaching; ROI; financial ROI; return on investment; evaluation

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Introduction

In the corporate world, competing internally for resources often requires being able to make a business case, allowing executives to compare potential investments across functions. To enable a direct comparison requires a universal measure of tangible value. Financial return on investment (ROI) is an example of such a metric, which would explain why so much attention has been paid to coaching ROI. Our experience working with organisations however is that few organisations appear to invest significant resource into demonstrating the financial ROI of coaching. The purpose of this study was to explore how organisations *do* currently evaluate their investments in coaching, how satisfied they are with these approaches, what obstacles may get in the way of more effective strategies and whether a best practice model might emerge from a holistic perspective of current practice.

The evolution of coaching ROI

Kirkpatrick (1977) proposed a now famous methodology for evaluating training programmes. He based his approach on the premise that it is impossible to *prove* that a training intervention has been effective, and that executives are generally satisfied

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with good *evidence* in support of a causal link. Accordingly he identified four types of evidence: participant reactions, learning, changes in behaviour and results.

Phillips (1997) added a fifth level to Kirkpatrick's taxonomy, that of financial ROI. Phillips (2010) outlines a process by which the purchasing client develops an 'evaluation plan', collects data and analyses that data in an attempt to isolate the effects of a learning intervention from other variables in the environment. The purchasing client is guided in constructing a hypothesis as to which variables have what degree of impact, in the form of a formula, which is then used to calculate financial ROI.

McGovern et al. (2001) referred to both Kirkpatrick (1983) and Phillips (1997) in reporting the outcomes of a study of executives, all of whom had received coaching. They interviewed 66 out of 100 possible interviewees, and in some cases also interviewed their supervisors and/or HR representatives. As part of the interview participants were asked to quantify tangible benefits of their coaching, identify factors other than coaching that may have contributed to those benefits being realised and to assign a monetary value of those business results. In calculating a ROI the authors adjusted the financial benefits cited in accordance with the executives stated confidence in their ratings, and applied a 'total value scale' designed to standardise ROI estimates based on the size of organisation each participant worked for. Famously, they reported a 570% ROI.

Grant (2012a) argues that such approaches are both unreliable and insufficient, on the grounds that (1) the ROI calculated applies only to the specific engagement, and cannot be taken to represent the ROI on all investments in coaching, (2) the causal link between coaching and financial outcomes is tenuous, (3) the indirect costs of coaching tend to be ignored and (4) such approaches ignore the non-financial benefits of coaching.

It is certainly true that the ROI approach yields different numbers for different engagements. In McGovern et al.'s (2001) study the overall ROI figure reported average of the estimates of only 43 of the 66 participants, since 23 of the participants (35%) felt unable to estimate a financial ROI. Of those who did estimate a financial ROI, there was a wide variance in estimates. The variance is not detailed, but is implied to range from $100k to $25m.

It is also true that the causal link between coaching and financial outcomes is hypothetical. In McGovern et al.'s (2001) study each participant devised their own criteria for measuring ROI, and few based their estimates on documented business results.

Similar studies using similar methodologies have since reported similar results. For example, Anderson (2001) found a financial ROI of 529% or 788% (depending on whether he included the financial benefits of employee retention) in averaging benefits reported by 18/30 participants interviewed. Anderson (2008) refers to a series of studies reporting financial ROIs of around 700%.

Clutterbuck (2012) described some additional problems in measuring coaching ROI:

(1) Focusing on measurable short-term outcomes may distract from a focus on less easily measurable longer term outcomes.
(2) Goals often emerge over the course of a coaching session, such that a methodology based on comparing pre- and post-outcome measures may not be valid.
(3) Client self-assessment, often a component of financial ROI methodologies (e.g., Paige, 2002; Evers, Brouwers, & Tomic, 2006), is not a reliable measure.

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In addition, De Meuse, Dai & Lee (2009) point to the effects of hindsight bias and cognitive dissonance.

