

New section

The ABCDE of Writing: Coaching high-quality high-quantity writing

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Coaching has been used for many purposes, and the scholarly literature demonstrates its efficacy in improving performance and well-being. However, to date, there has been no specific literature about coaching as a tool to increase the quality and quantity of writing in adult writers. We argue that writing is a significant component on many professional people's working life (e.g. academics or PhD students), and as such, success in this area can have a major impact on career progression. The foundation of cognitive behavioural coaching, the ABCDE model, provides the basis for a discussion about how to coach high-quality, high-quantity writing. In this article we discuss what aspects of writing are most likely to give rise to unhelpful beliefs and consequences. Using evidence from the scholarly literature on writing, inaccurate beliefs are disputed and more effective behaviours are suggested. The authors conclude that there is much to be gained from coaches having a specific understanding of the psychology of writing, as successful writing may make the difference between people's careers flourishing or stagnating.

Keywords:

COACHES work with coachee's on many aspects of the latter's career, for example, the team, performance or effectiveness. One aspect not often specifically singled out in coaching is writing. Yet, for the vast majority of coachees (and often for the coaches) who work in professional roles, writing is a core element of their job (National Commission on Writing, 2004). If the coachee is a student, perhaps completing a research higher degree such as a PhD, or an academic, they will be unable to succeed in their jobs unless they are productive writers. Despite the importance of writing in education and careers, very little is known about the internal psychology of writing. Although there are many courses, books and so on about writing, it is generally assumed that people will somehow work out how to manage themselves to write productively and well. Most of these courses and books are about the mechanics of writing, such as how not to split one's infinitives. In the scholarly

literature, the majority of research and comment focuses on a developmental or competency approach to writing (e.g. Camp, 2012; Grigorenko et al., 2012). There is also substantial scholarly literature on improving writing skills, of which the vast majority tends to take a very behavioural- and skills-based approach, which is largely driven by the developmental literature (e.g. Kellogg, 2009; Martinez et al., 2011; Porritt et al., 2006). While these approaches have been shown to be of some use to writers, we claim that without reference to the internal psychological world or belief systems of the writer, such behavioural approaches may be less effective (cf. Boice, 1985; Wellington, 2010).

As such, there has been little focus on how writers can use an understanding of themselves and their beliefs to improve their writing. A recent commentary on this topic published in the leading science journal *Nature* (Gardiner & Kearns, 2011) was the most-read piece in the journal during the

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week the journal was released. This indicates that, despite the deficiency in academic application to the internal world of the writer, there is clearly a great deal of interest in the topic. The interest from the writers themselves stems largely from the productivity to be gained from understanding the internal processes involved in high-quality high-quantity writing. As will be demonstrated, many of the beliefs and consequent behaviours in which people engage directly affect the quality and quantity of their writing. Using evidence-based principles to change beliefs and behaviours as a way to improve performance has mostly been the domain of coaching psychology. Coaching psychology has demonstrated reliable improvements in both performance and affect (e.g. see Grant, Cavanagh et al. [2010] for a discussion on the achievements of coaching research). As such, coaching psychology is an ideal methodology to apply to writing productivity and quality, for both our own jobs and those of our coachees.

Coaching psychology and writing

There has been a significant increase in the evidence base for coaching psychology, as demonstrated by the increase in the number of publications in recent years (see Grant [2011] for an annotated bibliography that shows this increase). More than half of the scholarly publications in coaching have appeared in the last 10 years. General conclusions are now being made about some of the psychological and behavioural impacts of coaching (Grant & Cavanagh, 2011; Spence & Grant, 2011). The majority of coaching practice involves coachees in executive or business roles, and research supports the efficacy of coaching in these settings (Passmore & Fillery-Travis, 2011). These research studies have focused on performance within business or commercial environments. Stern (2004) notes that executive coaching focuses on enhancing the executive's abilities and potential, particularly as regards leadership and organisational outcomes. However, many people work or study in highly demanding

roles with limited traditional leadership or commercial responsibilities. Often, the centrepiece of such a role is writing of some description. For example, academics, PhD students and professionals who must write reports and other documents. To date, there has been little in the coaching literature to guide the coach working with such clients. Grant, Green et al. (2010) make this point in the first randomised controlled trial (RCT) examining coaching in an educational setting.

