**Unsuccessful Candidates:**

Your unit recently interviewed three candidates for the position of team assistant in your unit. All the candidates were well qualified for the position. Your supervisor mentioned to you that it was difficult for the selection committee to choose the best candidate.

Now that one of the candidates has been hired, the supervisor has asked you to draft letters to each of the other two explaining that they will not be hired. (You will need to invent one or more reasons. Use your imagination.) There may be short-term positions available within the next two months, and your supervisor mentioned this might be a good alternative for the unsuccessful candidates.

**Plan your Responsive letter to one of the candidates to deliver the bad news.**

**Planning**

|  |
| --- |
| **1. Focus My Thoughts** |
| **Purpose**(Why am I writing?) | To respond to the reader’s original request  |
| **Reader****Relevant facts about reader related to content**  | [Examples: very busy; appreciates brevity; familiar with technical terms and acronyms] |
| **Reader’s Original Request** |  |
| **2. Plan the Document** |
| **Reader’s Questions** | **My Answers** |
| **What is this about?** | (Responsive reminder statement: This sentence reminds the reader of the original request.)[Examples: You asked me to... or As we discussed… ] |
| **Reader’s Main Question: What is your response [to my original request]?** | (**Main Message**: This sentence responds to the reader’s original request.)  |
| **Reader’s Next Questions:(Fill in questions arising from main message.)** | **My Answers** |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| **Closing****Follow-up action required? Need other closing?** | [Follow-up action or other closing] |

**Drafting**

**Now draft the Responsive letter. When you have finished your draft, read through it for mechanics and style, and revise your work.**

**Revising**

**Now that you have drafted your letter, be sure to use the Document Review Sheet from Module 4 to help you do a final review.**

## *Structure, Reader Focus, and Mechanics*

|  |  |  |  |
| --- | --- | --- | --- |
| **Effective writing** | **Yes/ No** | **Comments** | **How could I improve?** |
| **Good organization** |  |  |  |
| The purpose is clearly stated. |  |  |  |
| The main message is stated up front, close to the beginning of the document. |  |  |  |
| Similar information is grouped and labeled. |  |  |  |
| The text has an established and evident hierarchy of organization. |  |  |  |
| The text has one idea per paragraph. |  |  |  |
| **Reader focus** |  |  |  |
| The document anticipates questions the reader might ask. |  |  |  |
| The reader’s questions are answered in a logical sequence. |  |  |  |
| The document sets up and fulfills expectations for the reader. |  |  |  |
| **Mechanics** |  |  |  |
| Spelling, grammar, and punctuation are consistent and appropriate. |  |  |  |
| The document uses visual techniques to support the logic of the text. |  |  |  |

## *Style and Tone*

|  |  |  |  |
| --- | --- | --- | --- |
| **Effective writing** | **Yes/ No** | **Example** | **How could I rephrase?** |
| The document is concise with no redundancy. |  |  |  |
| The document uses verbs (rather than nouns) to express actions. |  |  |  |
| The document uses mostly active-voice verbs. |  |  |  |
| The document uses an appropriate and consistent tone. |  |  |  |