The coaching scorecard and wellbeing

More recently Leedham (2005) described the 'coaching scorecard', a pyramid consisting of four levels of evaluation:

(1) *Foundation factors* – the coaching process, coach attributes, coach skills and coaching environment.
(2) *Inner personal benefits* – clarity and focus, confidence and motivation.
(3) *Outer personal benefits* – skills and behaviour.
(4) *Business benefits* – results.

In a sense this is a coaching version of the Kirkpatrick model, in that 'outer personal benefits' appear similar to Kirkpatrick's 'learning' and 'behaviour' levels, and 'business benefits' similar to 'results'. The coaching scorecard differs in that it includes 'inner personal benefits' and makes specific reference to aspects of coaching. Leedham (2005) places most emphasis on the acquisition of new skills and behavioural change, suggesting that:

> By doing this it would not be necessary to measure the impact of the coaching directly on the business results because it would be an inevitable consequence. (p. 37)

This stands to be challenged. Levenson (2009), for example, writes about the link between behavioural change and business results:

> The most common approach [to measuring behavioural change] is 360°-type evaluations by direct reports, peers, and supervisors. These typically are used to measure behaviour change associated with the coaching, which itself may be only tangentially related to financial or strategic impacts that matter for the business. (p. 103)

Grant (2012a) suggests that more appropriate universal measures of coaching efficacy may include staff engagement, decreased stress levels and enhanced states of resilience and wellbeing. Along the same lines Mackie (2007) suggests that coaching practitioners might consider the positive psychology 'Values In Action' scale (Peterson & Seligman, 2004) or other measure of subjective and psychological wellbeing, to sit as a standard measure alongside other outcome measures. Such arguments may be useful in advocating the use of coaching in enhancing wellbeing, but may not persuade stakeholders who are looking for more direct evidence of an impact on organisational performance.

Whatever the merits of these various approaches, it would appear that HR practitioners have not yet collectively identified a satisfactory approach to evaluating the efficacy of coaching in a way that satisfies business leaders. Chiumento (2007) reports that only 13% of purchasers in the UK took the time to calculate what value is being derived from their investment in coaching.

The purpose of this study was to explore current practice:

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(1) Is it true that few purchasing clients take the time to calculate the value derived from their investment in coaching?
(2) Those companies that do evaluate their investment in coaching – how do they do it?
(3) If they are not satisfied with their current approaches, what do they see as being the biggest hurdles to evaluation?

By understanding better current practice, does a form of best practice emerge, and how does this best practice address the challenges raised by Grant (2012a) and Clutterbuck (2012)?

Methodology

A list of more than 50 purchasing clients was drawn up, and everyone on the list was invited by e-mail to participate in the survey. Twenty-nine purchasing clients responded and were interviewed. Interviewees represented a diverse range of organisations, including government departments and agencies, financial services, professional services, utilities, energy, manufacturing, construction, retail and hospitality. Over the course of the survey it was discovered that the 29 interviewees were collectively accountable for an annual spend of approximately $5m on coaching services.

Of the 29 participants, 16 were based in Sydney, 10 in Melbourne, 1 in Brisbane and 2 in the USA. Interviews with 11 of the Sydney-based participants were conducted face-to-face, the rest of the interviews were conducted over the phone. Participants agreed to participate in 45-minute interviews. The actual duration of interviews varied between approximately 25 and 45 minutes. One interviewer conducted all the interviews, making hand-written notes including selected quotes, which he later typed up. The interviewer used a semi-structured questionnaire, the original version of which included the following questions:

(1) Why do you evaluate your investment in coaching services?
(2) How do you evaluate your investment in executive coaching services?
(3) How much does your organisation spend on coaching?
(4) Some people believe in ROI formulae – linking coaching outcomes to $ value. Is that something you do? Do you believe it can be done?
(5) Who are your key stakeholders, the people who need to know what value you're getting from your investment in coaching services?
(6) What are the barriers to effective evaluation?
(7) If you had the perfect evaluation system – what would it tell you?
(8) Do you have strategic coaching objectives? If so – what are they? Where does coaching sit in your wider L&D/HR strategy?
(9) How do you decide whether to use coaching vs other forms of intervention?
(10) What have you already learned through the evaluation of coaching services, and how have you used those insights?
(11) Can you think of some areas where, in your view, coaching has unambiguously added value? How do you 'know'?