Many professional coaches and consultants now have considerable experience in conducting executive and leadership coaching engagements in commercial and organisational settings. Such experiences have much to offer the broader social enterprise, including the educational sector. We encourage executive coaches and consultants to extend their research and practice and look for new applications in such areas, and in doing so to continue to further contribute to society's development and well-being. (p.165)

The aim of this paper is to attempt to highlight and contribute to redressing this situation.

Evidence-based coaching psychology

Despite some mixed findings, a number of quasi-experimental studies have shown a variety of positive outcomes for coaching. For example, Gyllensten and Palmer (2005) found that workplace coaching reduced some aspects of strain (anxiety and stress) in a coaching group compared with a control group. Kochanowski et al. (2010) found that the participants in a feedback and coaching group had higher levels of collaboration compared with a feedback-only control group. Evers et al. (2006) found that managers who received coaching increased their self-efficacy beliefs in relation to setting their own goals and expectations about acting in a balanced way. Similarly, Leonard-Cross (2010) found that participants who had received coaching had higher levels of self-efficacy compared with those who had not received coaching. In a within-subject single-

case study design, Libri and Kemp (2006) found that an executive was able to improve his sales performance, self-evaluation and global self-ratings of performance after participating in an executive coaching programme. Although these studies do not relate to writing *per se*, they demonstrate the efficacy of coaching as a change methodology.

While the quasi-experimental studies show some support for coaching psychology, RCTs provide a higher level of rigour and, therefore, allow for more robust conclusions about the efficacy of coaching. Of the 15 between-subject outcome studies that exist in the coaching literature, 11 utilised a randomised controlled design and largely support the efficacy of coaching psychology (see Grant & Cavanagh [2011] for a list these studies). For example, Taylor (1997) found that coaching was more effective than training for reducing stress in medical students preparing for exams. Miller et al. (2004) found that coaching, together with feedback, was more successful than training style interventions in improving the interviewing skills of mental-health workers. Gattellari et al. (2005) found that GPs made better clinical decisions about a screening test after they had been coached by peers, relative to a control group. Spence et al. (2008) found that coaching and mindfulness training led to better goal attainment than did health education alone. Grant (2002) found that combined cognitive and behavioural training was more effective at improving performance and mental health over a 12-month period than either cognitive or behavioural coaching alone. Green et al. (2006) found that solution-focused (as opposed to problem-focused) coaching increased goal attainment and well-being, with gains maintained at 30-week follow-up, and (Spence & Grant, 2007) found that solution-focused cognitive behavioural coaching more effectively increased goal commitment and goal attainment than did peer coaching. More recently, in the first RCT involving executive coaching, Grant et al. (2009) found that solution-focused CBC

improved goal attainment, resilience and well-being, and reduced depression and stress. Again, despite these studies having limited reference to writing specifically, they do provide a high level of support for the ability of coaching psychology to assist people to change.

In a high-school setting, a setting more similar to the non-commercial or non-leadership environment under discussion in this paper, Grant, Green et al. (2010) found that teachers who underwent cognitive behavioural solution-focused coaching had higher levels of goal attainment, workplace well-being and resilience, and lower levels of stress, when compared with the control group. Although this was the first RCT to focus on the impact of coaching on goal attainment and well-being in an education setting and outside the commercial organisational settings observed in executive-coaching studies, there was no focus on specific aspects of the non-commercial setting, such as writing.

In summary, all of the RCTs conducted to date that have utilised a goal-focused or solution-focused coaching approach support the efficacy of coaching across a wide variety of outcomes (ranging from goal attainment to well-being, mental health and hardiness) and over an extended period. It would be reasonable to conclude that these findings would extend to a job-related activity such as writing.

