“Writing EIAO Correspondence”

Presented by Eldh & Associates
www.getexcellenttraining.com

What’s the Point?

Get what’s in your brain and share it in a way people can understand and then act on it.

Course Objectives (Page 1)

• Adopt important “Plain Language” writing principles.
• Use best practices in email writing.
• Write clear, logical, easily understood FSA tool question responses, analyses, and executive summaries.
If You Take Nothing Else...

**Typical Content Order in Academia & in Scientific Communities**
1. Background
2. Methods
3. Results

**Preferred Content for Everyone Else**
1. Results (or Request)
2. Significance of Results (or Request)
3. Background (if needed)
   Next Steps (if desired)

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Other Key Ideas

1. Always have a point and a BLUF.
2. Write for “visitors.”
3. Eliminate irrelevant content.
4. Use shorter sentences (15-20 words) and active voice. Shun “tion.”
5. “Chunk” information and use bullets.

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Key Idea #1

- Always have a point and lead with that point.
Key Idea #1 Illustrated

Hard to Understand
Est. 6725 is a poultry plant that processes... The establishment’s HACCP states that... According to 9 CFR..., a HACCP must have...

(Five paragraphs later)
Therefore, on this basis, it is recommended that an enforcement action be taken against Est. 6725.

Key Idea #1 Illustrated

Easy to Understand
We are recommending enforcement action at Est. 6725 because... Est. 6725 is a poultry plant that processes... We assessed the establishment’s HACCP... and found...
The threat to food safety is...
Therefore, we are recommending...

Key Idea #2

• Write for “visitors” or the document may get reactions like this:
  “What is a COA?”
  “What is a LOG?”
  “What is an EIAO?”
  “Huh?”
Key Idea #3

- Maintain focus and scope by eliminating irrelevant content.
- This means addressing observations within the appropriate sections of the FSA and not needlessly rehashing content.
- Similarly, don’t paste in long sections of regulations.

Key Idea #4

- Use shorter sentences (15-20 words) and active voice to enhance your readers’ understanding.
- Shun “tion.”
- Example: Development, Modernization, and Validation for the Determination of CHEMICAL A in Bovine and Porcine Liver and Muscle Tissue through TEST X.

Version 1 (Key Idea #4, Cond.)

The proposed administrative action is based on a review and analysis of the Administrative Enforcement Report, and other documented information that shows the establishment’s continuing failure to implement and maintain effective Hazard Analysis and Critical Control Point (HACCP), Sanitation Standard Operating Procedures (SSOP), Listeria monocytogenes (Lm) Sampling Program in accordance with the requirements of 9 C.F.R. Parts 416, 417, and 430, et seq., and failure to prevent production of adulterated meat products.

STATS: 1 sentence of 72 words, 0 Flesch Reading Ease Score, 37.8 Flesch-Kincaid Grade Level Score
• FSIS is basing this administrative action on its review and analysis of the Administrative Enforcement Report and other relevant documents.
• These show the establishment’s continuing failure to implement and maintain an effective Hazard Analysis Critical Control Point plan (HACCP), Sanitation Standard Operation Procedures (Sanitation SOP), and a Listeria monocytogenes (Lm) Sampling Program in accordance with 9 C.F.R. Parts 416, 417, and 430, et seq.
• Additionally, FSIS is basing this action on the firm’s failure to prevent production of adulterated meat products.

STATS: 3 sentences with average length of 26.6, 2.1 FRES, 19.5 GL

Key Idea #5

• “Chunk” information with headings to enhance your reader’s understanding.
• For example, in an NOIE letter, headings such as “Statutory Authority,” “Basis for Action,” and “Steps You Can Take” help the reader navigate the complexity and length of the document.
• Likewise, organize observations within the FSA by date or area of surveillance.