It was anticipated that the answers to some of these questions would be readily quantifiable (e.g. question 3), and that the answers to other questions would be more

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wide-ranging. It was therefore decided to deploy a grounded theory approach to collecting the data and analysing it (Corbin & Strauss, 1990). Consistent with that approach:

- As the study progressed, it became apparent that some questions were less useful in generating insightful data, and that one new question in particular would elicit data that would not otherwise reveal itself. The new question was 'If your CEO asked you to justify your spend on coaching, what would you say?'
- The data were analysed alongside the data collection process. As the survey progressed, a number of different *categories* emerged, a category in this case being a component of an effective evaluation framework, as did a *core category*. In this case the core category was an expression of the different categories and their relationship with each other, which eventually became the Clocktower Model.
- Over the course of the study, the researcher conducting the interviews tested the categories and core category with a colleague on a regular basis, opening up his analysis to the scrutiny of a second person (Corbin & Strauss, 1990).
- The answers to three questions generated most of the insights upon which were based the category and core category. These questions were:

(1) How do you evaluate your investment in executive coaching services?
(2) If your CEO asked you to justify your spend on coaching, what would you say?
(3) What have you already learned through the evaluation of coaching services, and how have you used those insights?

At the end of the survey two researchers scored the answers to these questions independently, using the interviewing researchers typed up notes. The researchers compared any variance in their responses, a process which served to further define the categories.

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Results

The core category and categories identified are represented in a model termed the 'Clocktower Model of executive coaching evaluation'. Each category is discussed in turn, and the relationship between categories is explained (Figure 1).

The Clocktower Model describes a broadly linear process, starting with establishing purpose and culminating with the measurement of financial ROI, if applied. It will be argued that the measurement of financial ROI may or not be useful; what is important is the measurement of outcomes congruent with purpose. Alongside this process sits an ongoing (formative) approach to evaluation and measurement, which continues beyond the end of a coaching assignment, or series of assignments. Each component of the model is now described.

Purpose

Purpose is defined here as a pre-determined intention for coaching, consistent with the strategy of the business, to which the senior leadership of the business is evidently