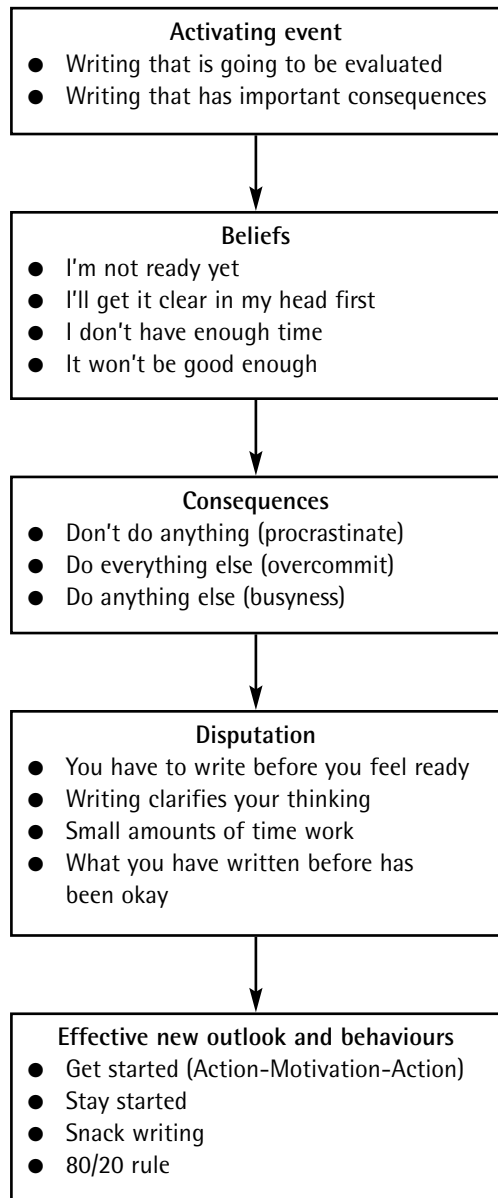
Although writing is not directly related to profitability or team management, writing is an integral part of many people's jobs that could benefit from coaching. Recently, Vitae, the body responsible for the support and development of researchers and doctoral students across the UK, released the report *Coaching for Research in UK Higher Education Institutions* (2012). The report concluded that coaching was a promising methodology for achieving sustainable research careers. Given that one of the biggest predictors of career success for these groups is the ability to produce high-quality high-quantity writing, focusing coaching specifically on

writing, is likely to provide much benefit. Therefore, this current paper attempts to apply existing knowledge about coaching to writing. For many people, the ability to improve their writing productivity and the effectiveness of their writing could make the difference between having a successful or just okay – or even failed – career.

Cognitive behavioural coaching

As evidenced by the studies just reviewed, cognitive behavioural coaching (CBC) is one of the most highly utilised approaches (at least by coaching psychologists) to coaching (Grant & Cavanagh, 2011; Spence & Oades, 2011; Whybrow & Palmer, 2006). CBC is based on the most well-validated and evidence-based intervention in clinical psychology: cognitive behaviour therapy (CBT) (Hollon & Beck, 2004; NICE, 2008). Neenan (2008) (see also Neenan & Palmer [2001]) describes how CBT can be, and has been, adapted to the field of coaching. The basic underpinning of CBC is the ABCDE cognitive model, which proposes that Activating events elicit Beliefs that give rise to Consequences, such as unpleasant and unhelpful emotions and behaviours; to reduce these consequences, it is necessary to Dispute the inaccurate beliefs or thoughts, which in turn leads to an Effective new outlook (Dryden & Neenan, 2004; Neenan & Palmer, 2001). Many of the other frameworks used to guide coaching sessions, for example, PRACTICE (Palmer, 2007, 2011), can be incorporated into a cognitive behavioural framework. More sophisticated versions of the basic CBC model have been developed, such as the SPACE model, which takes a bio-psycho-social approach (Edgerton & Palmer, 2005). The basic premise of cognitive behavioural models is if you can change people's beliefs (in this case, about writing), you will change their behaviour, which will lead to more productive attitudes and behaviours. Coaches can utilise any of these models when coaching writers. However, we argue that coaching a writer without reference to the underlying

Figure 1: The ABCDE model of CBC as applied to writing.



beliefs held by the writer will lead to short-term or sporadic results. Figure 1 illustrates how the foundation of all CBC models, the ABCDE model, applies to writing. The next section explains this model in detail.

