



My Writing Assessment™

A Question & Answer

Wouldn't you write **better** and **faster**,...

if you knew what to improve?

Now you can, with *My Writing Assessment™*.

Your Writing Must Have Impact

Your writing must have impact everyday. Your e-mail, your letters, and your reports must achieve the actions you want. You want results, but to get results your writing must communicate effectively. But if you don't know what is effective and what is not, how can you write better? This is where *My Writing Assessment™* helps.

Assessment Helps You Improve

My Writing Assessment™ evaluates how effectively your writing communicates--what helps it achieve the results you want and what does not. Specifically, what is excellent and what needs to be improved.

Once you know what to improve, you will quickly and readily make your e-mails, memos, letters, reports, etc. better than you ever thought they could be.

Benefits

- Get the results you want to achieve with your writing
- Save time when drafting and editing your writing
- Eliminate guesswork by knowing *exactly* where you must improve
- Reduce stress by not having to worry about the quality of your writing
- Understand what makes your written communication effective

"I liked getting the feedback just about my writing. I already knew some of what I needed to improve, but seeing how good I was in so many areas surprised me. I also liked having a workbook that's made just for me."
**Manager, Fortune 500
Manufacturing Company**

turning information into **action**



Knowing what to improve creates dramatic results

Over the last 15 years of evaluating business writing using this assessment process, we have discovered several key findings:

- Most people are surprised by how many "100's" they have in their assessment scores.
- Much of most people's writing is good, but because a few writing errors are repeated over and over again, the writing can be perceived as ineffective.
- These repeated errors tend to be "bad" habits that can be corrected by applying the personalized editing guide supplied with *My Writing Assessment™*
- Once these writing errors have been removed or improved, writing is *dramatically* improved.

three easy steps

You can have *My Writing Assessment™* in three easy steps: submit writing samples, receive your personalized assessment from our professional editors, and attend a one-day feedback seminar.

step one

After registering, you submit five to seven pieces of on-the-job writing. These can be e-mails, memos, letters, reports, etc.---writing you already do on the job.

step two

Our professional editors follow a specific process.

First, they evaluate each of your samples against approximately fifty objective criteria.

Second, the data generated for each piece of writing are totaled and averaged over all the pieces of writing and then converted to percentages

Third, we prepare your personalized workbook with the following:

- ✓ Explanations and exercises to explain each item being evaluated and measurement
- ✓ A report listing each item measured and the specific measurement for that item
- ✓ Recommendations for action steps you can take to improve your writing
- ✓ References to authoritative texts so you can further sharpen you skills

turning information into action



Finally, we prepare *My Editing Guide™*--a handy laminated card that lists all the items rated at less than 100%. These are your weak points that you need to check every time you write.

Step three You attend a one-day seminar reviewing the information contained in the assessment. (See seminar outline in the following pages.)

- What you get**
1. An intensive one-day seminar reviewing the measurements used to assess your communication effectiveness
 2. A personalized workbook--*My Writing Assessment™*--created just for you that tells you:
 - What objective criteria were measured
 - How you measured up against those criteria
 - What you can do to improve
 - Other resources you can reference
 3. *My Editing Guide™*--a laminated card prepared just for you. This card lists all the items on which you scored less than 100%. You can use this card when editing your writing to find the kinds of mistakes you typically make.

"I've sent my whole department to My Writing Assessment Seminar. When my people return, I ask them for a copy of their editing guide. I use it to coach them in improving their communication--both written and oral. I'm delighted we have a common terminology to communicate, thanks to your program."
Director, Information Service, Large Insurance Company

- Suitable for**
- Executives
 - Managers
 - Professional Staff
 - Salespeople
 - IT Staff
 - Technical Staff



My Writing Assessment™ Feedback Seminar Outline

7:30am-8:00 Registration
Coffee & Rolls

8:00-10:15 About *My Writing Assessment™*
About Writing as Communication

Communication The Writing Process
Ideas vs. Sentences

Writing Process Effective Sentences
Express Ideas Directly

Ideas Give Sentences Action
Eliminate Static Sentences

Effective Sentences Make Sentences Powerful
Eliminate Doubt

Reduce Sentence Errors
Eliminate Ambiguity
Reduce Confusion
Unify Time Perspective
Reduce Sentence Friction
Clarify Connections Between Ideas