Four Columns of Editing

<table>
<thead>
<tr>
<th>RIGHT VS WRONG</th>
<th>PREFERRED</th>
<th>SITUATIONAL AWARENESS (aka Political Savvy)</th>
<th>GLAD-HAPPY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each of the men IS?</td>
<td>Please participate.</td>
<td>Text or approach changed based on information I know about the situation.</td>
<td>The manager said the staff should attend the training.</td>
</tr>
<tr>
<td>Each of the men ARE?</td>
<td>It is requested that all attendees participate.</td>
<td>The manager stated…</td>
<td></td>
</tr>
</tbody>
</table>
Four Column Takeaways

• Give feedback judiciously when you’re the editor. Be able to explain and to justify your changes.
• Ask questions when you’re receiving feedback.
• Stay focused on teachable moments.

A Note on Pace & Content

• Review the Process and the Checklist.
• Will this be helpful?
• Do you have any questions about the tool?
The Big Picture & The Little Picture

A Quick Read: “Plain Language Defined” (Pages 4-6)

- Please read pages 4-6.
- Pay attention to the bullets.
- Make notes on the content.
- Jot down any questions you have.

What Plain Language Is

- Closer to speech
- Concise use of language
- Simple writing style to make complex thoughts understandable

- Act signed by President Obama on October 13, 2010.
What Plain Language Isn’t

• Dumbing down
• Sacrificing context and complexity in meaning

Stuff that May Surprise You

• Use personal pronouns.
• Use “must” instead of shall. (Better yet: use the imperative mood.)
• Avoid unnecessary exceptions.
  – (Although the timing could be better, we believe that...)

Some Important Points

• Use introductions with longer documents (synopsis/executive summary, how to use this document, what’s in this).
• Use headings.
• Use tables, but only if they have some context and a takeaway.
Notice Advice about Long Noun Strings

Under #2, Word Choices, see last bullet about noun strings.

• Here’s an example of what NOT to do:
  – annual water quality best management practices monitoring

• Maybe this is meant to mean:
  – by annually monitoring the best practices people are using to maintain water quality

Check Out Page 4

• Look at the first sentence under #4: “To ensure that you are communicating...” (versus “To ensure you are...”).

• The word “that” acts as a buffer with some verbs—especially attribution verbs.

• It’s OK to use “that” as a buffer, as well as to introduce restrictive phrases and clauses.

Final Point from PL Pages

• Notice how the bullet points were handled in Items 1-3 versus Item 4.

Q: What do you notice?
Prefer Active Voice (Page 7)

In passive writing, the “doer” is hidden.

- “Somebody will do/is doing/did something” versus “Something will be/is being/was done (by somebody).”

Passive writing can be ambiguous and clunky. Use it only when you don’t know, can’t say, or don’t care who did something.

Prefer Active Voice

- Active: The manager asked (asks, will ask, is asking) all staff to submit draft accomplishment reports by COB Friday.

- Passive: All staff were asked (are asked, will be asked, are being asked) to submit draft accomplishment reports by COB Friday. (Who asked?)
Prefer Active Voice

WHEN is not the issue. WHO is the question.

Q: Can I identify who did the action?

➢ The girl will kick the ball.
➢ The ball will be kicked. (By whom? Zombies?)

Hallmarks of Passive Voice

• The main verb is a past participle.
• The main verb must have a helping verb.
• If the “true actor” is in the sentence, it will be the object of a preposition.
• What would be the object of an active voice sentence is in the subject position.

Try a Couple

1. The staff met the deadlines.
2. Submit your time and attendance forms by COB Friday. (Please)
A Quick Note about the Imperative

The “imperative mood” (aka “command”) is the simplest way to let others know what they must do.

Submit your application by Friday, August 27.
VS
Your application should be submitted by...
It is requested that your application be submitted...

Q: Where might this matter in your writing?

Set Verbs Free (Page 8)

The following endings signal that a noun could actually be functioning as a verb: tion, sion, ance, able, ence, ment, ness, and mant.

We did an inspection of the office.
VS
We inspected the office.

Set Verbs Free

This directive is applicable to all personnel who make use of voicemail.
VS
This directive applies to all personnel who use voicemail.

Better Yet: Follow this directive if you use voicemail.
Try a Couple

1. Submit your travel expenses with that form. (Use that form to submit your travel expenses.)
2. The team met to consider the plan. (The team considered the plan.)