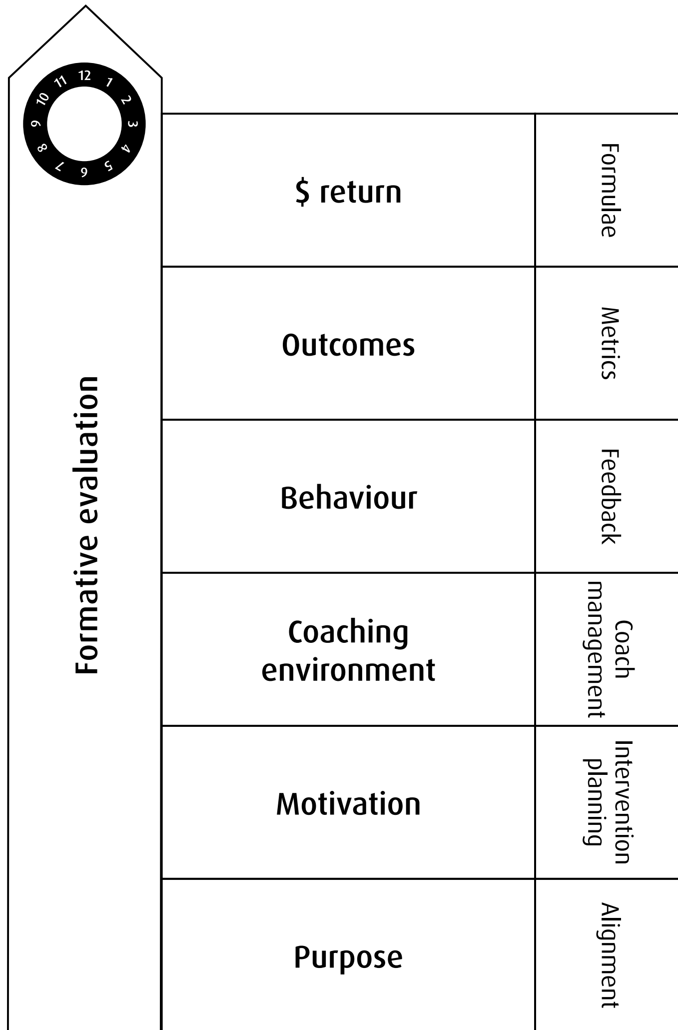

Figure 1. The Clocktower Model of executive coaching evaluation.

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aligned. Establishing purpose is the first step in the process of measuring value, and the key task is to ensure stakeholder alignment.

As the study progressed, the difference between establishing the *purpose* of a coaching engagement and establishing detailed *goals* or *objectives* for an assignment became increasingly evident. Sixty-five per cent of interviewees said they ensure objectives are established at the beginning of an assignment. In many cases this meant detailed 'goals' that the coachee (and coach) could be held to account to at the end of an assignment. Only 17% of interviewees talked about what is defined here as a *purpose.*

One interviewee, for example, said his organisation uses coaching specifically to increase the number of potential successors to key roles, and that the senior leadership of the business has signed off on the use of coaching to achieve this purpose. Another said her organisation uses coaching to enhance the leadership skills

of high potentials, in a business where the senior leadership have identified this as a key strategic programme. As one interviewee said:

> You need to be clear about your strategic intent – what you want to achieve. Clarifying the overarching purpose isn't the same as nailing down specific goals.

This is not to say that goals are unimportant. Goals are a useful construct, and the purchasing client is encouraged to have a view on their use which will form part of their approach to coach management, the third leg of the Clocktower Model.

Motivation

Motivation is defined as the commitment of the coachee to engage in coaching. The task of the purchasing client is to explicitly evaluate the coachee's level of commitment to coaching in service of determining whether coaching is the most appropriate form of intervention (intervention planning).

None of the people interviewed specifically mentioned checking the motivation of the coachee when asked how they currently determine the value they derive from coaching. Ten per cent mentioned it under lessons learned, often with reference to having deployed coaching unsuccessfully. These people talked of the importance of deciding whether or not coaching was the right intervention, contrasting coaching with performance management and training, for example.

Coaching methodology

Coaching methodology here is defined as the explicit evaluation of the prospective coach's coaching philosophy, background, experience, approach and methodologies.

In the Clocktower Model coaching methodology sits as the third step in the overall evaluation process, after the purchasing client has agreed the purpose of coaching and assessed whether or not coaching is the most appropriate intervention for an individual.

It is not the purpose of this paper to detail what constitutes an effective coaching methodology. The point to be made is that there is value in paying attention to coaching methodologies as part of a holistic approach to deriving value from investments in coaching services.

Fourteen per cent of the interviewees in our survey made specific reference to questioning the background and/or approach of the coaches they used, as part of a process in matching the right coach to the right coachee. For example:

> The coach's approach needs to be more than a collection of learned models. Some coaches talk about their models as if they're amazing – GROW, NLP etc... You get a lot of ex-business people just retired, seeking to run organisations from the outside. I'm looking for a psych. background, a business background and a clearly articulated coaching philosophy.

Behaviour

Behaviour is defined here as any aspect of an individual's functioning that may be observed by others. Eighty-three per cent of interviewees said they watched for

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changes in the coachee's behaviour as part of their evaluation strategy. Said one interviewee:

> We always have an objective in mind, and it's always a behaviour.

Accordingly, several interviewees pointed to the value of 360° feedback in obtaining a multi-rater perspective of behaviour. One interviewee said:

> We collect feedback from lots of different stakeholders. The opinions of coaches, coachees and line managers can't be trusted by themselves.

