

THE THREE-STEP WRITING PROCESS

Understanding THE THREE-Step Writing Process

- ▣ Purposeful
- ▣ Audience- centered
- ▣ Concise

What is THE THREE-Step Writing Process?

- ▣ Planning your message
- ▣ Writing your message
- ▣ Completing your message

Planning

Analyze the Situation

Study your purpose, lay out your writing schedule, and then profile your audience.

Gather Information

Gather information through formal or informal research methods.

Adapt to the Audience

Choose the right channel and medium; then establish a good relationship with your audience.

1

Writing

Organize the Information

Define your main idea, limit the scope, group your points, and choose the direct or indirect approach.

Compose the Message

Control your style through level of formality and conversational tone. Choose your words carefully so that you can create effective sentences and paragraphs.

2

Completing

Revise the Message

Evaluate content and review readability; then edit and rewrite for conciseness and clarity.

Produce the Message

Use effective design elements and suitable delivery methods.

Proofread the Message

Review for errors in layout, spelling, and mechanics.

3

Analyzing the situation

1. Define our Purpose

- ▣ Is your purpose realistic?
- ▣ Is this the right time?
- ▣ Is the right person delivering your message?
- ▣ Is your purpose acceptable to your organization?

2. Develop an Audience Profile

- ▣ Identify the primary audience
- ▣ Determine audience size
- ▣ Determine audience composition
- ▣ Gauge your audience level of understanding
- ▣ Consider your audience's expectation and preferences
- ▣ Estimate your audience's probable reaction

Audience Profile

- ✓ Who is your primary audience?
- ✓ How big is your audience?
- ✓ What is your audience's composition?
- ✓ What is your audience's level of understanding?
- ✓ What is your audience's probable reaction?

How to establish credibility with them

What media they prefer and expect

What information is pertinent to them

What information they require

What audience members want to know

How an Audience Profile Helps You Plan Your Message

Gathering Information

- ▣ Considering others' viewpoints
- ▣ Reading reports and other company documents.
- ▣ Chatting with supervisors , colleagues or customers
- ▣ Asking your audience for input

Gathering Information

- ▣ Find out exactly what your audience needs to know
- ▣ Provide all required information
- ▣ Be sure the information is accurate
- ▣ Be sure the information is ethical
- ▣ Be sure the information is pertinent

Provide All Required Information

Dear Ms. Hill:

I just got back from a great vacation in Hawaii. However, this morning I discovered that my favorite black leather shoes are missing. Since I wore them in Hawaii, I assume I left them at the Hawaii Sands Hotel. Please check the items in your "lost and found" and let me know whether you have the missing shoes.

Adopting your message to your audience

- ▣ Select the Appropriate Channel and Medium

CHOOSING THE MOST APPROPRIATE CHANNEL AND MEDIUM

Use the Written Channel When

- You need no immediate feedback
- Your message is detailed, complex, or requires careful planning
- You need a permanent, verifiable record
- Your audience is large and geographically dispersed
- You want to minimize the distortion that can occur when messages pass orally from person to person
- Immediate interaction with the audience is either unimportant or undesirable
- Your message has no emotional component

Use the Oral Channel When

- You want immediate feedback from the audience
- Your message is relatively straightforward and easy to accept
- You need no permanent record
- You can assemble your audience conveniently and economically
- You want to encourage interaction to solve a problem or reach a group decision
- You want to read the audience's body language or hear the tone of their response
- Your message has an emotional component

Use Electronic Forms When

- You need speed
- You're physically separated from your audience
- Time zones differ
- You must reach a dispersed audience personally

**Establish a good relationship
with your audience**

Instead of This

To help us process this order, we must ask for another copy of the requisition.

We are pleased to announce our new flight schedule from Atlanta to New York, which is any hour on the hour.

We offer the printer cartridges in three colors: black, blue, and green.

Use This

So that your order can be filled promptly, please send another copy of the requisition.

Now you can take a plane from Atlanta to New York any hour on the hour.

Select your printer cartridge from three colors: black, blue, and green.

Instead of This

We hope this recommendation will be helpful.

If you'd like to order, mail us the reply card.

We trust that you'll extend your service contract.

Use This

We're glad to make this recommendation.

To order, mail the reply card.

By extending your service contract, you can continue to enjoy top-notch performance from your equipment.

Table 4-2

OVERCOMING BIAS IN LANGUAGE

Examples	Unacceptable	Preferable
<p>Gender Bias Using words containing "man"</p> <p>Using female-gender words</p> <p>Using special designations</p> <p>Using "he" to refer to "everyone"</p> <p>Identifying roles with gender</p> <p>Identifying women by marital status</p>	<p>Man-made</p> <p>Businessman</p> <p>Salesman</p> <p>Foreman</p> <p>Authoress, actress, stewardess</p> <p>Woman doctor, male nurse</p> <p>The average worker . . . he</p> <p>The typical executive spends four hours of his day in meetings.</p> <p>the nurse/teacher . . . she</p> <p>Phill Donahue and Marlo</p> <p>Phill Donahue and Ms. Thomas</p>	<p>Artificial, synthetic, manufactured, constructed</p> <p>Executive, business manager, businessperson</p> <p>Sales representative, salesperson, clerk, sales agent</p> <p>Supervisor</p> <p>Author, actor, cabin attendant</p> <p>Doctor, nurse</p> <p>The average worker . . . he or she</p> <p>Most executives spend four hours a day in meetings.</p> <p>nurses/teachers . . . they</p> <p>Phill Donahue and Marlo Thomas</p> <p>Mr. Donahue and Ms. Thomas</p>
<p>Racial/Ethnic Bias Assigning stereotypes</p> <p>Identifying people by race or ethnicity</p>	<p>My black assistant speaks more articulately than I do.</p> <p>Jim Wong is an unusually tall Asian.</p> <p>Mario M. Cuomo, Italian American politician and ex-governor of New York</p>	<p>My assistant speaks more articulately than I do.</p> <p>Jim Wong is tall.</p> <p>Mario M. Cuomo, politician and ex-governor of New York</p>
<p>Age Bias Including age when irrelevant</p>	<p>Mary Kirazy, 58, has just joined our trust department.</p>	<p>Mary Kirazy has just joined our trust department.</p>
<p>Disability Bias Putting the disability before the person</p>	<p>Crippled workers face many barriers on the job.</p> <p>An epileptic, Tracy has no trouble doing her job.</p>	<p>Workers with physical disabilities face many barriers on the job.</p> <p>Tracy's epilepsy has no effect on her job performance.</p>

Thank you