The only word in which an F is pronounced like a V:

of

Maintain Parallel Structure (Page 9)

Parallel structure means giving equal ideas equal grammatical structure.
Notice the Difference

The five phases of the interview are as follows:
- Introduction
- Establish Rapport
- Questioning for Information
- Summarizing for Accuracy
- Closing

The five phases of the interview are as follows:
- Introduce Self
- Establish Rapport
- Question for Information
- Summarize for Accuracy
- Close the Interview

Parallel Structure: A Few Rules

- With three phrases or clauses, you may repeat the introductory word, or use it only with the first phrase or clause.
  Use: "We travel by sea, air, and car."
  Or: "We travel by sea, by air, and by car."
  But not: "We travel by air, by sea, and car."
- With lists, use parallel structure.

Try a Few (Page 10)

1. The employee expected that he would present his project plan at the meeting, have time to show his slide presentation, and take questions from attendees.

Leaner Still:
The employee expected to present his project plan, show his slides, and take questions.
Try a Few  

1. Try a Few  

2. Try a Few  

3. Try a Few  

4. Try a Few  

Let MS (Word and Outlook) identify (pages 11-13) using the MS Word Proofing Tools.
The Dialogue Box

A Few Points

- Scores based mostly on length of words and sentences (activation VS start)
- Percent of passive voice important
- Dialog box comes at end of review

Ideal Numbers

Worst Answer Ever: It Depends
But Generally
  - Sentence Length: 15-20 words
  - Letters per Word: 6 or fewer, closer to 5 better
  - % of Passive Voice: 20% or less (far less, please)
  - Reading Ease Score: 40 or higher
  - Grade Level Score: Under 14
Activate Tools in Outlook

1. Click **File**, and then click **Options**.
2. Click **Mail**, and then, under **Compose Messages**, click **Spelling** and **AutoCorrect**.
3. Click **Proofing**.
4. Under **When correcting spelling in Outlook**, select the **Check grammar with spelling** box.
5. Select the **Show readability statistics** box.
Activate Tools in Outlook

Activate Tools in Word

1. Click the File tab, and then click Options.
2. Click Proofing.
3. Under When correcting spelling and grammar in Word, select the Check grammar with spelling box.
4. Select Show readability statistics.
Activate Tools in Word

Good Resources

• The Online Writing Lab at Purdue University (The OWL at Purdue)
  http://owl.english.purdue.edu/

• The Writing Center at UNC Chapel Hill
  http://www.unc.edu/depts/wcweb/
No Point, Really, Just Some Levity

The longest word with just one syllable:

strengths

Moving from Grammar to Writing

PARAGRAPHS (PAGE 14)
1. The first paragraph sums up the message/ask/recommendation and acts as a road map.

2. Each paragraph should have a topic sentence that establishes a subject, a purpose, and an order.

3. Each paragraph should have a topic sentence that establishes a subject, a purpose, and an order.

4. Most paragraphs have a topic sentence, and the topic is clear. Most paragraphs have a topic sentence, and the topic is clear. Each paragraph should contain information relevant to the subject and purpose of the message/emotion/assertion, and the reader can order the message/emotion/assertion and act as a road map.

5. This first paragraph sums up the

Exercise: Evaluate a Paragraph (Page 15)

1. Read the paragraph on page 15.

2. Is this effective? Ineffective?

3. What changes do you think are needed?

Observations on Paragraph Exercise

• The sentences are long and clunky.

• The paragraph seems to have two major ideas.

• If these two things are the basis for action, then the topic sentence needs to say so.

Example: FSI is issuing this Notice of Intended Enforcement (NOIE) based on our findings of both repetitive positive test results and our inadequate enforcement (NOTE) based on our findings of both.

Exercise: Evaluate a Paragraph (Page 14)

1. The first paragraph sums up the
Observations on Paragraph Exercise

- If the items are related—for example, cause and effect—this, too, should be stated.
- Example: FSIS is issuing this Notice of Intended Enforcement (NOIE) based on our findings of an inadequate Listeria species sampling program that has led to repetitive positive Lm results on product and equipment. Details on these findings follow below.