Outcomes

An outcome is defined here as a quantifiable consequence of coaching, the achievement of which is regarded by the leaders of the business as being relevant to the achievement of strategic objectives. It is not enough then to cite 'employee engagement' as an outcome, even though it may be measurable, unless the business evidently regards improved employee engagement metrics as an important outcome of coaching.

Thirty-one per cent of interviewees named specific business outcomes, and provided evidence that the business supported these outcomes as being important outcomes of coaching. More interviewees reported outcomes then reported an agreed purpose. This is because in some instances, while the business appeared to agree that specified outcomes were strategic, this did not appear to have been agreed upfront, or form part of a clearly aligned purpose.

Interviewees were more likely to talk about outcomes in response to the question 'If your CEO asked you to justify your spend on coaching, what would you say?' than they were in response to the question 'How do you evaluate your investment in executive coaching services?' It appeared that some interviewees intuitively recognised that their senior executive were unlikely to be satisfied with a purely behavioural justification of expenditure on coaching, and would expect this to be articulated in the form of relevant business outcomes.

Financial ROI ($ return)

Financial ROI is defined here as an explicit formula or calculation translating the outcomes of coaching into a monetary value.

Fourteen per cent of interviewees cited a financial ROI measure which they used to evaluate the effectiveness of coaching, though only when asked how they would justify their investment in coaching to their CEO. In two professional service firms the respondents described ROI in terms of attrition rates. For example:

> It's easy when we can demonstrate that we've retained someone. $15k is a lot cheaper than a year's salary, which is the typical cost of making a new hire. A year's salary can be up to $600k.

Another respondent talked about being able to translate employee engagement and customer engagement metrics into financial outcomes with reference to existing models already adopted by the business for more general purposes:

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> Improving engagement is strategic for us, and I would absolutely look for flow through into sales.
>
> Only 28% of interviewees mentioned financial ROI as a component of their perfect system. Interviewees were more focused on the extent to which senior leaders understood coaching, an understanding best gained by being coached:
>
> Financial services would love it, but it will only ever be half the story – there are so many intangibles. This company embraces coaching – it's not necessary.

Formative evaluation

Formative evaluation is defined here as a process by which the purchasing client checks in with the progress of coaching assignments at least three times – beginning, middle, end, or has some other clear process that achieves the same outcome. Thirty-one per cent of interviewees had established some degree of formative evaluation or were in the process of trying to set it up. This usually took the form of a mid-point assignment check, or an ongoing dialogue between coaches and sponsor:

> We make sure there's a coaching plan at the start and we get mid-term summaries from the coach, manager, coachee and me. My coaches are also savvy enough to let me know of anything interesting at the time it occurs.

Two other questions yielded interesting insights as follows:

(1) Barriers to effective evaluation.
Responses could be categorised into three broad headings:

1. *Know-how*. The extent to which purchasers of coaching feel competent to evaluate the effectiveness of coaching.
2. *Business relationships*. The extent to which respondents feel the business is willing to engage with them in establishing an explicit purpose and measuring outcomes.
3. *Resource*. The extent to which respondents felt adequate resources are available to put in place an effective coaching programme, and to evaluate it.

Interestingly, it seemed to be smaller companies, or companies with a localised HR presence who found it easier to monitor the effectiveness of coaching. Big companies with a centralised purchasing function and limited connections into the business found it hardest.

(2) Where coaching has unambiguously added value.
With two exceptions, every interviewee answered this question by telling the story of being coached themselves, or the story of someone being coached where they had a detailed insight into the coaching. When asked how they knew, for sure, that coaching had added value, most people said they 'just knew' based on personal observation. The exceptions were one interviewee who described a more formulaic approach to demonstrating the success of an assignment, and one interviewee who said he could not think of an example where coaching had clearly and unambiguously added value.

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Discussion

The Clocktower Model of executive coaching evaluation emerged from discussion with 29 managers, at the time responsible for the purchasing of coaching services. It describes the components of an effective evaluation strategy and how those components relate.