Activating event

Clearly, the activating event for writing is writing. However, not all writing is equal. Some types of writing are more likely than other types to give rise to unhelpful beliefs and behaviours. Writing that has an evaluative component is the most likely to induce inaccurate thoughts and production-slowness behaviours. The more significant the evaluation, the bigger the unhelpful reaction. Martin et al. (2003) discuss the ways in which competitive academic environments can lead to unproductive self-protection strategies. In education settings, all writing will be evaluated, that is, 'marked'. This is a central element of why so many students suffer from poor study behaviours, such as overcommitting (Koszegi, 2006), busyness (Silvera, 2000), perfectionism (Greenberg, 1985), procrastination (Martin et al., 2003; Onwuegbuzie, 2004; Solomon & Rothblum, 1984), disorganisation (Norem, 2001), not putting in effort (Urduan & Midgley, 2001) and choosing performance-debilitating circumstances (Sanna & Mark, 1995). The educational pathway that involves the most rigorous and highest level of evaluation is the PhD. Submission rates across Western countries sit between 50 and 60 per cent (Jaschik, 2008; Jiranek, 2010); more recently in the UK at some institutions, submission rates have been higher (Economic and Social Research Council, 2010). The attrition rates in these research higher degrees are extremely high, as are the unhelpful behaviours. A number of researchers argue that it is the unhelpful behaviours, rather than the difficulty of the task, which is responsible for these low completion rates (Kearns, Forbes et al., 2008; Kearns, Gardiner et al., 2008; Manathunga, 2005).

The traditional study environment is not the only activating event for unhelpful

beliefs and behaviours in relation to writing. Many professional careers involve a significant amount of writing and significant pressure to write. Academia is one such profession. In a major study of 15 Australian universities, Gillespie et al. (2001) found that academic staff perceived a sizeable increase in job demands over the preceding five years and that, among other things, task overload was a significant contributor (see Kinman & Jones [2008] for similar findings in the UK). Winefield (2003) (see also Court & Kinman [2008]) noted that this task overload consisted of increasing pressure to lift performance in the areas of publishing and acquiring external grants. Bakker et al. (2010), who presented further analyses from the Winefield (2003) cohort, showed that 'personality characteristics' contributed to the pressure and lack of success experienced by some academics and they suggested there was 'the need to tailor interventions at the individual, not just the workplace, level' (p.633). In essence, Bakker et al. recognised that the issues did not rest entirely with the workload; the ways in which individuals responded to the pressure to write made a substantial difference. Writing when under pressure to do so and when it is important for one's career is a significant activating event for unhelpful beliefs. Other professions also involve a high level of writing and the need to write under pressure; as such, people working in these professions are likely to suffer similar issues.

Beliefs

When writers are faced with a writing task that they know someone else will read and judge or when they have multiple competing demands or both, the dominant response of many writers is to not write at all, or to write very slowly. Writers have a plethora of very plausible and convincing beliefs to support this inaction. We have coached thousands of writers (individually, and in small and large groups), and the following beliefs are the most common and most strongly held beliefs that we have encountered.

I'm not ready yet

Commonly, writers will say that the reason they are not writing is they do not feel ready. They have a belief that they cannot write unless they feel ready. In fact, they tell themselves that they will lower the quality of their writing by 'forcing' their creative thoughts or ideas to flow. Writers often believe that if they just wait a bit longer they will feel ready.

I'll get it all clear in my head first

Another very commonly held belief among writers is a misconception about the writing process. There is a belief that writing is a recording process; therefore, they try to get it all clear in their heads first. They believe that when it is 'all clear', they will start to write. Of course, it is never all clear and consequently they delay writing.

I don't have enough time

This belief is that unless they have big blocks of time in which to write, it is a waste of time trying to write. Writers often believe that because writing is a complex and demanding task, to try to write in small blocks of time simply would not work. They, therefore, think it is better to write nothing at all. In an examination of why academic staff struggled with writing productivity, Boice and Jones (1984) found this type of belief to be a significant cause of poor writing output.

It won't be good enough

Finally, there is the nagging belief that dogs most writers at some point in the writing process: their writing is not very good, so there is not much point in continuing. Writers often believe it would be better to wait until it felt easier or until it was clearer, because it is a waste of time writing 'rubbish'.

Consequences

These beliefs lead to a variety of behavioural consequences among writers. Any difficult situation could lead to the type of avoidance behaviours described below; however, these are the most common consequences we have observed among writers. The consequences

listed are mainly behavioural. This is because most of the discomfort associated with writing is avoided by engaging in the behaviours described below.