Organizational Styles (Page 16)

YES: Inverted Pyramid (Deductive)
YES: Hourglass (Deductive with Repetition)

NO: Pyramid (Inductive)
NO: Chronology

Preferred: Inverted Pyramid Style

- The bottom line is at the top. The reader gets the main idea first, with the supporting ideas following behind.
Preferred: Hourglass

- The “hourglass” style of organization leads with the main idea, provides background detail or justification, and then repeats the main idea.

Rarely Preferred: The Pyramid

- Detail is at the front, followed by a “therefore” statement that sums up the bottom-line up front or BLUF.
- Sometimes presents as a long chronology of events.

Exercise: Determine Organizational Style (Page 17)

Paragraph 1 = Inductive
Paragraph 2 = Deductive
Notes on Person, Bullets, Abbreviations, Microbial Names, and Dates/Numbers

PAGES 18-20

Referring to Yourself in FSAs

• In the FSA, use “I” or the third person (EIAO Smith) except in the Executive Summary. Whatever you do, do consistently.
• Use passive voice sparingly. Identify others by their names.
• Use bullets for a list of observations.

Using Bullets to Break Up Text

Your response should at a minimum include written sanitation procedures and pest control measures you have developed and implemented for your business operation on a daily and ongoing basis, including all written records completed on a daily basis, employee training, and other food safety measures to ensure your establishment meets statutory and regulatory requirements.
Using Bullets to Break Up Text

Your response should, at a minimum, include the following:

– Written sanitation procedures and pest control measures you have developed and implemented for your business operation on a daily and ongoing basis
– All written records completed on a daily basis
– Employee training
– Any other food safety measures to ensure your establishment meets statutory and regulatory requirements

Punctuating Bulleted and Numbered Lists

• See bulleted list of tips on page 19.
• Questions?

BE CONSISTENT.

Using Possessive and Plural Abbreviations

• FSIS’s (singular possessive)
• CSIs’ meeting (plural possessive)
• SRMs (plural)
• EIAO (singular)
• EIAOs (plural)
• EIAO’s (singular possessive)
• EIAOs’ (plural possessive)
Using Possessive and Plural Abbreviations

1. Don’t use the abbreviated form without first spelling it out.
2. Don’t create parenthetical abbreviation if not referring to it again.
3. Don’t assume that reader has seen abbreviations in other sections. Re-define abbreviations as needed.

Using Correct Genus, Species, Serotype

• Italicize bacterial and microbial genus and species names, as in Escherichia coli.
• When abbreviating, capitalize genus name and shorten with a period after the first letter.
• Keep species name lowercase but don’t abbreviate it.
• One exception: Listeria monocytogenes or Lm.
• Serotype is not italicized, but it is capitalized.
• In E. coli O157:H7, that is an O, not a zero.

Some Examples

• Listeria monocytogenes or Lm
• Escherichia coli or E. coli
• Salmonella
• Salmonella Enteritidis or S. Enteritidis
• Salmonella Hadar or S. Hadar
• Salmonella Typhimurium or S. Typhimurium
• Campylobacter
• Campylobacter jejuni or C. jejuni
• Shiga toxin-producing E. coli or STEC
Using Numbers and Dates

For FSAs
- Use numerals throughout (1, 9, 11, 20).
- Don’t repeat numbers in parentheses—five (5).
- Use abbreviated dates if you prefer (12/15/21) but be consistent.

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Non-FSA Guidance

- Write out zero to nine; use numerals for 10 and higher.
- Write out any number at the start of a sentence.
- Use numerals when referring to time: 24 months, 6 weeks, 3 days.
- With ranges above and below 10 in a single sentence, use numerals in all cases.
- Use one date format throughout a document.

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WRITING THE PHRE RECOMMENDATION
PAGE 21
Writing the PHRE Recommendation
(Page 21)

- Document the rationale for, or against, doing an FSA in PHIS using the PHRE Tool. Follow guidance in Directive 5100.4.
- Review PHRE Report for patterns, trends, or specific issues to investigate.
- Review lab results, consumer complaints, previous FSAs, relevant enforcement reports, PFGE results for Lm-positive results, and feedback from IPP.

Writing the PHRE Recommendation

- Recommendations can be do an FSA; don’t do FSA but take enforcement action; don’t do FSA.
- Write the rationale for an FSA in PHRE4. Write rationale against FSA in PHRE3.
- The PHRE is an internal document. Don’t distribute it to the establishment.
- During the entrance meeting, explain the reason for the FSA and answer questions about the overall process.