The difference between purpose and goals

The model begins by suggesting the purchasing client facilitate a process by which the leaders of the business agree upon the purpose of coaching (Peterson & Kraiger, 2004). Findings suggested that the majority of purchasing clients (65%) focus on making sure the coach is committed to achieving specific goals and objectives, and that only a minority (17%) are doing so in the context of a purpose for coaching that has been agreed by the business. By aligning around purpose, purchasing clients can be more confident that the outcomes of coaching will benefit the business.

It is easy to trip up on language here. Grant (2012b) distinguishes between 'lower order goals' (concrete and specific), and 'higher order goals' (broader and abstract). He warns against the use of the term goals solely to describe SMART action plans, and describes a goal hierarchy. It is clear that 'lower order goals' are likely to change over the course of an assignment, whereas 'higher order goals' may be more likely to remain constant. Trying to meld goal theory with purpose however, is challenging.

To illustrate, imagine that a person called 'Joe Bloggs' underwent coaching in an organisation where coaching was deployed to facilitate role transitions into senior roles (*purpose*). Joe started the assignment believing that in order to succeed he would need to do a better job prioritizing (*lower order goal*). As coaching progressed, and he became more proficient at prioritising, he came to realise that this would not be enough for him to succeed in the new role. He recognised the need to build a high performing and collaborative team of people who were truly engaged to do a great job. To achieve this new goal, he decided to focus first on becoming a better listener (a new *lower order goal*). The building of a high performing and collaborative team may then be regarded as a new higher order goal. If we position his transition into a new role as being the higher order goal, then does he now have two higher order goals? But wouldn't achievement of the new higher order goal have to sit between the new lower order goal and the original higher order goal, since building a new team is regarded as being necessary to effect a successful role transition? Should he now re-contract with the organisation around his higher order goals if higher order goals and purpose are the same thing? There is a risk of this process becoming a confusing exercise in semantics.

Purpose, as defined here, is the point at which the organisation and the individual align as to the desired outcomes of coaching. The purpose may or may not equate to a higher order goal for coaching, and is unlikely to equate to a lower order goal.

Beginning the process by contracting around lower order goals may be counter-productive, erecting unnecessarily rigid parameters around the assignment. Shifting the emphasis from detailed goals to purpose addresses several of the challenges expressed by Clutterbuck (2012) including the idea that goals shift and change, and the dangers inherent in over-emphasising easily measured metrics vs. more important metrics.

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Comparing the Clocktower Model to both Kirkpatrick's (1977) four-level taxonomy and Leedham's (2005) coaching scorecard, the explicit importance of establishing a purpose for coaching, congruent with the strategic direction of the business, is missing from both those models.

Financial ROI, when regarded as evidence, can be useful in aligning on outcomes

It is suggested here that establishing financial ROI metrics can be useful, so long as financial ROI is regarded as complementing other evidence. It is less likely to be useful if deployed as a single unitary measure. Engaging business leaders in conversations about financial ROI may be a useful alignment tactic in stimulating a dialogue by which all stakeholders come to a common agreement as to how coaching relates to pre-defined strategic metrics. The task is not to attempt to persuade leaders of the value of coaching through the invocation of elaborate formulae. In this study, for example, one interviewee linked coaching to a pre-existing formula linking staff engagement to sales. Two interviewees linked coaching to staff retention, a metric already identified as being of high importance. If the conversation succeeds in generating alignment around outcomes, but fails to yield clear financial metrics, this should not matter. As Levenson (2009) says:

> The problem with ROI is that it takes a rich set of information on business outcomes and distils it down into one number, ignoring benefits that cannot be quantified easily in monetary terms. This presents a quandary for evaluating coaching. What is the monetary value of improved leadership behaviours? The answer starts with the organization's strategy. To show business impact, it is necessary to demonstrate an impact on either strategic or financial performance, but not necessarily both. (p. 110)

This approach to financial ROI overcomes the problem of cause and effect. As Kirkpatrick (1977) originally suggested, senior leaders are unlikely to demand *proof* that coaching has an impact on the bottom line. They are more likely to seek *evidence* that coaching is having an impact on key business outcomes. Financial ROI is therefore regarded as optional, of secondary importance to identifying a strategic purpose and outcomes, useful only when this kind of evidence is likely to persuade.