Don't do anything – Procrastination

A very common behavioural consequence of the above beliefs is to do nothing or, at least, not to do anything that would constitute writing. When people procrastinate, they are postponing until later an action they know they should be taking now. Persaud (2005) estimates that up to 20 per cent of the adult population suffer from chronic procrastination. It is estimated to be even higher among student populations, who generally have an abundance of writing tasks to complete. For example, Solomon and Rothblum (1984) found that 46 per cent of undergraduates reported high levels of procrastination in relation to writing. Further, they procrastinated about the task of writing more than any other task. Coaching psychology has been found to be an effective tool in helping to reduce procrastination (Dryden & Neenan, 2004; Karas & Spada, 2009; Neenan, 2008, 2012).

Do anything else – Displacement activities

Writers may not be writing, but this does not (usually) mean they are doing nothing. Generally, they engage in a range of behaviours that keep them busy: displacement activities. Displacement activities are behaviours that displace the guilt people feel for not doing what they should be doing – in this case, writing. Common displacement activities among writers include reading, sourcing more information, data and so on, referencing, formatting, editing and even housework (Ahern & Manathunga, 2004; Boice, 1990; Wellington, 2010).

Do everything else – Overcommitting

Finally, when all else fails, writers who have unhelpful beliefs, such as 'I'm not ready yet' or 'It won't be good enough', often become overcommitted. They volunteer to organise a conference, to help with the office move or

to re-write the curriculum. O'Donaghue and Rabin (2001) found that the more important or desirable the goal, the more likely it was that people would choose to work on other tasks. This is counter to common sense; most people would expect that when they have a choice they would choose to work on their important goals. In relation to writing, many writers become so overcommitted that it is essentially impossible for them to write.

Disputing

What is the truth about writing? Should people wait until they feel ready? Should they or try to get it all clear in their heads first, or only write when they have big blocks of time available? Perhaps as a writer yourself, you are wondering whether these beliefs are true. If you are a coach, you will certainly need to know whether they are true. As is the case with all good CBC, the answer lies in the evidence.

You have to write before you feel ready

Writers often do not feel ready to start writing, but they may never feel ready. In fact, a writer has to start writing before they feel ready. If this is not true, why is it that most writers miraculously become ready to write as soon as a deadline appears? As further evidence, a study of academics showed that those who were forced to be creative had twice as many creative ideas as those who were allowed to have them in

their own time, and there was no discernible difference in quality (Boice, 1983). Table 1 provides examples of ways to dispute beliefs related to waiting until a writer feels ready.

Writing clarifies your thinking

Waiting until things are clear in one's head is a misunderstanding about how writing works. Writing is actually creative and interactive. As people write, they begin to see the flaws and holes in their arguments that they could not see when it was in their heads. The truth is that the process of writing clarifies the writer's thinking (Mandel, 1980; Perl, 1980). In fact, we would go even further and say that writing is a form of rigorous thinking. Table 2 provides an example of disputing these beliefs.

Small amounts of time are effective

Although writers often feel it is necessary to have big blocks of time in which to write, the research does not support this. In a landmark study by Robert Boice (1983), which was re-analysed by Krashen (2002), academics who wrote for 30 minutes a day produced more peer-reviewed publications across a year than did academics who wrote in big blocks of time. When coaching writers, it is important to address this issue; if not, it is likely to become a major block to writing (Boice, 1985, 1990, 2000). The easiest way to dispute this belief is to have writers conduct a behavioural experiment whereby they

Table 1: Disputing beliefs related to having to feel ready before writing (from Gardiner & Kearns, 2010).

Thoughts	What's Accurate
I can't write if I'm not feeling creative.	Apparently, once I start writing that will create more ideas than if I wait for inspiration to strike.
I don't feel in the mood for writing.	Sometimes you have to do things you don't like, to get what you want. Maybe once I start, I'll get in the mood.
I shouldn't have to force myself. It should come naturally.	That would be nice but most writers struggle at some point. There are very few lucky people where it all comes naturally.

Table 2: Disputing beliefs related to having to ensure it is all clear in one's head before one can write (from Gardiner & Kearns, 2010).