The FSA Assessment Plan (Page 22)

When recommending an FSA, create an Assessment Plan with the following elements:
1. Apparent Statutory Violations
2. FSA Scope
3. Assessment Steps
Notes on the FSA Assessment Plan

• Doesn’t have to be long or point out obvious or customary steps
• Should summarize why the FSA is important and identify unique steps and/or guidance needed
• Doesn’t have to be updated if new info is captured in the FSA

Writing the Rationale Against an FSA (PHRE3) (Page 24)

• Reasons for not doing vary
• Basic structure is
  ✓ Statement that FSA is not recommended and the reasons why
  ✓ Info from the PHRE Report, the EIAO’s review of lab results, consumer complaints, enforcement reports, PFGE results, and communication with the relevant FLS and IPP.

Sample FSA Plans

• See page 23 for a sample PHRE4 response and pages 24-25 for sample PHRE3 responses.
Example of a Mediocre Sentence

It is important to note that the assessment plan is meant to be a tool that illustrates the primary concern or concerns at the establishment that need to be investigated and why, along with a brief description of the approach for conducting the FSA.

Diagnostics for Mediocre Sentence

After Version

The assessment plan is a tool for illustrating the primary concern or concerns at the establishment that FSIS will investigate. The plan also briefly describes how to conduct the FSA.
Exercise: Evaluate a PHRE3 Response (Page 26)

1. Read the PHRE3 Response on page 26 and make note of your observations on page 27.
2. Review the “Instructor’s Comments” on pages 28-29.
3. After you’re assigned to a small group, discuss the two rewrites on pages 30 and 31.
4. When time is called, share your group’s preferred version and why you prefer it. Write this response into the chat. Example: “Group 2 prefers Version 2 because…”

Instructor’s Comments on PHRE3 Response (Pages 28-29)

1. No need to state you are following the directive.
2. Answer is not presented until the end (inductive, not deductive approach).
3. Subject and verb disagree—should be “were.”
4. “PHIS profile data was reviewed” leaves reader wondering “And so what?” (NOTE: This would be a good opportunity to check for/confirm correct FSIS sample tasks or inspection tasks being performed.)
Instructor’s Comments on PHRE3 Response

5. Run-on sentence. Commas needed around “apparently finding none.”
6. Clunky sentence with two “sions” and a passive verb.
7. Sentence is too long (83 words).
8. Writer has packed in a lot of information. Sample has a lot of PV but most falls under acceptable PV.

See Versions 1 and 2 (Pages 30-31)

1. Which version do you like better? Why?
2. Does a hybrid of Version 1 and 2 seem possible? If so, how would you organize the content?

Let’s Break Down a Few Sentences from the Original Version

A PHRE evaluation was completed on July 16, 2015, by EIAO Lisa Simpson [using the methodology as described in FSIS Directive 5100.4 Rev. 1].

• We can drop everything in the brackets.
Let’s Break Down Some Sentences

Prior FSA reports were reviewed including the most recent performed in June of 2011 that included FSIS RLm sampling with no unacceptable sampling results, thus there were no PFGE results to request.

- The passive voice and “including the most recent performed in June of 2011” causes some confusion. Did only the most recent FSA have the routine Lm sampling?
- The sentence is a run-on and needs to be broken before “thus” (or replace the comma after results with a semicolon).

Let’s Break Down Some Sentences

Prior FSA reports were reviewed. This included the most recent FSA performed in June 2011, which had FSIS RLm sampling with no unacceptable sampling results. Thus, there were no PFGE results to request.

- It would be better to revise the sentence to be active, but if you stay true to the original sentence and meaning, three sentences work best.

Let’s Break Down Some Sentences

I reviewed all prior FSA reports, including the most recent one performed in June 2011, which had FSIS RLm sampling with no unacceptable sampling results. Thus, there were no PFGE results to request.

- Here the first sentence is active, which allows you to pull the second sentence into it.
Let’s Break Down Some Sentences

There WERE no available enforcement data or reports for the previous 12 months.