10:30-12:15 Build Units of Thought
Organize Paragraphs Toward a Strong Objective

Powerful Paragraphs Tell the Reader the Central Purpose
Explain the Flow of Ideas
Construct Consistent Paragraphs
Stay at one point in time
Give information from the same perspective
Express similar ideas in similar ways
Make sure pronouns point to the right ideas
Provide Transitions from Paragraph to Paragraph

1:00pm-2:30 Define the Primary Objective
Determine the Desired Effect
Tell the Primary Objective Clearly
State the Primary Objective
Locate Objective for Impact

Primary Objective (Main Idea)

Reader Analysis & Benefit Speak to the Reader
Explain How Information Relates to the Reader

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**& Rapport
Tone**

Create Rapport with the Reader
Provide Relevant and Sufficient Information
Match Tone to Support Primary Objective

2:45-5:00pm

Tell the Reader How Ideas are Organized
Provide Opening Roadmap of Ideas
Clarify Links Between Idea Groups
Summarize to Emphasize Key Points

**Organizing
Writing**

My Editing Guide™

Wrap Up

Questions & Answers
Filling out evaluation sheet
Key learning

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JOHN DOE SAMPLE PAGE OF THE SHORT MY WRITING ASSESSMENT™ REPORT

Listed on this page is a sample page from the My Writing Assessment Report showing John Doe's effectiveness in written communication.

I. SUMMARY OF FINDINGS -- HOLISTIC

These are the criteria assessed for each of the submitted writing samples.

A. Primary Purpose (Main Idea)

1.	Do the writings have primary purposes?	100%
2.	Are these primary purposes directly stated?	100%
3.	Where are the primary purposes usually located? (Middle<=33%; 33<Beginning or End<=66%; Beginning & End >66%)	60%

John Doe's percentage of success as averaged across all writing

B. Focusing on the Reader

1.	Do writings establish rapport with their readers?	86%
2.	Do readers know why they are to read this writing?	100%
3.	Are data relevant to primary purposes?	100%
4.	Is information provided sufficient for readers to take the action requested by the primary purposes?	100%

C. Tone

1.	Do writings use tone appropriate to their primary purposes?	100%
2.	Does tone in the writing move in one direction from beginning to end?	100%

John Doe writes well in many areas, as evidenced by all the hundreds he gets!

D. Formators

	Type of Formator	%Present	%Match
1.	Opening	33%	100%
2.	Transitions (Milestones)	87%	100%
3.	Closing (Summaries)	100%	100%



My Editing Guide™ for John Doe

The front and back of John Doe's 5x8 inch laminated card are shown below. All assessment items below one hundred percent are listed on this card. This laminated card becomes an editing tool that John Doe uses to edit quickly because he needs only to check the items he needs to improve. *This saves him time and gives him a much better quality work product.*

FRONT

(Let the writing "cool" before applying your editing guide to the writing. Letting the writing "cool" means you no longer remember what you intended to say, but can deal with what you actually said on the page.)

Primary Purpose (Main Idea)

Is the primary purpose located at the beginning, restated throughout and recapitulated at the end?

Focusing on the Reader

Does this writing establish rapport with the reader? (Hook the reader?)

Formators

- Does this writing have an opening formator explaining what is to come?
- Does this writing use transition (milestone) formators telling the reader how one section (or paragraph) is related to previous and subsequent sections (or paragraphs)?

Paragraph Structure

- Do the paragraphs in this writing have main ideas?

BACK

- Are these main ideas located at the beginnings of paragraphs?
- Do the paragraphs have only two levels of organization--a main and a subordinate?
- Are these main ideas located at the beginnings of paragraphs?
- Do the paragraphs have only two levels of organization--a main and a subordinate?

Paragraph Consistency

The 5x8" laminated card asks John Doe the questions a professional editor would ask. Notice the questions are asked from the perspective of the reader, because an editor represents the reader in editing writing.

Paragraph Consistency

Do pronouns reference the appropriate antecedent to communicate clearly?

Sentence Errors

- Do subjects agree with verbs?
- Are tenses within sentences appropriate?

Punctuation

- Are commas correctly used?
- Are semicolons correctly used?

*"I can't do without (My Editing Card). I use it all the time to check my work and make sure I say what I want to say. People have complimented me on how much my writing has improved."
Manager, Personal Financial Services, Fortune 500 bank*