Thoughts	What's Accurate
I need to get my ideas clear in my head before I can write.	Writing things down will help me clarify my ideas.
There's no point in starting if I don't know what I'm going to say.	I won't know what I'm going to say if I don't get started!
I just need to think it through for a bit longer.	What if I write first and then I can think about it afterwards. At least I will have something to think about.

agree to write for 45 minutes every morning (our replication of Boice’s research shows that 45 minutes in non-test conditions works better, but 30 minutes is still effective). If, at the end of one week of writing, the writer feels they are less productive, they are free to return to writing in big blocks of time. In 15 years of coaching writers, less than one per cent have made a conscious decision to return to writing in big blocks of time.

If it was okay before, it is likely to be okay this time

Underlying many of the beliefs is the core belief that the writing produced is not particularly good. Worse, when others see how ‘bad’ it is, the writer will be exposed as a fraud. This is commonly referred to as the *imposter syndrome* – the belief that you are one mistake away from being exposed as a complete and utter fraud. To create effective new beliefs and behaviours, it is important for the coach to challenge the inaccuracies in such thoughts. The most effective form of disputation for the coach to use is, along with the coachee, to look at past evidence of writing abilities. If people have written well in the past (most writers have), it is likely they will be able to write well in the future. Table 3 provides an example of disputing these beliefs.

Effective new outlook and behaviours

Once inaccurate beliefs have been disputed, it is possible for effective new beliefs and behaviours to be utilised. To effectively estab-

lish the new outlook, it is necessary for writers to start their writing and to practise it regularly. This achieves two things; first, it acts as a form of exposure and ensures that the inaccurate thoughts are fully disputed and, second, it allows writers to build a genuine sense of self-efficacy as their skills improve. Following are the new attitudes and behaviours that are most effective.

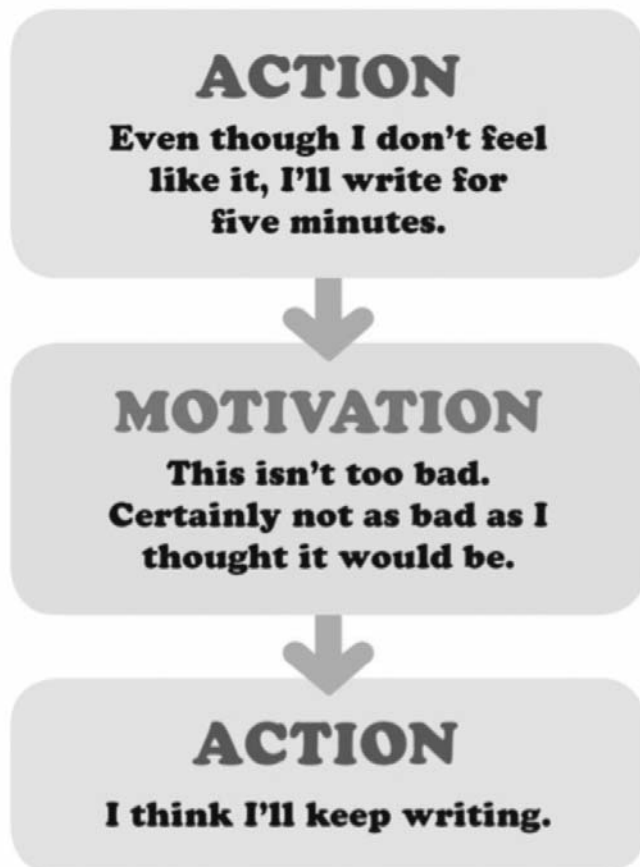
Get started

Writers usually don’t start writing because they don’t feel like it – they don’t feel motivated. Most people fundamentally misunderstand how motivation works in practice. They believe that in order to start they have to feel like doing the action in question. In essence, they believe that motivation leads to action, but this is not how motivation works. Motivation is triggered by taking action. Therefore, action leads to motivation, which, in turn, leads to more action (Kearns & Gardiner, 2011; Schwarz & Bohner, 1996). This requires the writer to make a start before they feel like starting. In return for this small forced step, the writer soon feels motivated to continue (as demonstrated in Figure 2). The coach needs to explain to writers that despite not feeling motivated, after a small amount of action, (in our experience, approximately 10 to 15 minutes), it is likely they will begin to feel more motivated. The coach can use a behavioural experiment to demonstrate this to writers: ask them to write for 30 minutes, and if they are not motivated by the end of that time, they may stop. They then need to

Table 3: Disputing beliefs related to concern over the quality of writing (from Gardiner & Kearns, 2010).