Establishment regulatory compliance history including PHIS NRs for the previous 6 months was reviewed. (Phew)

- I reviewed the establishment’s regulatory compliance history from the previous 6 months, which included two NRs in PHIS.

“Ough” is flexible when it comes to pronunciation:

A rough-coated, dough-faced, thoughtful ploughman strode across the streets of Scarborough; after falling into a slough, he coughed and hiccuped.

EIAO DOCUMENTATION TIPS AND THE FSA (PAGE 32)
Writing the FSA (Directive 5100.1)
(Page 32)

• Go big picture: focus on the food safety system as a whole and emphasize vulnerabilities and noncompliance.
• Discuss vulnerabilities, even when there are no instances of noncompliance.
• Generally, do not make positive editorial findings.

Writing the FSA (Directive 5100.1)

• At the end of each tool, summarize the findings that support the FSA recommendation.
• Use the DMA section of the General Tool for greater analysis of background, sample results, and observations from throughout the FSA.
• Ensure FSIS statutory and regulatory requirements support the recommendation.
• Give a synopsis of the analysis in the executive summary.

General EIAO Documentation Tips
(Pages 32-33)

• Write for people “outside the neighborhood.”
• Generally address the most egregious problems first.
• Clearly describe documents and facts.
• Associate dates with documents and issues.
• Identify persons involved by name and title and clarify whether they are FSIS employees or plant personnel.
• Relate noncompliance to accurate and relevant regulatory citations.
General EIAO Documentation Tips, Continued

• Think about the bottom-line message you are trying to convey before putting it on paper.
• Avoid jargon and excessive wordiness.
• Consider the appearance of the document.

Responding to Follow-Up Questions in the FSA Tools (Page 34)

• Answer the Question
• Maintain Proper Scope
• Use Critical Thinking

Tips for Writing the Follow-Up Question Response (Page 35)

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
</tr>
</thead>
</table>
| • Support your decision.  
  • Review the questions before starting a tool.  
  • Write vivid descriptions.  
  • Lead with your main idea and be sure to answer the question.  
  • Keep focus on whole system. | • Copy & paste one question into another. Instead, give a short response and refer the reader to the fuller response.  
  • Quote long regulatory passages.  
  • Overuse jargon, abbreviations, & shoptalk.  
  • Make positive editorial comments but do fully support a recommendation of no further action. |
Observations on Response to Follow-Up Question (Pages 38-39)

1. Response is confusing—product i on areas are called "soud," yet the bulk of the analysis lists observations of dirt, dust, cobwebs, and so on.

2. Emphasis should be on noncompliance and infractions—not on what is OK and sound (and Brockman's helpfulness).

3. Rewrite needs a better topic sentence, better organization, and some simple structures (header & bullets).

4. Bullet points are allowed and encouraged where possible.

5. Do you ever use "If" or "When"?

6. The sample is in various need of some commas.

BONUS: Try to spot the passive voice.

1. Read this response from the General Meat Tool.

2. In your team, analyze it and note at least five observations.

3. Create a new outline.

4. Write a new first paragraph.

5. Be prepared to share your work.

6. Try a new header.

Exercises: Critique a Response to a Follow-Up Question (Page 36)

- A unique process that needs to be described—will some situations—for example, numerous findings or full page amounts allowed and encouraged when appropriate.
- Where the format approach would be 5-10 lines of brief.
- The follow-up question box.
- The limits of text characters allowed in a unique process entry.

A few Notes on Question Response Length
See Page 40 for Suggested Response to “Follow-Up Question”

• What do you think of the suggested response?
• What is most effective?
• What might you change?

Writing a Tool Summary (Page 41)

• Use the summary question at the end of each tool to focus on the most significant noncompliance(s) or vulnerabilities.
• Present these findings as 3-5 bullet points.
• If a bulleted finding needs elaboration, follow it with an explanation.
• Write the summaries carefully and ensure they fully capture the critical findings.
• Use information from the tool summary (or summaries if more than one tool is completed) to write the decision making analysis and the executive summary.

Writing a Tool Summary

• This summary should capture the essence of the information collected using that tool. It should not be lengthy, nor should it be a chronology of the FSA.
• Do not reference other tool questions within the summary because it should function as a stand-alone entry.