Formative evaluation

The second main point of difference between the Clocktower Model and Kirkpatrick's (1977) and Leedham's (2005) models is that the Clocktower Model makes explicit reference to formative evaluation. As Ely et al. (2010) point out, coaching and training are different:

> . . . the more conventional training approach of waiting until the end of coaching to conduct an evaluation fails to reflect the dynamic and organic nature of the coaching intervention which changes over time in response to the client's successes and setbacks. (p. 13)

It would be difficult to interrupt a training course half-way through and make changes on the spot. Therefore it makes sense to evaluate the course after it is

finished, before deciding whether to run the course again. A coaching assignment may run for over a year though, offering opportunities for ongoing review.

Wasylyshyn (2003), Martineau (2008), De Meuse et al. (2009) all recommend collaborative, formative approaches to evaluating the effectiveness of coaching. A formative evaluation process links to other components of the Clocktower Model. A formative approach enables the organisation to monitor and respond to changes in:

- the participant's ongoing motivation to be coached;
- the line manager's ongoing commitment to coaching;
- the quality of the relationship between coach and coachee;
- progress against desired outcomes.

It also provides an opportunity for the organisation to provide strategic context and feedback.

The Clocktower has a roof, pointing onwards and upwards, which represents the value of continuing to monitor the participant's progress and ongoing development beyond the formal termination of a coaching assignment. This further serves to address Clutterbuck's (2012) concern that coaching not overly focus on short-term easily measurable goals.

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Next steps

In socialising this model with respondents to the survey and others in the Organisational Development (OD) and HR community, we have experienced high levels of interest and engagement, particularly in the importance of establishing strategically aligned purpose and outcomes, and in the value of a formative approach. Looking ahead we intend to conduct further research into the following areas:

(1) Further evaluating current practice with reference to the Clocktower Model. Using a grounded theory approach means that the definitions of the different categories emerge over time. Now that those categories are defined, it would be useful to conduct quantitative studies in order to identify gaps in current practice and strategies to address those gaps.
(2) Researching specific attempts by organisations to implement evaluation strategies with reference to the Clocktower Model. We are currently in conversation with three organisations, all of which are in the early stages of attempting to instil a 'coaching culture'.
(3) Exploring further how organisations can effectively overcome some of the barriers to effective evaluation, in particular succeeding in engaging the business in conversations around purpose and outcomes. In doing so we hope to add further clarity to the definition of 'purpose' and how purpose relates to goals.

Although there remains work to do, we hope the Clocktower Model will have an immediate impact when applied by some organisations. Nearly everyone we interviewed described at least one aspect of their current practice in terms of what is emerging as potential best practice. We hope the Clocktower Model will serve to

give practitioners a renewed confidence in the work they are already doing, and guidance as to how they can further build on their existing strategies.

The Clocktower Model also provides an agenda for enhanced collaboration. If Grant (2012a) is right in suggesting that a focus on financial ROI may sometimes be interpreted as little more than a marketing mantra by coaching companies, we hope the new model provides clear insights as to how client and service provider can work together in partnership to put in implement strategies that will further build on the value of executive coaching.

Notes on contributors

Dr Paul Lawrence completed his PhD in Psychology at University College London in 1989, before embarking on a corporate career with BP plc. He led teams and businesses in the UK, Spain, Portugal, Australia and Japan, specialising in start-ups and turnarounds. His experiences in leading people through complexity and change inspired him to move into a group organisational development role in 2002. In 2004 Paul immigrated to Australia, and worked for St George Bank for several years, where he led the development of a new group leadership development strategy. Paul has been working as an executive coach since 2007. He has a first degree and doctorate in Psychology, an MBA and a Graduate Diploma in Counselling and Psychotherapy. He heads up the Whyte & Co.'s research practice and consults in leadership and organisational development for the Centre for Systemic Change.

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