Thoughts	What's Accurate
This is not written well enough.	How do I know? What about previous stuff I've written – that was okay.
There is no argument – it's just descriptive.	How do I know? Check it out. I can work on the argument once I get some feedback.
It's got mistakes.	Of course. All work does. What specifically am I worried about? What can I do about it?
It's not good enough to get published.	But this is still a draft.
It's not as good as what gets published.	It's not fair to compare my draft with a finished manuscript.
I've fooled people up until now, but this will prove how bad I am – that I am barely literate, never mind clever!	If I'm smart enough to fool them for this long, then I'm probably smart enough to be here.

Figure 2: The relationship between action and motivation (from Gardiner & Kearns, 2010).



come back to the writing the next day and write for another 30 minutes. The vast majority of writers will begin to feel more motivated by writing than they will by waiting.

Stay started

At this point, it is useful for coaches to explain to writers about the physiological properties of anxiety: if you avoid it (avoidance), it gets worse. If you stay with it (exposure), it gets better (Linnenbrink & Pintrich, 2002). Although many writers may not necessarily experience anxiety, an underlying physiological discomfort often drives writers to avoid writing. Many writers are not experiencing anxiety because they are engaging in displacement activities instead of writing. Therefore, the effective new behaviour that the coach needs to explain to the writer is 'staying put' for at least 45 minutes. This allows the anxiety or discomfort associated with writing to abate. We sometimes say that if writers keep writing they can even experience 'negative anxiety', more commonly referred to as fun!

Snack writing

For most people, their motivation to keep writing will not be sustained if the task is open-ended or too long. Given the evidence for higher productivity when people write in small blocks of time rather than large blocks of time, 'snack writing' is an ideal effective new behaviour. Snack writing increases both motivation and productivity (Kearns & Gardiner, 2011). The main feature of snack writing (as opposed to 'binge writing') is that snacks are regular. Coaching writers to write for 30 to 45 minutes every day is most likely to lead to increased productivity (Boice, 1989). This is different from the points made above about motivation and anxiety. The coach needs to share with writers the techniques for making a start (do not wait until you feel like it) and for continuing with their writing (the discomfort will go away). However, snack writing helps writers understand that it is not a waste of time to write in small blocks of time and that it is probably

the most effective and productive way to write. The purpose of coaching is to help writers accept this proposition and then to coach the various pitfalls (and there will be many) that occur along the way.

Apply the 80/20 rule

Once a coach can get a writer to the desk and convince them to stay for at least 30 to 45 minutes, the 80/20 rule (or the Pareto Principle) is one of the easiest ways to increase writers' productivity. The 80/20 rule is based on the work of the Italian economist Vilfredo Pareto who noted that 80 per cent of the wealth in Italy was owned and produced by 20 per cent of the population. The essence of the rule is that 80 per cent of output is created by 20 per cent of the input – the rest is mostly window dressing. The 80/20 rule applies to many aspects of life: 20 per cent of people take 80 per cent of doctors' appointments, 20 per cent of students consume 80 per cent of teachers' time and 20 per cent of academics produce 80 per cent of the published research (Ito & Brotheridge, 2007). How does this knowledge help with the coaching of writers? When some of the beliefs described above have been disputed, writers can be encouraged to write – not to perfect as they write, but simply to write. Twenty per cent of a writer's effort will lead to 80 per cent of the finished product (particularly if the writer does not edit or read or format during the writing process). If the writer only writes, the argument and the structure will appear quickly. It will take time to edit, format, check facts, find references and so on (the remaining 80 per cent of the work); however, the most difficult work (and the most likely work to be avoided) is done.

Summary

We contend that coaching psychology, and CBC in particular, is an extremely effective methodology for assisting the many people who have to write as part of their profession or education. Although there is a growing and increasingly positive evidence base for the effectiveness of CBC, to date there has been

no study (or paper of any kind) on the application of coaching to writing. In fact, the vast majority of coaching focuses on leadership and commercial responsibilities. There is no reason to believe that the positive results demonstrated in these domains would not also apply in relation to writing. This paper is a first attempt to show how CBC might be applied to the specific task of writing. From our work with thousands of writers, we know that the application of CBC to their writing goals (and sometimes lack thereof) has fostered, and saved, many a person's career.

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