NOTE: See sample Tool Summary (NRTE Tool) on page 42.
Exercise: Critique and Rewrite a Meat Tool Summary (Page 43-44)

1. Read and compare this with the suggested rewrite on page 49.
2. Make note of the differences and read the “Observations” on page 48.
3. Attempt to identify and then to underline or highlight each passive construction.

Observations on Meat Tool Summary (Page 48)

Good start. Fairly well organized and clearly states and explains the noncompliance.
1. The last sentence in the first paragraph is a distraction.
2. The final paragraph about the COAs is vague.
3. Two sentences are long: 2nd sentence in 3rd paragraph is 64 words long; 3rd sentence in 4th paragraph is 42 words long.
4. This analysis is 50% passive voice, which “fogs up” the writing significantly.

Writing the Decision-Making Analysis (Pages 50-51)

• Write the DMA using findings in tool summaries, including the General Tool summary (G54).
• Use the DMA to share information on relevant results from RLm, IVT, or IIT sampling, PHRE, and in-plant observations.
• Identify what is noncompliance and what is a vulnerability.
• Consider the “puzzle pieces” before you begin writing the DMA.
• Lead with the recommendation(s) and an overview of the findings. If desired, give brief information about the facility and process.
Writing the Decision Making Analysis

- Consider using small headers to separate content. For example, if your DMA needs to address sampling, sanitation, and HACCP design—and these can and should be addressed separately—use headers to guide the reader.
- If desired, use the “hourglass” structure and repeat the recommendation(s) at the end of the DMA.
- PHIS allows up to 20,000 characters; ideal DMA will be 1-2 pages, far less than 20,000 characters.

Sample DMA Outline
(Page 52)

1. Recommendation in 1-2 sentences
2. Analysis and Explanation
3. Additional Information on Reason for FSA and Other Relevant Findings
4. Reiterate Recommendation

Exercise: Critique a DMA
(Pages 53-58)

1. Read the “Before” DMA on pages 53-55.
2. Read the “After” DMA on pages 57-58.
3. Make note of at least three significant differences.
   Extra Credit: Identify any passive constructions.
What did you think?

Please share your observations about the differences between the two DMA.

Instructor’s Observations (Discussion/Not in Workbook)

1. Overall, writing was on target but needed to be reorganized for easier flow/readability. It was an easy upgrade.
2. In a nutshell: go deductive and create sub-sections.
3. Semicolon was misused. This misuse created several fragments.
4. Two sentences (in analysis section) had subject-verb disagreement.

Writing the Executive Summary (Page 59)

A good executive summary will be about 350 words long and contain these elements:
1. A sentence or two that describes the establishment and its processes, including the major types of products it produces, as well as the rationale for doing the FSA (PhRE information)
2. A sentence or two that describes the establishment’s compliance history
3. A sentence that describes the sampling results, if applicable
4. A couple of sentences that describe the major findings leading to the recommendation
5. A couple of sentences that discuss the EIAG’s analysis of the significance of those findings under the regulations that result in not meeting the requirements of the Acts, and what they show about the establishment’s ability to produce safe products
Please read pages 60-62 to see another example of an executive summary.

What did you think?

Please share your observations about the executive summary.

1. Read, evaluate, and edit the executive summary.
2. Be prepared to share your observations and your rewrite.
The longest word you can spell without repeating a letter:

uncopyrightable

Instructor’s Observations

1. This is a tale of two documents: first 3 paragraphs are not needed, and the rest is not bad.
2. Even deleting superfluous first 3 paragraphs, the sample is too long.
3. In second to last paragraph, 4th sentence lacks subject-verb agreement.
   The establishment’s SSOPs, SOPs, E. coli control, Sanitary Dressing and SRM programs along with the HACCP plan MEETS the regulatory requirements of 9 CFR Parts 416, 417, and 310 at this time.
4. Also in the second to last paragraph, neither half of the 5th sentence is complete. Removing the semicolon does not correct the sentence.

How did you do?

• Compare your group’s rewrite against the suggested response on page 66.
• Any feedback or observations on your rewrite or the suggested response?

