

Assessment

Writing Effective E-Mail

Revised Edition

The objectives of this book are:

- To review workplace e-mail risks and suggest strategies for writing safe and secure e-mail to help keep the organization in business and out of court
- To explore the role clear and concise e-mail plays in positioning both employees and organizations before internal and external audiences
- To review strategies for writing persuasive e-mail messages that are opened and acted upon—not ignored and deleted—by readers
- To discuss technological tools and common-sense techniques to help senders and receivers successfully manage, organize, and transmit their e-mail

Assessment Questions for *Writing Effective E-Mail, Revised Edition*

Select the best response.

1. E-mail is the ideal form of confidential communication in the workplace.
 - A. True
 - B. False

2. It is best to use e-mail when:
 - A. You want to communicate directly with a decision-maker
 - B. You want to send the same message to multiple readers
 - C. You need an immediate response
 - D. A and B
 - E. B and C

3. E-mail is the best medium to deliver news:
 - A. That is unpleasant
 - B. Fast
 - C. That is extremely important or confidential
 - D. B and C
 - E. All of the above

4. Use the “bcc” option to:
 - A. Control the flow of replies to your e-mail message
 - B. Send a copy of your e-mail without the original recipient’s knowledge
 - C. Send a message to your primary recipient
 - D. A and B
 - E. None of the above

5. When you are replying to an e-mail message, you usually should not:
 - A. Change the subject line
 - B. Include a salutation
 - C. Include a signature
 - D. None of the above
6. Although some e-mail programs allow you to request a “receipt notification” when the message is opened, you should keep in mind that:
 - A. Incompatible software might inhibit notification
 - B. Some readers may resent the implication that you don’t trust them to open your message
 - C. Both of the above
7. The subject line of your e-mail:
 - A. Should be clear, concise, and descriptive
 - B. Is not that important to the reader
 - C. Should appeal to everyone if you are sending a single message to multiple audiences
 - D. A and C
 - E. All of the above
8. A writer’s best opportunity to grab the reader’s attention is in:
 - A. The lead
 - B. The middle
 - C. The end
9. If you find it difficult to start with an effective lead sentence:
 - A. Save your important information for later in the e-mail
 - B. Keep working on the first sentence until you have it right
 - C. Write a cliché sentence just to get you started and then improve it later
 - D. Just begin with a simple sentence

10. E-mail messages are best if they consist of:
- A. Complex, detailed sentences
 - B. One major idea per sentence
 - C. Short, familiar words
 - D. A and B
 - E. B and C
11. To reduce electronic risks when sending e-mail, be sure your e-mail content is:
- A. Free from obscene language
 - B. Free from racial comments
 - C. Free from mechanical errors and structural problems
 - D. All of the above
 - E. A and B only
12. For effective e-mail, it is better to use:
- A. An inverted pyramid approach
 - B. A chronological format
13. Proofreading on screen is an indispensable part of the electronic writing process.
- A. True
 - B. False
14. Short simple sentences are better than long ones for e-mail messages because:
- A. They are easier to read on the screen
 - B. They are less likely to contain mechanical errors
 - C. Short sentences can comfortably accommodate more than one idea
 - D. A and B
 - E. B and C
15. It is all right to use the following in e-mail messages:
- A. Contractions
 - B. I, you, and we
 - C. Sentences that end with prepositions
 - D. All of the above
 - E. None of the above

16. To avoid sexist language, you can:
- A. Use plural rather than singular pronouns
 - B. Assume everyone knows that *he/him/his* means all people
 - C. Write *he/she* throughout
 - D. None of the above
17. A hostile e-mail message sent too quickly may generate an angry response.
- A. True
 - B. False
18. “Smileys”:
- A. Help readers interpret an e-mail writer’s attitude and tone
 - B. Could be used in business writing
 - C. Can convey your message if you think your writing is poor
19. For managers, following good netiquette means:
- A. Enforcing the organization’s e-mail policy consistently
 - B. Using e-mail to discuss confidential concerns about an employee’s performance
 - C. Reminding employees that the organization has the right to monitor e-mail transmissions
 - D. All of the above
 - E. A and C
20. To control in-box clutter, an ineffective strategy would be to:
- A. Archive your saved e-mails
 - B. Assign an electronic “gatekeeper”
 - C. Read and respond to every message
 - D. Rank your e-mail in order of importance
 - E. Set aside a specific time each day for reading, writing, and responding to e-mail
21. It is okay to include a joke in your business e-mails.
- A. True
 - B. False

22. If you are e-mailing an international audience, you should not:
- A. Assume your reader will know English because it is the international language of commerce
 - B. Assume all speakers of a given language are culturally similar
 - C. Use technical language, jargon, acronyms, abbreviations, or humor
 - D. Use vague language
 - E. All of the above
23. As a general rule, business documents and e-mail should be written in the:
- A. Active voice for readability
 - B. Passive voice for a more corporate tone
24. When formatting your document:
- A. Use larger than 12-point type
 - B. Use both uppercase and lowercase letters
 - C. Set your “cap lock” key to write in all uppercase letters
 - D. Use all lowercase letters to make typing faster
25. An organizational e-mail policy should include:
- A. An overview of the organization’s sexual harassment and discrimination policies
 - B. Ownership issues and privacy expectations
 - C. Clear guidance on what is and is not considered appropriate electronic business communication
 - D. All of the above
 - E. B and C

Answer Key for Writing Effective E-Mail, Revised Edition

Recommended response (Corresponding workbook page)

1. B (4)	6. C (16)	11. D (53)	16. A (44-46)	21. B (50)
2. D (8-10)	7. D (22-23)	12. A (28-31)	17. A (54)	22. E (17-18)
3. B (8)	8. A (25)	13. A (41)	18. A (56)	23. A (42)
4. D (12)	9. C (32)	14. D (35)	19. E (62-64)	24. B (68-69)
5. A (15)	10. E (35)	15. D (49)	20. C (77-79)	25. D (84-86)