Stats on Suggested Response:
- 348 words
- 19.1 words per sentence, 5.3 sentences per paragraph, 4 paragraphs
- 25% passive voice
- Reading Ease Score of 35.5 and Grade Level Score of 13
NOIE & Suspension Letter Format (Pages 72-75)

1. First Paragraph: What Action FSIS is Taking (Road Map)
2. Second Paragraph: FSIS’s Authority to Take Action
3. Third Paragraph: Findings and Basis for Action
4. Fourth Paragraph: Alleged Violator’s Next Steps and Appeal/Hearing Rights

The shortest –ology (study of) word:

Oology (study of eggs, but you know that 😊)

ALL ABOUT EMAIL PAGE 76
**What do you think of this email?**

FYI...I'm off today but I was able to go into the system to create my profile for COR training and certification.

I received a message that you were sent an e-mail to approve my selection of you as my supervisor, per your request. I'm working ADS tomorrow, so I will continue the process for submitting my certification for COR Level 1.

I believe I remember you told me last week that the request should be submitted before the end of this year? I have a few questions since I'm a first time user.

Can you help me maneuver through the system? I need to upload some courses that I've already taken. I reviewed WHAT? and feel I should consult with you for accuracy.

Are you available Thursday or Friday to assist me with completing my request? If so, please let me know when will be a good time to meet.

Thanks,

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**What I think of it...**

- Scattershot
- Beyond conversational
- Disorganized
- Begging for a signpost/roadmap to the many different topics

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**Write, Rest, Review, Upgrade**

Hi, Boss:

I'm off today but was able to... I have a few items I want to touch base with you on:

1. I saw that you have been approved to be my supervisor, so that matter is resolved. Do I need to submit...
2. Can you review the courses....
3. Etc.

If I have additional questions, can you help me...?
The Issue is Often Tone

We misread email tone 60-90% of the time.

Professional Email and Neutral/Positive Tone in 4 Bullets

- Greetings
- Complete thoughts
- Pronouns
- Closings

The Bottom Line on Interesting Statistics (Page 76)

- Email is expensive—especially in terms of time.
- Email can be risky.
- Email can prevent us from being focused.
- Be smart with how and when you use it.
Best Practices (Page 77)

1. Write it. Let it cool.
2. Review. Upgrade.
3. Check for attachments.
4. Check for right addressee. Send!

Remember the Washington Post Test.

EVALUATING EMAILS

Email (Before)

Got it. Will send back next week.
A greeting, closing, and context words help:

Bill,

Got the XYZ Report. Will send back next week.

Regards,

Connie

Pronouns make it better:

Bill,

I got the XYZ Report. I will send it back next week after I review it.

Regards,

Connie

Example of an “Hourglass”

Dear Fred,

Please send me your revised IT budget by Friday, November 18.

As we discussed, the new budget should reflect both software and hardware requirements. It should also break out permanent employee expenses, as well as the cost for temporary help during planned upgrades in March 2018.

If you have any questions, please let me know. I look forward to receiving your revised budget by Friday, November 18.

Sincerely,

Jasmine
Example of a Formatted “Hourglass”

Dear Fred,

Please send me your revised IT budget by Friday, November 18. Please make certain the budget includes and breaks out the following:

1. Software Purchases
2. Hardware Purchases
3. Permanent Employee Expenses
4. Temporary Employee Expenses (for March 2018 upgrades)

If you have any questions, please let me know. I look forward to receiving your revised budget by Friday, November 18.

Sincerely,

Jasmine

Save Time

- See the email management tips on page 78 for time-saving tips.

What’s Left in the Workbook

A. Confusing Words, pages 81-85
B. Transition Words and Phrases, page 86
C. Say It Simply, page 87
D. Punctuation Review, pages 88-91
E. Helpful Resources, page 92
Before We Go, Here Are Some Things My Dog Taught Me:

- Stretch—a lot!
- Sleep—a lot!
- Assume everyone likes you.
- Never pass up the chance to use the bathroom.

The Wise and Wonderful Tiki
(March 5, 2004-December 23, 2016)

That’s it! We’re done!

Thank you for your hard work!
I’m at wendieldh@verizon.net if you need to reach me.